




## Research Article

# Arabic Language Learning Methods : Innovations And Challenges In The Digital Era

Alim Mujahidin<sup>1</sup>, Abdul Ghofur<sup>2</sup>, Muhammad Nanang Qasim<sup>3</sup>

1. Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia  
E-mail: [alimmjhdn27@gmail.com](mailto:alimmjhdn27@gmail.com) 
2. Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia  
E-mail: [ghofurjantran@gmail.com](mailto:ghofurjantran@gmail.com)
3. Universitas Islam Negeri Raden Mas Said Surakarta, Indonesia  
E-mail: [nanang.qosim@Staff.uinsaid.ac.id](mailto:nanang.qosim@Staff.uinsaid.ac.id)



Copyright © 2025 by Authors, Published by AL-AFKAR: Journal For Islamic Studies. This is an open access article under the CC BY License (<https://creativecommons.org/licenses/by/4.0>).

Received : August 24, 2025  
Accepted : October 12, 2025

Revised : September 15, 2025  
Available online : November 29, 2025

**How to Cite:** Alim Mujahidin, Abdul Ghofur and Muhammad Nanang Qasim (2025) "Arabic Language Learning Methods : Innovations And Challenges In The Digital Era", *al-Afkar, Journal For Islamic Studies*, 8(4), pp. 1387-1400. doi: 10.31943/afkarjournal.v8i4.1796.

## Arabic Language Learning Methods : Innovations And Challenges In The Digital Era

**Abstract.** Arabic language learning in the digital era faces various challenges that impact the quality of education. Key issues include the widespread use of Arabic 'Amiyah, which undermines fluency, unclear goals and objectives in Arabic language education at universities, and a misalignment between educational vision and the curriculum. Additionally, the lack of clear policies in Arabic language teaching and low student motivation further exacerbate the situation. However, digital transformation offers opportunities to address these challenges through innovative teaching methods. The use of

digital tools, such as games, quizzes, and online discussion forums, can enhance student participation and motivation. A Higher Order Thinking Skills (HOTS) approach also encourages critical, analytical, and creative thinking. With HOTS, students are encouraged to solve complex problems, connect concepts, and apply knowledge to real-world situations. Therefore, the integration of digital technology in Arabic language education has the potential not only to overcome existing challenges but also to improve the quality of learning in the digital age, enabling students to achieve greater language proficiency.

**Keywords:** Arabic Language Learning, Challenges, Innovative Era Digital

## PENDAHULUAN

Arabic, or the Shadd language, is one of the most widely spoken languages in the Semitic language group. It is used by the countries of the Arab world, as well as in many other regions such as Turkey, Ahvaz, Mali, Chad, Senegal, Ethiopia, Eritrea, Iran, and Sudan. Arabic is considered a sacred language because it is the language of the Qur'an, and prayers and other religious rituals in Islam are not performed without proficiency in Arabic. It is also a liturgical language in several Christian churches in Arab countries, and many Jewish intellectual and religious works were written in this language, particularly during the Middle Ages. One of the language skills is writing, which in Arabic is called *Maharah Kitabah*. Writing skills essentially aim to help students actively convey and express various opinions, ideas, thoughts, or feelings for different purposes in a coherent and systematic way. With writing skills, a person will be facilitated in communicating their ideas, thoughts, and experiences in various written forms, including literature or literary works. (Sinta Wahyuni, 2023)

Arabic is considered one of the international languages and is the most popular and widely used language in the world, including in Indonesia. However, learning Arabic is known to be challenging, primarily because Arabic is not the native language of most speakers and is not commonly used in everyday conversation, especially in Indonesia, where the culture has many differences that can lead to various interpretations and difficulties in learning the language. This can trigger issues and create challenges in understanding Arabic. Despite this, many people, including students in Indonesia, are still interested in learning it. Nevertheless, Arabic can be easily understood and learned if it is used regularly in daily life. As Zanuri mentioned, language is a form of habituation, and it consists of sounds that are arbitrary, meaning it is a communication tool that generates meaning that can be understood by others. Language, therefore, becomes a habit, and without the practice of using the language regularly, it will be very difficult to learn and understand it. (Fahrurrozi, 2023)

