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at Madrasah Tsanawiyah Takhasus Al-Qur'an Al-Falahiyah
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Abstract: Educational technology is often associated with learning theory and learning. While learning and learning theory includes processes and systems for learning and learning, educational technology includes other systems used in the process of developing human abilities. Discussing the use of technology in Arabic language learning is meant to show how technology can answer the problems that exist in Arabic language learning. This type of research is descriptive qualitative research, that is, the data collected is in the form of words, pictures, and not numbers. The research place is Madrasah Tsanawiyah Takhasus al-Qur'an Al-Falahiyah Batanghari, East Lampung. Research time is April 2023. Source data through interviews with teachers of Arabic subjects.

Keywords; Educational Technology, Learning Theory, Arabic

Introduction

Education is the maturation of students in order to develop their talents, potentials and skills in living life, therefore education should be designed to provide understanding and improve student achievement. To design an attractive education for students is not easy, because students quickly feel bored and exhausted which cannot be avoided when carrying out the learning process, caused by difficult and understandable teacher explanations (Carroll, 1963).

Learning is an effort to learn. This activity will result in students learning something in an effective and efficient way, while language is a communication tool used to interact with others and is used to express ideas that are in the mind both oral and written (Jarvis et al., 2022). Arabic is a subject that is directed to encourage, guide, develop and foster abilities and foster positive attitudes towards Arabic both Receptive and Productive. Receptive ability is the ability to understand people's speech others and understand the reading. Productive ability is the ability to use language, communication tools both orally and in writing.

Learning models experience continuous development along with developments that occur in the disciplines of language, education, and the current development of the times. Moreover, the results of research in the field of language teaching itself also contribute to the end of new approaches and methods in the field

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of language teaching. The learning model is one of the educational programs. Basically, the model is intended to be the main umbrella for specification and interrelation between theory and practice (Arzi & White, 2008).

Technology is defined as the overall means of providing goods necessary for the survival and comfort of human life. The term educational technology is often associated with learning theory and learning. While learning and learning theory includes processes and systems in learning and learning, educational technology includes other systems used in the process of developing human abilities (Zalewska, 2020).

Arabic is one of the major languages in the world spoken by more than 200,000,000 people. Arabic in Indonesia is one of the foreign languages studied in formal and non-formal educational institutions, ranging from the MI / SD, MTS / SMP, MA / SMA, to tertiary level. Arabic learning at school encounters many obstacles in terms of methods, techniques, and learning media that seem monotonous and conventional (Husseinali, 2006). The majority of learning methods used in schools are lecture methods. The teacher delivers the material and students only listen to what the teacher says, there is no reciprocity from the learning system. This has an impact on students who follow the Arabic learning process. Among the impacts is that students find it difficult to understand Arabic subject matter due to the same learning patterns, there is no innovation and variation in terms of Arabic language learning (Atallah & Al-Mousa, 2019).

In the era of globalization and the development of Information and Communication Technology that moves so fast, it requires all educational systems and settings to adjust well, vision, mission, goals and strategies in order to achieve quality and quality education. One of them is by carrying out Arabic language learning based on information and communication technology. Discussing the use of technology in Arabic language learning which is meant is how technology can answer the problems that exist in Arabic language learning (Shaalan 1, 2005).

This problem underlies the author's interest in discussing more deeply about Arabic language learning based on the Utilization of Information and Communication Technology in Madrasah Takhasus Al-Qur'an Al-Falahiyah, Batanghari, East Lampung. Innovation and variety in Arabic learning is one of the main capitals to attract students to learn Arabic. Likewise with learning methods and media. Interesting learning methods will make students motivated, and interesting and diverse media will make it easier for teachers to explain and make it easier for students to understand the subject matter.

Method

This type of research is descriptive qualitative research, that is, the data collected is in the form of words, pictures and not numbers (Polkinghorne, 2005). The research place is at Madrasah Tsanawiyah Takhasus al-Qur'an Al-Falahiyah Batanghari, East Lampung, research time in April 2023. Source data through interviews with teachers of Arabic subjects.

Resulst and Discussion

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The Nature of Arabic Language Learning in the Era of Digitalization

Learning comes from the word "teach", which later became a verb in the form of "learning". Learning is actually a complex aspect of human activity, which cannot be fully explained in detail. The purpose of learning is simply the product of continuous interaction between development and life experience. In a more complex sense, the essence of learning is the conscious effort of a teacher to teach his students (direct student interaction with other learning resources) in order to achieve the expected goals. Learning is a conscious effort of teachers / teachers to help students or students, so that they can learn according to their needs and interests. In other words, learning is a planned effort in manipulating learning resources so that the learning process occurs in students (Graves et al., 2018).

