

## Optimizing The Use of Digital Resources in Arabic Language Learning at School

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**Abstract:** Learning Arabic demands a variety of models and approaches given its complexity. Initial competency gaps and differences in educational background among students are challenges for teachers. This research explores advances in Information and Communication Technology (ICT) in the context of Arabic language education, focusing on the utilization of ICT by teachers. ICT can assist teachers in the preparation, implementation of learning, and improvement of teaching materials. The utilization of ICT is not only limited to direct implementation, but must also take into account the individual characteristics of students to improve the quality and meaning of the learning process. This research uses a descriptive qualitative approach with a library research model, which is a way to collect primary and secondary data related to the use of information technology in Arabic language learning. The literature study model can be applied to investigate and analyze existing literature regarding Arabic language learning with the use of information and communication technology. Through this analysis, an understanding of the advantages and barriers to the use of information and communication technology in the context of Arabic language learning can be obtained. In the implementation of learning, of course, there are obstacles that become challenges for educational actors. The application of literacy and training related to the use of technology can be a solution to face several learning challenges. The use of this type of learning media makes it easier for teachers in the teaching process, because teachers do not need to repeat explaining the material that has been discussed before. This technology-based media also has a wide scope, making it easier for students to access it easily.

**Keywords:** Information and Communication Technology, Learning Media, Arabic Language Learning

### Introduction

Education plays a crucial role in shaping the nation's life, as outlined in Law Number 20 of 2003 on the national education system. It emphasizes the deliberate and planned efforts to foster a learning environment where students actively develop their potential in terms of religious and spiritual strength, self-control, intelligence, noble character, and essential skills. Teachers aim for a enjoyable, student-focused learning experience, where students participate eagerly, exchange information, and support each other in the pursuit of mastering concepts and achieving satisfactory learning outcomes (Boekaerts & Corno, 2005).

The industrial revolution 4.0 and civilization 5.0 have a major influence on life, so that there is a disruption of technology and innovation, including in the world of

education. Teachers must continue to learn in order to keep up with technological developments, so as not to be left behind by students or said not up to date (Sood & Tellis, 2011)

One of the significant changes in the development of the times that has a major influence on the world of education is technological advances that continue to grow (Aggarwal, 2011). The impact of such progress is very visible in efforts to modernize education systems and learning methods. As an important part of these efforts, learning media plays a central role (Greenhow & Robelia, 2009). In this context, the use of learning media becomes critical for teachers in delivering learning material. It is expected that a teacher has the ability to master learning media as a tool or effective means in the implementation of learning activities.

The efficiency and effectiveness of teaching in an ideal teaching-learning interaction reflects the optimal efforts of teachers in utilizing all available resources in their environment to help students learn well. This shows that teachers have a significant key role in the classroom (Munna & Kalam, 2021). Teachers as the main actors are expected to adapt quickly to advances and changes in the environment, including the development of learning technology. People's lives today are greatly influenced by technological advances, so teachers need to prepare teaching materials that can adapt to technological developments, bringing progress in the teaching-learning process. The use of learning media emphasizes more on technological developments known as multimedia.

In today's digital era, technology dominates various aspects of society, particularly in the realm of digital industry. Daily activities heavily rely on technology, with information and communication playing a central role. Information, a collection of data for knowledge enhancement, and communication, involving reciprocal conversations, are now integral to modern life. Discussions in these activities cover a range of topics, from important matters to entertaining ones. Nevertheless, every interaction has the potential to create lasting impressions, particularly when presented in an engaging manner (Leu & Kinzer, 2000).

According to Hapsari and the ultimate learning media includes tools used by teachers in the teaching process and means to convey messages from learning sources to message recipients, namely students. However, nowadays many students feel bored and burdened by monotonous routine activities. Learning media is not only limited to traditional aids, but can also involve modern communication media such as telephones, computers, the internet, e-mail, and so on. The use of the internet, especially in the form of web-based learning media, has become one form of e-learning that is popular and widely developed by educational institutions in this era (Hapsari & Pamungkas, 2019).

Learning Arabic through the use of interactive applications is an alternative solution in providing interesting teaching to students. By compiling application-based learning materials, it is expected to overcome the limitations and difficulties faced by teachers and students (Kasneci et al., 2023). The main purpose of learning Arabic through this application is so that students can master Arabic as one of the languages of

communication. This learning approach is considered as a communication process in the learning system, and therefore, learning media plays an important role as one of the critical components in the system (Asmawati et al., 2020).

If this media is associated with the Arabic learning process, it refers to all forms of communication and equipment utilized by Arabic teachers in the context of learning activities. The goal is to facilitate the achievement of Arabic learning goals. Without the existence of learning media, communication will be hampered, and the teaching-learning process as a form of communication cannot take place effectively and optimally (Slagter van Tryon & Bishop, 2009). Learning media is considered an inseparable part of the learning system. Learning media includes everything that can serve as an intermediary to convey messages, stimulate students' thoughts, interests, feelings, and desires, so as to trigger the learning process in them (Hannula, 2006).