Arabic has particular significance for foreigners who have transformed and translated Arabic sciences. They express ease in learning and communicating in Arabic, as well as in reading the works of its intellectual figures. Even Roger Bacon, considered one of the leading figures among those who studied Arabic sciences and transmitted them to the younger generation in Europe, was astonished by people who studied philosophy without understanding Arabic. In addition, he acknowledged that Islamic Arabic books were the main sources and references for knowledge in his time,

monopolizing or dominating scholarly works as the international language. As a result, almost no books were published without using the Arabic language. He also acknowledged that the works of Aristotle could not be understood and were even met with hesitation in the West until they were explained in books written by figures like Ibn Sina, Ibn Rushd, Al-Kindi, and others. (Agus Sya'roni, 2020)

In Arabic language learning, the teaching of Arabic to non-native speakers is generally similar to the teaching of any foreign language. The use of methods is based on principles, rules, and procedures that allow each teacher to apply them according to the language and the conditions of the community. Arabic language learning is still considered complicated and difficult, as it not only involves challenges in comprehension but also requires students to memorize vocabulary and grammar rules. In addition, there are difficulties in translating a text, such as the lack of mastery of Arabic vocabulary, grammar rules, and translation skills. As stated by Ahmad Izzan in his book, the challenges commonly encountered in translation include difficulties with vocabulary, grammatical rules, and translating Arabic texts. There are several methods or teaching systems used, such as the chanting system, the rules and translation system, the direct/method system (*mubasharah*), and many other systems. (Nurliana Yamar, Basri & Hamzah, 2023)

Learning Arabic requires mastery of four essential language skills that must be well-developed by Arabic language learners: listening skills (*maharah istima'*), speaking skills (*maharah kalam*), reading skills (*maharah qiraah*), and writing skills (*maharah kitabah*). Once these four skill components are mastered, other aspects of learning will progress optimally. However, many issues arise in Arabic language learning, including the perception among learners that studying Arabic is difficult and boring. This difficulty presents a challenge for educators and Arabic language teachers to determine the right teaching methods, so that Arabic language learning can create a pleasant learning environment and foster attention and motivation among students to learn Arabic. (Umi Baroroh & Fauziah Nur, 2020)

The emergence of various patterns and methods of Arabic language learning in Islamic boarding schools (*Pondok Pesantren*) reflects the character-building patterns of the students (*santri*). As a result, the types of Arabic language learning in Indonesian Islamic boarding schools can be classified into two main types: the modern Arabic language learning model and the conventional or Salafi model. Although these two types of Islamic boarding schools remain subjects of ongoing debate in terms of their implementation, the modern Arabic language learning model is highly integrative, connecting the aspects of Arabic learning with the daily lives of the *santri*. This approach aims to provide learning experiences that are not only taught inside the classroom but also in the surrounding environment of the boarding school. This model of Arabic language learning places greater emphasis on speaking skills (*maharat al-takalum*) compared to language structure (*qawaid al-lughawiyah*). (Hasnil Oktavera, 2019)

A teacher's ability to speak a language does not guarantee that they are skilled in teaching that language. An Arabic language teacher should possess at least three key competencies: 1) Proficiency in Arabic, 2) Knowledge of Arabic language and culture, 3) Teaching skills in Arabic. When these three requirements are integrated

with technology, a teacher is expected to be proficient in utilizing various technological media in teaching Arabic. A teacher's ability to create and use media is an essential part of their teaching skills.

Learning Arabic using interactive applications is one alternative solution for teaching Arabic to students online. By structuring the material based on such applications, it is hoped that the limitations and challenges faced by both educators and students can be overcome, enabling them to achieve the main goal of Arabic language learning: to make Arabic one of the languages of communication mastered by the students. The learning process is a communication process that takes place within a system, which is why educational media occupies a significant position as one of the components of the learning system. Without this media, communication cannot occur, and the teaching and learning process, as a form of communication, would not be able to take place effectively and optimally. Educational media can be considered an integral component of the learning system. Educational media refers to anything that can serve as a medium to convey messages, stimulate students' thoughts, interests, feelings, and motivations, thus encouraging the learning process in students. The purpose of this educational media is to facilitate the teaching and learning process, improve the efficiency of teaching and learning, maintain relevance to learning objectives, help students concentrate, and more. (Samsul Haq, 2023)