The definition of learning is the understanding of learning in the concept of learning technology, the word learning contains a more proactive meaning in carrying out learning activities, because in it not only teachers or instructors are active, but students are active subjects in learning. Learning is a purposeful activity. These goals should align with the student's learning goals and curriculum. The purpose of learning in students is to achieve optimal development, which includes cognitive, affective and psychomotor aspects. From these opinions, it can be concluded that learning is an activity that aims to be carried out by teachers consciously to help students in an effort to obtain knowledge, skills and positive values by utilizing various sources for learning (Mayes & Fowler, 1999). This activity can be referred to as the learning process. In such interactions there is communication, channeling information. Learning Arabic is different from learning a mother tongue, and the basic principles of learning are also different, both related to learning methods, materials and the process of implementing learning. In learning Arabic there are several skills that must be possessed by a student to master Arabic well and perfectly (Khaldieh, 2000).

The proficiency in question is: listening مهارة الإستماع , مهارة الكالم speaking مهارة القراءة , reading الكتابة writing. Each individual basically has the ability to master every مهارة language, although at different levels of ability. Among the differences in the ability to master a language is based on the learning objectives to be achieved, the basic abilities and motivations possessed by a person towards the language and perseverance in learning (Skehan, 1991).

Such as a person's ability to master the mother tongue and Arabic. The purpose of learning a language (mother tongue) is the goal of connecting with others in life, namely as a communication tool to achieve something desired in life. Therefore, the motivation to learn the language is higher. Meanwhile, learning a language that is not a mother tongue such as Arabic for non-Arabs, generally has the purpose of communication and gaining knowledge, but the language is not used as a language of communication in everyday life. Therefore, the motivation to learn Arabic is lower than the motivation to learn the mother tongue. But basically the big or small motivation to learn Arabic will affect the achievements to be achieved. To understand a reading material is determined on mastering the concept of a word. Mastery of word concepts is the basis for mastering

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a reading that is read when studying. Students who do not master the concept of a syllable will have difficulty in understanding a language rule, because language rules in a reading are formed from the concept of words in a series of meaningful sentences (Calafato, 2020).

The basic abilities possessed by a person when learning a mother tongue tend to be higher, such as when a person is still a child, his brain is still clean and has not been influenced by other languages, therefore he tends to succeed quickly. Meanwhile, when someone will learn Arabic, the basic skills possessed are lower, which has first mastered the mother tongue, both spoken and thoughtful. Therefore, learning Arabic is certainly more difficult and difficult, because you have to adjust the mother tongue system into the Arabic language system, both the sound system, word structure, sentence structure and thinking language system (Bhatia & Ritchie, 2006).

It can be concluded from the description above that communication is the delivery of messages or information to others in the form of spoken and written language. Communication is an interaction of delivering messages carried out by someone. Every day humans communicate both in the family environment and the surrounding environment. Sedah becomes an integral part of human life to communicate with each other. Educational technology is a complex and integrated process that involves people, procedures, ideas, tools and organizations to analyze problems, find ways to solve, implement, evaluate and manage problem solving that concerns all aspects of human learning. The development of science and technology, brings changes to learning materials or learning materials. Before the development of computer technology, the main learning materials used in the world of education were all printed materials, such as books, modules, papers, magazines, newspapers, tabloids, journals, hand out liflets, booklets, and so on which all used printed materials. Changes in technology, especially information technology, bring a new paradigm in learning materials and learning methods. IT products today have provided alternatives in the form of learning materials that are not in paper form, but in the form of CDs, DVDs, Flasdisks, and others (Akinnaso, 1985).

Understanding Learning Technology

The definition of educational technology in 1972 states that educational technology is (field) involved in facilitating learning, both at the preparatory stage through identification, development, organization and use of all learning resources and in the learning process itself. The second quote (educational technology is the study) is the definition of educational technology in 2004 which was formulated through creating, using, managing appropriate learning processes and resources as studies and ethical practices in facilitating learning. This is where the two definitions have the same character and orientation to understand educational technology not as an established discipline of knowledge such as psychology, sociology, and economics, but as a field of scientific study (Hassan, 2020).

Learning technology and educational technology, two terms that sometimes

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make us confused, whether the terms are the same or different. Many people refer to it as a term that can be used interchangeably in the same sense. But not infrequently people who consider both as different terms with their respective reasons. Judging from the understanding of the words education and learning that make up the term is certainly different, according to Law No. 20 of 2003 concerning Sisdiknas, "Education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential ....", while "Learning is the process of interaction between students and educators and learning resources in a learning environment" (Selwyn, 2010).

If interpreted according to the term in general, conceptually educational technology is defined as theory and practice in the design, development, utilization, management, assessment, and research of processes, sources, and systems for learning. The definition contains the understanding of components in learning, namely theory and practice; design, development, utilization, management, assessment, and research; processes, sources, and systems; and to learn. So the term educational technology is broader in scope compared to learning technology. Educational technology includes other systems that are used in the process of developing human abilities (Bower, 2019).