The main purpose of using learning media is to facilitate the teaching-learning process, increase learning efficiency, maintain relevance to learning goals, and help maintain student concentration, and other goals (Kirkwood & Price, 2014).

The facts show that the central government has provided various learning media as support for the implementation of Arabic language learning. It includes handbooks for teachers and students that fit each theme. However, there are no learning facilities that can optimally support teachers in implementing the curriculum, especially in the form of digital technology-based learning media. Therefore, researchers argue that schools should actively develop or utilize digital technology-based learning media as an effort to improve teacher performance in implementing learning practices. Schools should thoroughly revise current pursuit practices and resources to create effective learning environments and enhance lifelong learning skills and habits in their students. Information and communication technology is versatile and powerful which can help in this purpose and therefore should be present in every thing.

## **Method**

This article adopts a literature review method to explore theoretical concepts relevant to the research problem, which aims to optimize the use of digital resources for Arabic learning media. The literature review, based on articles from various scientific journals, is essential for developing the study's theoretical and practical aspects. This library research type involves a thorough examination of relevant materials such as books, scientific journals, statistical references, theses, dissertations, and internet sources. Utilizing this method facilitates the resolution of the research problem (Creswell, 2016).

## **Result and Discussion**

### **Learning Technology as a Digital Resource**

Analysis of test responses in foreign language proficiency tests helps test administrators and instructors understand participants' level of proficiency, identify areas for improvement, and assess the test's effectiveness in measuring their language

proficiency. This analysis is important for future test development and refinement as well as providing useful feedback to participants.

Innovation in Arabic learning technology is expected to help students achieve a maximum level of understanding related to Arabic learning materials. Technology is a collection of knowledge aimed at creating tools or processes of managing and manipulating objects. The use of the term "technology" has a broad meaning and can be interpreted differently by each individual. Technology has the potential to solve a variety of problems in everyday life and can manifest as products or processes (Hargadon & Sutton, 1997). In addition, technology can also serve as a tool or medium that expands our understanding beyond the limitations of space and time. In its development, technology makes humans the main subject in operating the technological system itself (Leonardi & Barley, 2010).

At its core, educational technology involves various efforts aimed at creating an effective and efficient learning process for each individual. This concept is in line with the latest definition of educational technology proposed by The Association of Educational Communication and Technology (AECT), which states that educational technology can be defined as "an ethical study and practice used to facilitate the learning process and improve performance through the creation, use, project management, technology, and appropriate resources (Spector, 2016)."

People often put varying boundaries on media. The Association for Educational Technology and Communication (AECT) in America, for example, defines media as any form and channel that a person uses to convey a message or information. However, the National Education Association (NEA) has a different view. For NEA, media includes various forms of communication, both written and audiovisual, along with their equipment. The NEA also stressed that media should be manipulated, accessible through sight, hearing, and reading (Reiser, 2001). Berlach and Ely state that in the context of learning, media can be interpreted as graphic, photographic, or electronic devices used to capture, process, and rearrange visual or verbal information.

According to Sudjana, learning that utilizes media as a tool or means has certain goals to be achieved. The purpose is to enable a teacher or information source to convey a message or information to the audience or recipient of the message. Therefore, the use of media is considered important in the learning process. The main function of media is as a visual tool used in learning as a means so that students can clearly understand the material presented, even only through visual aids (Pulak & Tomaszewska, 2014).

The use of learning media has a very significant role in the process of learning foreign languages, including Arabic. This is not only true for children, adults, and parent learners, but is also relevant for adult learners. Numerous studies have confirmed the effectiveness of media use in the context of foreign language learning, especially Arabic.

However, there are still few teachers who include learning media as an important element in classroom learning strategies, as expressed by Suyanto as mentioned by Sadtono. Some of the reasons that cause the low application of media in Arabic language learning include teacher concerns regarding the cost and time required to provide

learning media. This reluctance to take risks can cause language learning to become monotonous for learners (Prihartini et al., 2018).

Learning media plays a crucial role in enhancing the effectiveness of the learning process, offering benefits such as: 1) Enhancing students' learning experience by providing direct and visually engaging access to study material. 2) Cost-effectiveness, delivering learning messages efficiently with less energy compared to non-media methods. 3) Capturing learner attention through clearer and more realistic subject presentations. 4) Readyng learners for effective learning situations and improved outcomes. 5) Involving multiple senses in the learning process to enhance retention and learning quality. 6) Reducing differences in perception between teachers and students, especially in language learning. 7) Boosting students' ability to think, analyze, and problem-solve. 8) Resolving personal differences among learners, fostering a more engaging and relevant learning environment for everyone (Hill & Nelson, 2011).