Digital technology has made a significant contribution to the accessibility of learning Arabic. The methods of teaching Arabic have evolved to become more interactive, incorporating various digital platforms such as mobile applications, online videos, and other multimedia learning tools. Thanks to digital technology, users can easily and affordably find quality Arabic learning resources online. Digital-era Arabic learning opens up many opportunities for people to deepen their understanding of the language. In the digital age, anyone can learn Arabic anywhere and anytime without the need for physical presence in an educational institution. This provides easier and faster access to quality content, enriching their understanding of grammar, vocabulary, and other Arabic language skills. (Adin Hamzah & Septi Gumindari, 2024) Arabic language education applications and platforms have played a crucial role in facilitating the teaching and learning of Arabic in the digital era. Various applications and platforms have been specifically designed to encourage and support the Arabic learning process, including vocabulary learning apps, speaking practice platforms, and grammar comprehension tools. The availability of these platforms allows students to practice independently, strengthening their Arabic skills outside of the school environment. However, it is important to ensure that these applications and platforms are well-designed and contain accurate and relevant content. (Annur Shabur & Dina Wilda 2023)

Innovative models are tools in learning that involve updates, which include various differences such as adaptations or complete changes in the models used for subjects. In the 4.0 digital era, educators are required to bring about changes in every learning process. Education, which is fundamentally a means to cultivate human civilization, must play an open role in the era of the Industrial Revolution, not limited to local interests but instead aligned with the goals and targets of the SDGs (Sustainable Development Goals). Innovation in learning must be implemented as

effectively as possible to keep up with the increasingly advanced learning styles. Innovation in education certainly requires research to assess the enthusiasm levels of students or learners. In this case, periodic observation of learners is necessary for teachers to understand the various learning styles, allowing them to innovate and integrate these styles into digital-era learning models. The development of curricula, both currently and in the future, must enhance students' academic abilities, life skills, the ability to live together, and critical and creative thinking. In the movement of innovative models that are widely used, there are several references that can be applied, which are also quite effective. The interaction process between educators and students in the current digital era differs significantly from the past.

Based on the explanation above, the objectives of the research to be explained and analyzed by the researcher are as follows:

1. How is the use of Arabic language learning methods in the Digital Era? This aims to explore the effectiveness and adaptation of Arabic language teaching methods in the context of digital tools and platforms.
2. What are the main challenges faced by educators and students in the implementation of Arabic language learning methods in the digital era? This question seeks to identify the difficulties and obstacles that both teachers and students encounter when applying digital learning methods, including technological, pedagogical, and linguistic challenges.
3. What innovations have been implemented in Arabic language learning methods in the digital era? This will examine the innovative approaches or strategies adopted to enhance the learning experience, improve engagement, and overcome challenges in Arabic language teaching in the digital context.

The hope is that this evaluation will contribute to the improvement of Arabic language learning processes, making them more effective and efficient in the digital era.

## **RESEARCH METHOD**

This study uses a literature review method as the primary approach to delve into the challenges and strategies for understanding Arabic in the context of education. A literature review is an essential research method for gaining a deeper understanding of a particular topic. This method involves analyzing and evaluating various sources of information that are relevant to the research topic being discussed. In the literature review process, the researcher collects, organizes, and analyzes data from various sources such as books, academic journals, articles, and other documents related to the focus of the research, which includes the challenges and innovations in Arabic language learning.

## **DISCUSSION**

### **1. The Use of Arabic Language Learning Methods in the Digital Era**

The teaching and learning process is an interactive activity that holds educational value. This educational interaction occurs between the teacher and students, between students themselves, and between students and their surrounding environment. Such interactions need to be carefully designed to achieve optimal

results in line with the set learning objectives. To ensure effective and educational interaction in the learning process, various requirements must be considered, such as approaches, methods, conditions, facilities and infrastructure, and recognizing the intellectual, psychological, and biological development of students. In recent decades, the philosophy of constructivism has significantly influenced the learning process in many countries and has begun to be implemented in several places in Indonesia. The key idea emphasized in constructivism is that knowledge is a construct of the students themselves. Therefore, students will truly understand and develop competence in various subjects only when they actively engage in learning, process the material, digest it, and formulate it within their own thoughts. (Abd Hamid, 2019)