While learning technology is a special field of study of educational science with the formal object of "learning" in humans individually and in groups. This is because learning does not only take place within the scope of schools, but also in organizations such as families, communities, the business world, and even government. Learning can be anywhere, anytime and anyone, about anything, in any way and source that suits the conditions and needs. The term learning technology encompasses many utilization environments that describe the function of technology in education more precisely; can refer both to learning and learning; and solving learning problems / learning facilities, learning technology is a field of innovation in the field of education (Tynjälä et al., 1997).

The existence of different terms used often causes problems in various circles. The use of the terms education and learning by each group has its own reasons. Such education helps maintain a broader focus for the field of learning technology, and learning connotes more on the learning environment for each of its objects.

Differences are not things that can create a division in categorizing each of these terms. The term will still be used according to the purpose of each use. Because learning technology is part of educational technology, in the sense that learning technology is an operational form of educational technology.

Basic Principles of Learning Technology

As an educational technological process of an abstract nature. Educational technology can be understood as a complex and integrated process that involves people, ideas, procedures, tools, and organizations to analyze problems, find ways to solve problems, implement, assess, and manage solving those cases that cover all

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aspects of human learning. In line with that, the emergence of educational technology was born from problems in an education. Education problems that arise today include equal distribution of educational opportunities, elevation, and efficiency of education and improving the quality/quality of education. A serious problem that is still felt by education ranging from basic education to higher education is the problem of quality, of course, this can be solved through an educational technology approach (DiGironimo, 2011).

There are three basic principles that can be used as a reference in the development and utilization of learning technology, namely:
1. The system approach, which is a sequential and directed way of trying to solve problems, means seeing everything as something comprehensive with all components attached to each other.
2. Learner-oriented, that education, learning and training efforts should focus their attention on students.
3. Utilizing learning resources as much and varied as possible (utilizing learning resources), students learn because they interact with various learning resources optimally and varied.5 Thus problem-solving efforts in the educational technology approach are to use learning resources. This is in accordance with marked by changing the term from educational technology to learning technology. In the definition of learning technology it is stated that "Educational technology is theory and practice in the design, development, utilization, management, and evaluation of resources and processes for learning".

Arabic Learning Objectives

Arabic is one of the foreign languages in Indonesia, because it is not a mother tongue. If Arabic is interpreted as the mother tongue, then the purpose of learning is to communicate in daily activities to meet the desired needs.

According to Dr. Rodhy Harisca, M.Ed, in the Arabic Language Teaching Material Development course stated that there are 2 objectives of learning Arabic, namely for religion and for communication. While Arabic as a foreign language aims as a skill which is also called a certain skill tool to be used as a science. Thu'aimah and al-Naqah give opinions on the purpose of learning Arabic for non-Arabs, as follows.
1. The first goal is to understand Arabic correctly, that is, to hear and listen consciously to a situation in general.
2. Speaking uses Arabic as a medium to communicate to others directly and can express feelings, ideas and thoughts.
3. Aiming so that people can easily read Arabic, can find the meanings contained in it.
4. Can write Arabic sentence letters as a functional state.

From this it is understood that the purpose of learning Arabic should refer to four aspects of Arabic language skills, listening (Istima), speaking (Kalam), reading

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(Qiraah), and the last aspect is writing (Kitabah) (Abdullah et al., 2015).

The Role of Learning Technology in the Process of Learning to Teach Arabic

At this time public schools as well as private schools began to try to reorganize their education systems. Many school programs are offered to the community, both majors and school status, namely SSN, superior, model, international, accelerated and infrastructure. What is clear is that school changes to face the global world must be prepared from elements of quality human resources so that they are able to think about creating educational designs, have good management tips and do not stutter towards education.

So it can be said that between educational innovation and educational technology is a unity that cannot be separated. Innovation is the object and educational technology is the subject. The existence of technology must be interpreted as an effort to increase effectiveness and efficiency and technology cannot be separated from problems, because technology is born and developed to solve problems faced by humans. Related to that, educational technology is also seen as a product and process. It can be concluded that educational technology is not only a science but also a source of information and learning resources that are in accordance with educational needs that can facilitate the learning process.

Educational technology is the study and practice ethically to facilitate learning and performance improvement through the creation, utilization and management of technological resources appropriately. Educational technology is a field that is concerned with efforts to facilitate the learning process and improve performance through design, and good management of technology resources. Educational technology is a field of applied science that combines synergistically several disciplines with.