Some kinds of simple learning media that can be implemented, such as: 1) Audio Media: this type of learning media focuses on delivering audio messages from the message source to the message recipient. Audio media is closely related to the sense of hearing and can convey both verbal (spoken language or words) and non-verbal (sounds and vocalization) messages. Examples of audio media include radio, tape recorders, telephones, language labs, and so on. 2) Visual Media: visual learning media rely on the sense of sight to display material using projection devices or projectors. This type of visual media can help grab attention, clarify ideas, and illustrate facts visually. Visual media can be distinguished into still visuals (such as photographs, illustrations, and posters) and motion visuals (such as silent films) (Schar & Krueger, 2000). 3.) Audio Visual Media: this type of media is capable of displaying sound and images. Audiovisual media are distinguished into still audiovisual (such as still TV and sound books) and motion audiovisual (such as TV movies and sound images). 4) All-round Media: this learning media is adjusted to the potential in a particular area or community. Examples of multifaceted media include whiteboards, three-dimensional media, reality, and learning resources in society. 5) Photographic Images: photographic images can be obtained from various sources such as newspapers, paintings, cartoons, and illustrations. Teachers can use photography images that are adequate, artistic, large enough, clear, valid, and able to captivate children's attention in teaching and learning activities. 6) Maps and globes are media used to display location data, surface conditions, and directional information. They aid in understanding political unity, sparking geography interest, and offering insights into immigration, population distribution, and the Earth's shape. The function of learning media in the learning process is very crucial because it allows teachers to present material more meaningfully, not limited to delivering words through lectures (Dezuanni, 2015).

Wina Sanjaya identifies several functions of learning media: 1) Communicative function, facilitating teacher - student communication to prevent verbal misunderstandings. 2) Motivational function, using artistic elements to enhance material understanding and boost student enthusiasm. 3) Meaningful function, aiming not just for

information retention but also to improve analytical and creative abilities. 4) Perceptual equalization function, ensuring uniform understanding among learners. 5) Individuality function, adapting to diverse learner backgrounds, styles, and interests (Cahyono et al., 2019).

There are several things that need to be known to choose learning media, namely: 1) Suitability. The learning media chosen and used must be able to help students to gain an understanding of the material taught by educators and in accordance with the competencies to be achieved. 2. Objectivity. The learning media chosen and used must be carried out objectively or must not be based on the subjectivity of educators 3. Program goals. The learning media chosen and used must be adjusted to the level of understanding and development of students. 4. Difficulty level. The learning media chosen and used must consider the level of difficulty faced by educators in using it. 5. Fees. The learning media chosen and used must consider the amount of costs that must be incurred compared to the results to be achieved. 6. Availability. The learning media chosen and used must consider its availability. 7. Technical quality. The learning media chosen and used must have high quality and resolution (Bingimlas, 2009).

### **Arabic Language Learning**

Test response analysis in Arabic language proficiency tests involves a process carried out to understand and evaluate how test takers respond to the questions or tasks asked in the test. This analysis helps to gain insight into participants' Arabic language skills and assess the extent to which they can understand, use and master Arabic.

Language is a system of symbols consisting of arbitrary sounds used by members of society to communicate and interact with each other. Language functions not only as a means of communication, but also as a means to convey opinions, thoughts, and feelings to others. Through language, humans can shape societies and build civilizations (Armstrong & Ferguson, 2010). Without language, all these activities will not be possible. Therefore, it can be said that language has an important role in every aspect of life, and every activity carried out throughout life requires the use of language.

To understand language, it is not only enough to identify the characteristics of the structure of language, but it is also necessary to understand its function in the context of society. Individuals who seek to learn a second or foreign language are expected to have appropriate skills that the motivation in learning a second language is an important aspect (Schwab, 1969).

Arabic is a field of study that involves all aspects of language skills and the elements contained in them. Basically, these four Arabic skills have no fundamental difference from language skills in general. In the context of Arabic language learning, there are four language skills that are divided into 4 categories (Wagner et al., 1989). The primary language learning categories are: 1) Listening skills (*al-istima'*), the foundational aspect crucial for mastering any language, including Arabic. 2) Speaking skills (*al-kalam*), focusing on oral communication, mastered after acquiring listening skills. 3) Reading skills (*al-qiro'ah*), involving comprehension of written texts, distinct from direct

understanding through oral interaction due to the additional elements like body language in conversation (Kamalia et al., 2022).

To achieve language skills, external and internal factors influence the learning process. These include student interest, teaching methods, supportive media, and the language environment. However, many students find Arabic challenging, diminishing enthusiasm. Traditional teaching methods and lack of diverse aids contribute to boredom. Factors influencing online Arabic learning success include internet quality, device availability, teacher expertise, student media proficiency, and effective communication among educators, parents, and students (Oxford & Shearin, 1994).

## Conclusion

The era of Society 5.0 is a continuation of changes in people's lifestyles in the era of the Industrial Revolution 4.0. People in the era of Society 5.0 are expected to have the ability to utilize digital technology in everyday life, especially in the economic and education sectors. The main challenge faced by Arabic language learners in Indonesia in the era of Society 5.0 is the effective use of technology to deliver teaching materials, so that students can learn in various places and anytime. Utilizing information and communication technology can make the learning process more qualified. Teachers need to utilize and use information technology in preparing the learning process starting from choosing learning resources, teaching materials and learning methods that are appropriate and in accordance with student characteristics. Although sometimes there are some obstacles such as signals, power failures, or even the unavailability of learning media in schools, teachers must still try to innovate and adapt to want to continue learning to facilitate students in learning Arabic.

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