The word "method" etymologically comes from the Greek language, where *meta* means "that which is passed through" and *hodos* means "path," so method refers to the "path that must be taken." Literally, method is a precise way or approach to doing something. A method is a systematic way of working, meaning it can facilitate the process to ensure it is conducive to achieving the set goals. Therefore, with a method in place, a specific objective can proceed in a more structured way and become easier to execute. (Ayu Anjani Dkk, 2020) In Arabic, the term "method" is known as *Thariqah*, which means the steps or strategies prepared to carry out a task. When related to work or education, the method must be implemented in the educational process to develop the mental attitude and personality of the learners, enabling them to receive lessons easily, effectively, and in a way that can be well absorbed. In educational philosophy, a method is a tool used to achieve educational objectives. This tool has a dual function: it is both *polypragmatic* and *monopragmatic*. *Polypragmatic* refers to a method that has multiple uses or serves various purposes. For example, a particular method in a specific situation can be used to build or improve something. Its utility may depend on the user, as well as the nature, form, and capability of the method as a tool. On the other hand, *monopragmatic* refers to a method that has a single use for a specific purpose. (Bayanuddin & Nur'aisyah 2023)

Teaching methods are part of instructional strategies and serve as a means to present, explain, provide examples, and give practice to students in order to achieve specific objectives. There are various teaching methods that can be used to present lessons to students, such as lecture, discussion, question and answer, demonstration, performance, independent study, programmed instruction, peer exercises, simulation, field trips, induction, deduction, case study, problem-solving, incidents, seminars, role-playing, projects, practical work, and more. Each of these methods has its own strengths and weaknesses. The selection of an appropriate method is made by educators based on the subject matter and learning objectives to be achieved. The methods are chosen to effectively facilitate students' understanding and help them reach the intended educational goals. (Nuraiha, 2024) The comprehensive learning objectives have yet to be fully realized in most educational institutions in Indonesia. Many Arabic language education programs struggle with teaching Arabic to students, particularly in achieving productive skills, let alone receptive ones. Additionally, the current Arabic language teaching process still relies on conventional methods such as material delivery, memorization, and practice. This teaching process is often not

supported by interactive learning media that is suitable for students. Many solutions have been proposed to overcome these challenges, one of which is the use of interactive learning media, either through technology-based applications or by designing student-centered teaching methods. The use of technology, such as interactive multimedia, is expected to bridge differences in learning styles, varying student abilities, and address issues such as limited access to time, distance, and other learning challenges that have long been concerns for educators, especially those teaching Arabic. This is particularly relevant in the digital era, known as Society 5.0, a term introduced in January 2019 by the Japanese government based on the shift from conventional to digital lifestyles. Suryadi explains that there are nine challenges that the education system must face in the era of Society 5.0, one of which is the convergence of knowledge and technology. Knowledge and technology are inseparable, especially during the COVID-19 pandemic, which spread worldwide. (Husaini Jamil & Nur Agung, 2022)

The rapid development of information and communication technology (ICT) has fundamentally changed the way we interact with information and learn. This phenomenon has not only affected how we work and communicate but has also had a significant impact on the education sector. The emergence of the digital era has shifted the learning paradigm, introducing a more interactive, flexible, and accessible approach to education. In this context, Arabic language learning is no exception to these changes. The Arabic education sector has begun to adopt digital technology in its teaching methods. Digital technologies such as the internet, smartphones, and online learning applications provide new opportunities to enhance the quality of Arabic language education. The digital era offers various opportunities to improve the quality of Arabic language learning. The presence of the internet, social media, and language learning apps enables easy access to a wide range of Arabic learning resources, bringing about a significant transformation in various aspects of life, including Arabic language education. On one hand, this era opens up vast opportunities for accessing information and abundant Arabic learning resources, such as broader accessibility to materials, more flexible interaction, and more innovative teaching methods. However, on the other hand, the digital era also presents various challenges in learning that need to be addressed. (Abdul Ghofur, 2024)

Digital technology has made a significant contribution to the accessibility of learning the Arabic language. The methods of teaching Arabic have evolved to become more interactive, involving various digital platforms such as mobile applications, online videos, and other multimedia learning tools. Thanks to this digital technology, learners can easily find high-quality Arabic learning resources online. Arabic language learning in the digital era offers numerous opportunities for individuals to deepen their understanding of the language. In the digital era, anyone can learn Arabic anywhere and anytime without needing to be physically present in an educational institution. This provides learners with easier and faster access to quality content that enriches their understanding of the language, vocabulary, and other Arabic language skills. Furthermore, Arabic learning through interactive applications in the digital era certainly makes the learning process more innovative.