The role of technology in learning is to facilitate collaborative relationships and construct meaning in contexts that are easier to understand. In detail, technology can be directed to:

1. Build collaborative communication networks between teachers, lecturers, students and learning resources.
2. Provides a variety of complex, realistic, and secure problem-solving environments. Technologies that can be used to provide a comfortable environment are hypermedia & software that can be used to create projects.
3. Actively build and shape meaning through the internet to find cutting-edge research, photos, videos. This can help students not only enjoy browsing, but can learn and understand and know what they are learning.

Learning technology plays a very important role in the educational revolution that occurs, especially in the 21st century education revolution and especially in the fourth revolution called education 4.0 (four point zero). At this stage the teacher's function is not as central in the learning process, but turns into student-centered where the teacher only becomes a facilitator for providing the learning needs of

students in an effort to prepare learning resources and media.

Technology has played an increasingly important role in Arabic language teaching. The use of technology in Arabic language learning can help students understand and master Arabic faster and more effectively. Here are some technologies that can be used in Arabic language teaching:

1. Arabic Language Application

   There are many Arabic apps available for download on mobile and tablet devices, such as Duolingo, Babbel, and Rosetta Stone. The app allows students to learn Arabic anytime and anywhere, as well as adjust the level of difficulty according to the student's ability.

2. Learning Videos

   Arabic learning videos can be a very effective tool in teaching Arabic. Videos can help students understand Arabic pronunciation and grammar better, as well as improve students' speaking and listening skills.

3. Arabic Learning Software

   There are many Arabic learning software available, such as Rosetta Stone, Rocket Arabic, and Mango Languages. The software offers interactive Arabic courses designed to help students understand Arabic more easily.

4. Arabic E-Book

   Arabic e-books can help students in understanding Arabic grammar and vocabulary better. Arabic e-books are available in various difficulty levels and can be accessed easily through mobile devices and computers.

5. Social Media

   Social media can be a very useful tool in teaching Arabic. Students can join Arabic study groups on social media such as Facebook and Twitter, as well as interact with native Arabic speakers.

The use of technology in Arabic language teaching can not only help students understand Arabic faster and more effectively, but it can also provide opportunities for students to learn Arabic in a more interactive and fun way. In this case, technology can help increase students' motivation and interest in learning Arabic. Therefore, the use of technology in Arabic language teaching should be an important part of a successful Arabic learning strategy (Wekke & Hamid, 2013).

For qualitative research, data from interviews, observations, text interpretations, etc. are summarized or condensed into a resume or substantial brief summary for reporting. These substantial findings can be presented in descriptive tables to facilitate ease of reading. Excerpts or excerpts from interviews, observations, texts, etc. containing answers to research questions are presented in the discussion as authentic evidence.

Basically, the main purpose of learning Arabic is for students to master four language skills, namely the ability to listen, speak, read and write. Some of these learning objectives are Receptive and Productive. To achieve these learning objectives, Arabic teachers are required to be able to develop effective Arabic learning models, use methods

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that are in accordance with the objectives and subject matter, and use learning media that are in accordance with the development of information and communication technology. In the current era of digitalization, educators must be able to use learning methods that can be combined with digital Arabic learning media. For example: by utilizing the features available on smartphones as learning media, creating groups / or communities learning Arabic on Facebook, WhatsApp, BlackBerry, and so on, accessing electronic Arabic books as reading materials and materials to be delivered to students, utilizing the internet as a learning medium, utilizing Arabic learning applications that are widely available on the internet and smartphones, and design your own digital-based learning tools (Ospennikova et al., 2015).

Then in Madrasah Tsanawiyah Takhasus al-Qur'an Al-falahiyah the use of technology and communication in Arabic subjects has been applied. Madrasah Tsanawiyah Takhasus al-Qur'an Al-falahiyah is a school under the auspices of Islamic boarding schools, so the use of technology can only use computer hardware because it is not allowed to bring mobile phones. Examples of the application of teachers in Arabic learning are playing Arabic conversation videos, then taking the istima' exam test using a computer. For Arabic language communities or groups as a support for Arabic knowledge in Madrasah Tsanawiyah Takhasus al-Qur'an Al-falahiyah there is an extracurricular Arabic club, in which the group trains the mentality of speaking Arabic with speech practice, and also conversations using Arabic.

Conclusion

Educational technology is defined as theory and practice in the design, development, utilization, management, assessment, and research of processes, sources, and systems for learning. While learning technology is a special field of study of educational science with the formal object of "learning" in humans individually and in groups The basic principles of learning technology are: system *approach,* learner-oriented*, utilizing* learning resources as much and varied as possible (utilizing learning resources), students learn because they interact *with various learning resources optimally and varied.* Then in this study it was found that the use of technology and communication in the madrasah tsanawiyah takhasus al-qur'an alfalahiyah has been applied, including video playback of conversations to language lesson exams using computer devices. And there is also a community or extracurricular called Arabic club.

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