This is one of the steps that can be taken in teaching Arabic in the digital age. With the development of application-based materials, it is expected to address the limitations and difficulties faced by both teachers and students, helping to achieve the main goal of Arabic language learning, which is for students to master Arabic as a means of communication. The digital era also opens up opportunities for students to collaborate from different parts of the world in learning Arabic. Students can collaborate in Arabic, even from different locations. For example, students from various countries can collaborate on writing scientific articles or research on cultural topics or other subjects, creating a global learning environment that supports cross-cultural understanding. (Adin Hamzah & Septi Gumindari, 2024)

## **2. The main challenges faced by teachers and students in the implementation of Arabic language learning methods in the digital era.**

Entering the era of Industry 4.0, the challenges of learning Arabic have become increasingly complex. The orientations of Arabic language learning not only emphasize religious, academic, professional/practical, and ideological aspects but also how students have the capacity in the field of technology and its utilization, so they are able to face the technology-based changes of this era. This is because technology in this era is not just a tool, but has become embedded in human life. Arabic language education today also faces serious issues, such as: 1) the widespread use of Arabic 'Amiyah, which results in a lack of fluency quality for its speakers, 2) the unclear direction and goals of Arabic language learning in higher education, for example, the irrelevance between the vision and mission of Arabic language education and the courses offered, 3) unclear policies on Arabic language education and teaching in educational institutions, such as the conflict between the focus on language skills development and the orientation of Arabic as a tool to master other knowledge, 4) low motivation among students to learn, and 5) the absence of alternative ideas or proposals to create Arabic language education as a subject for cultural and structural reform. (Darisy Syafaah, 2019)

Furthermore, the Arabic language will never fade away, no matter the era or time, even if all of its speakers on Earth are no longer present. The Arabic language will continue to exist and be preserved forever. This is because Arabic is the language of the Qur'an, which has been directly guaranteed protection by Allah SWT, as the Revealer of the Qur'an. In this regard, Jabir Quaihah, as cited by Abdus Salim Mukram, emphasizes that Arabic is a language that receives a guarantee and direct protection from Allah SWT, as it serves as the medium of expression for the Qur'an. Therefore, there is no doubt that Arabic will remain throughout time, especially among the Muslim community. Moreover, even in the current digital era, since Arabic was established as one of the official languages by the UN on December 18, 1973, Arabic remains one of the widely spoken languages globally, both in writing, speaking, science, and technology. However, it must be acknowledged that in this digital era, Arabic is held in higher regard than English. Ubaid Ridha states that this is due to the high consumer culture in Arab countries, combined with the explosion of information that consciously or unconsciously incorporates English into their social systems. For instance, in Arab schools, textbooks are often in English, especially

in subjects such as chemistry, physics, mathematics, and biology, and this extends into the world of technology as well. (Ahmad Syifa Dkk, 2024)

Although the use of digital media is effective in supporting the teaching of Arabic, there are also challenges faced in the learning process. For example, in the implementation of Padlet, one of the issues encountered in the field is that not all students actively participate in using the digital media. This is due to inadequate internet network facilities. Not all students have access to this, so only one smartphone can be used for Padlet in each group. As a result, not all learners participate actively or understand how to use Padlet. Additionally, a side effect of using Padlet in the Arabic language learning process is that students do not follow the lessons well because they tend to browse social media during class time. (Mustafiqul Hilmi & Nur Husaniyah, 2023) Arabic, as one of the foreign languages taught in Indonesia, is not exempt from the challenges of education in this transitional era, and is even facing more complex pressures. One of the issues is the lack of technology in the form of applications that support the Arabic language learning process. Most of the creative applications developed do not support the correct Arabic spelling. This results in Arabic language teachers having to work extra by combining various applications to create a comprehensive Arabic language learning process. In this regard, there are several problems in Arabic language education currently experienced by both educators and students, including: 1) the availability of adequate technology, both from the students' and educators' sides, 2) the limited number of Arabic language teachers proficient in the latest technology, 3) the insufficient internet access and data quota to support the changes taking place, and 4) the lack of communication between educators and students regarding the challenges being faced. (Huasini Jami & Nur Agung, 2024) Putri discusses various challenges faced in the implementation of Arabic language learning in the digital era, along with potential solutions. Some key points raised include:

1. **Access and Infrastructure Challenges:** The author notes that not all students have equal access to the devices and internet needed for online learning.
2. **Quality of Digital Content:** There is concern about the quality of digital learning materials, which often fail to meet educational standards.
3. **Effective Learning Methods:** The article emphasizes the need for the development of learning methods that align with digital characteristics, including the use of interactive technology and multimedia.
4. **Role of Teachers in Digital Learning:** Putri highlights the importance of teacher training so that educators can effectively adapt their teaching methods to the digital context.
5. **Strategies for Motivating Students:** The author also suggests various strategies to increase student motivation and engagement in Arabic language learning in the digital era. (Putri, 2023)

The internal and external challenges of Arabic language education should be viewed as opportunities that can provide brighter and more promising prospects for future enthusiasts and practitioners of Arabic studies. The epistemology of knowledge and curriculum need to be restructured and oriented towards the development of competitive proficiency in this global era. All of this requires

collaboration from various parties to unify vision, mission, policy direction, and development, all based on in-depth academic studies. As long as Islamic educational institutions continue to exist, the process of Arabic language education will remain bright and maintain its unique appeal. (Misbakhussurur, 2022)

### **3. Innovations that can be applied in Arabic language teaching methods in the digital era**

Technology has played a significant role in enhancing MBBM (Listening, Speaking, Reading, Writing, and Memorization) skills in Arabic in a holistic manner. Audio and video applications allow students to listen to and understand the accents and intonations of Arabic more accurately. In addition, text-based learning platforms help students practice their reading and writing skills by providing reading materials and writing exercises. With the use of these tools, students can experience a learning environment that closely mirrors the use of Arabic in daily life, which, in turn, boosts their ability to communicate with greater confidence and proficiency. Personalized learning is one of the main advantages of using technology in Arabic language education. Through data collection and careful analysis, technology can help identify the individual needs and weaknesses of students. With this information, teachers can design lesson plans tailored to each student's ability level and learning style. Learning apps that adjust content and difficulty levels, provide timely feedback, and offer additional resources based on student needs, maximize learning effectiveness. This personalized approach allows every student to develop according to their full potential. (Annur Shabur & Dina Wilda, 2023)

In the continuously evolving digital era, the transformation of Arabic language learning has become a primary focus in efforts to harness the potential of technology to enhance the efficiency and effectiveness of the educational process. Arabic language learning has been constantly evolving alongside the progress of time. Moreover, research findings in the field of language teaching have contributed to the emergence of new approaches and methods in language instruction. In the digital era, Arabic language learning has undergone changes in its nature and format. Learning today has evolved to allow for education at home without the need to physically attend school. In the learning process, students now make use of various learning platforms available on the internet. Daryadi highlights that the digital transformation of Arabic language learning has opened up vast opportunities through the use of various applications and social media platforms. Arabic language learning in the digital era can be carried out using contemporary media, both online and offline, making the teaching process more enjoyable. Additionally, learning in the digital era can be facilitated by utilizing several resources. (Mahmudah & Nurhapsari, 2023)

Effective teaching practices can enhance the quality of student learning, increase motivation, and improve academic results. Therefore, teachers must continuously innovate and find more effective ways to improve student learning outcomes. There are several challenges in teaching practices, including the use of technology by educators. Addressing these challenges in teaching practices can be achieved by implementing the Problem-Based Learning (PBL) model. The application of this learning model can increase student engagement by using a problem-based

approach, allowing students to think critically and work collaboratively in teams. Another solution is the development of interactive learning content, such as the application of educational apps that can assist students in accessing materials, completing assignments, and communicating with teachers and peers. The use of technology can also be a means of conducting simulations and educational games that make learning more engaging and interactive. Enhancing students' digital skills can be done to improve access to technology, enabling students to actively participate in the learning process. Additionally, developing teachers' skills through regular training is essential. Periodic training programs for teachers ensure they stay up-to-date with curriculum developments and technological advancements, reducing uncertainty in the classroom. (Yusri M daud, 2024)

The results of innovative learning can be seen from the development of students after undergoing the learning process. For example, students enjoy participating in lessons, are active in class, and show improvements in cognitive, affective, and psychomotor aspects. The depiction of the innovative learning process that occurs in the classroom includes:

- a. Active Participation: Students actively engage in the learning process, with the teacher serving as a facilitator to support the learning process.
  - b. Use of Various Media: Teachers utilize a variety of media and teaching aids to capture the students' attention.
  - c. Creating an Enjoyable Classroom Atmosphere: Teachers strive to create an enjoyable classroom environment to ensure that students do not get bored during lessons.
  - d. Creative Teaching Methods: Teachers creatively use teaching methods tailored to the characteristics of the students.
  - e. Motivation and Appreciation: Teachers consistently provide motivation and appreciation for students' achievements.
  - f. Connecting Learning to Daily Life: Teachers organize students around real-life problems, encouraging them to find solutions and stimulating critical thinking.
- These aspects contribute to a more engaging and effective learning environment, which fosters better student outcomes. (Hasriadi, 2022)

In this digital era, the implementation of learning is driven by the creativity of teachers in innovating their teaching methods. In an observation, the use of digital tools was found, particularly in the use of the popular presentation application PowerPoint. However, when it comes to the use of this application, teachers themselves take the initiative, as institutions do not mandate its use in the classroom. Therefore, it can be briefly stated that digital learning refers to the use of applications or digital products as a medium to enhance the quality of learning. As an illustration of its implementation, several teachers of *muthalaah* (a branch of Arabic language learning focused on reading comprehension) based their lessons on short stories composed by Abdul Fatah Shobri Bek and Ali Umar Bek. In the observed practice, one teacher taught a lesson titled *Al-Syar bi Al-Syar* (الشر بالشر), using animated media or images displayed on PowerPoint slides. Other teachers simply drew on the whiteboard to explain a story that teaches the principle of not committing evil, as one would eventually face the same evil returned upon them. For teachers who are able

to perform monologues or storytelling, they can teach by engaging in role play. In this case, the teaching method is closely linked to the individual teacher's capabilities. (Rasyidin, Radinal Mukhtar, 2024) In addition to the aforementioned applications, there are many other apps that are easy to use simply with a smartphone, which are safe and accessible for students. With features such as games, quizzes, and online discussion forums, these applications can encourage student participation and enhance their motivation to learn. By incorporating HOTS (Higher Order Thinking Skills) approaches, students are encouraged to develop higher-level thinking skills such as analysis, evaluation, and creativity. Students are given opportunities to solve complex problems, connect concepts, and apply their knowledge in real-world situations. (Ach. Syarofi & Uyun Dkk, 2023)

## **CONCLUSION**

Arabic language learning in the digital era presents various opportunities that can make education more accessible and easier for students to master. The use of digital tools in education has the potential to enhance the learning process, benefiting both educators and students. However, there are also several challenges that must be addressed, such as: 1) the widespread use of colloquial Arabic ('Amiyah), which impacts the fluency quality of its speakers, 2) the unclear direction and objectives of Arabic language learning in higher education, such as the misalignment between the vision and mission of Arabic education and the courses offered, 3) unclear policies regarding the teaching and education of Arabic in educational institutions, particularly between the focus on developing language skills and the orientation as a tool to master other knowledge areas, 4) low student motivation, and 5) the lack of critical thinking, alternatives, or ideas to create Arabic education as a topic for cultural and structural reform. These challenges must be addressed with new innovations in the learning process. One such innovation is the integration of features in educational apps, such as games, quizzes, and online discussion forums, which can encourage student participation and increase motivation. Additionally, using the HOTS (Higher Order Thinking Skills) approach can encourage students to develop higher-level thinking skills like analysis, evaluation, and creativity. Students are given opportunities to solve complex problems, connect concepts, and apply their knowledge in real-world situations.

## **DAFTAR PUSTAKA**

- Abdul Ghofur, R. B. (2024). Pembelajaran Bahasa Arab Di Era Digital: Tantangan, Peluang, Dan Strategi Menuju Pembelajaran Yang Efektif. *Jurnal Bahasa Arab Dan Pendidikan* , Hal. 12-16.
- Ach. Syarofi, U. D. (2023 ). Strategi Inovatif Pembelajaran Bahasa Arab: Memanfaatkan HOTS dan Teknologi Digital. *Proceeding of 7 International Conference On Studies (ICONIS)* , Hal. 140.
- Adin Hamzah, S. G. (2024). Pembelajaran Bahasa Arab di Era Digital: Tantangan Implementasi, dan peluang. *Jurnal Ilmu Pendidikan*, Hal. 994.

- Ahmad Syifa, L. F. (2024). Tantangan dan Prospek Bahasa Arab di Era Moderen. *Jurnal Of Education*, Hal. 29.
- Annur Shabur, D. W. (2023). Perkembangan Pendidikan Bahasa Arab di Era Digital: *Systematic Literature Review*. -, Hal.31.
- Ayu Anjani, G. H. (2020). Analisis Metode Pembelajaran di Sekolah Dasar. *Jurnal Pendidikan Dasar*, 69.
- Bayanudin, N. '. (2020). Pembelajaran dan Teknik Mengajar dalam Pendidikan Agama Islam (PAI) Oleh Guru Pendidikan Agama Islam di SMP 40 Pekanbaru. *Jurnal Ilmiah Pendidikan Khazanah Pendidikan*, Hal. 144.
- daud, Y. M. (2024). Perkembangan Kebijakan Pendidikan di Indonesia: A Systematic *Leterature Review* . *Jurnal Of Education Sciences and Teacer Training*, Hal. 119-131.
- Fahrurozi. (n.d.). Perkembangan Dan Pembelajaran Bahasa Arab Di Indonesia. *Jurnal Pendidikan Bahasa Dan Sastra Arab*, Hal.3.
- Hamid, A. (2019). Berbagai Metode Mengajar Bagi Guru dalam Proses Pembelajaran. *Jurnal Pendidikan Sosial dan Keagamaan*, Hal. 69.
- Haq, S. (2023). Pembelajaran Bahasa Arab di Era Digital : Problematika dan Solusi dalam Pengembangan Media. *Jurnal Pendidikan, Sejarah, dan Ilmu-ilmu Sosial Mukadimah*, Hal. 210-211.
- Hasriadi. (2022). Metode Pembelajaran Inovatif di era globalisasi . *Jurnal Sinestesia*, Hal. 146.
- Huasini Jami, N. A. (n.d.). Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Berbasis Aplikasi Interaktif. *Jurnal Pendidikan Bahasa Arab Alibbaa*, Hal. 42-43.
- Husaini Jamil, N. A. (2022). Tantangan Pembelajaran Bahasa Arab di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif. *Jurnal Pendidikan Bahasa Arab Alibaba*, Hal. 39-40.
- Mahmudah, N. (2023 ). *Transformasi Pembelajaran Bahasa Arab di Era Digital: Tantangan dan Peluang dalam Pendidikan*. Yogyakarta: Wafahah.
- Misbakhussurur. (2022 ). *Tantangan dan Peluang Bahasa Arab di Indonesia* . *Jurnal Pemikiran dan Pendidikan Islam* , Hal. 181.
- Nuraiha. (2024). Pelaksanaan Metode Mengajar Variatif pada Pembelajaran Al-Qur'an MAN 1 Tanjung Jabung Timur Kabupaten Tanjab Timur. *Jurnal Literasiologi*, Hal. 4.
- Nurliana Yammur, B. H. (2023). Metode Pembelajaran Bahasa Arab dalam Memahami Kitab Kuning i. *Jurnal Kajian Pendidikan dan Bahasa Arab Naskh*, Hal. 101-102.
- Oktavera, H. (2019). Pembelajaran Bahasa Arab Upaya Pembentukan Karakter Santri di Pondok Pesantren. *Jurnal Ilmiah Iqra'* , Hal. 43.
- Putri, N. (2023). "Implementasi Pembelajaran Bahasa Arab di Era Digital: Tantangan dan Solusi." . *Jurnal Pendidikan Bahasa Arab*, Hal. 1-12.
- Rasyidin, R. M. (2024). Digitalisasi Pembelajaran Bahasa Arab: Gerakan Peningkatan Antusias Santri dan Narasi Adaptasi Pesantren Terhadap Perkembangan Teknologi. *Jurnal on Education*, Hal. 12981.
- Suryadi, H. (2019). Perubahan Paradigma Pendidikan di Era Digital. *Jurnal Pendidikan*, Hal. 45-56.

- Sya'roni, A. (2020 Vol. 4 No. 2). Metode Pembelajaran Bahasa Arab di Sekolah Menengah Pertama . Jurnal Ilmu Islam Rayah Al-Islam, hal. 275.
- Syafaah, D. (2019). Inovasi Pembelajaran Bahasa Arab Pada Prodi Bahasa dan Sastra Arab IAIN Tulungagung dalam menghadapi Tantangan Era Industri 4.0 . Jurnal Sastra Arab , Hal. 851-852.
- Umi Baroroh, F. N. (2020). Metode-Metode Dalam Pembelajaran Bahasa Arab Reseptif. Jurnal Pendidikan Dan Keislaman Urwatul Wutqo, Hal. 179-180.
- Wahyuni, S. (2023). Model Pembelajaran Kooperatif CIRC dan Kebiasaan Memabaca dalam Keterampilan Menulis. Gresik: Thalibul Ilmi Publishing & Education.