



The Digital Revolution in Arabic Language Learning: An Analysis of Trends, Results, and the Future of Language Education in the Digital Age

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Abstract: This literature review investigates the impact of digital technology on Arabic language learning, highlighting both its positive effects and challenges. The integration of digital tools has significantly enhanced accessibility, enabling a broader audience to engage in learning, including those in remote areas or unable to attend in-person classes. Digital technology has democratized education, providing diverse and flexible learning opportunities. However, the use of digital technology in Arabic language learning also faces several challenges. Technical issues, such as unstable internet connections and server problems, can disrupt the learning process. Additionally, there is a risk of technology misuse, including the spread of misinformation and the improper use of social media. Despite these challenges, the positive outcomes, such as increased accessibility and the potential for personalized learning experiences, underscore the transformative potential of digital technology in Arabic language education. This review aims to provide insights into current trends, assess the outcomes of digital integration, and explore future directions for enhancing language education in the digital era. The findings suggest a balanced approach, addressing technical challenges while leveraging the benefits of digital tools, to optimize the learning experience and ensure the effective teaching of Arabic in the digital era. This research is expected to assist various parties in gaining different perspectives.

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INTRODUCTION

Traditional Arabic language learning has been going on for centuries and has distinctive characteristics. One of the main features is the use of text-based teaching methods and an emphasis on memorization. This method is often applied in pesantren in Indonesia, which emphasize the learning of kitab kuning or classical Arabic texts.

In the past, Arabic language learning in pesantren such as Pondok Pesantren Assunniah Kencong Jember, relied heavily on the sorogan and bandongan methods. In the sorogan method, students read the text in front of the teacher and the teacher gives direct corrections. While in the bandongan method, the teacher reads the text and explains its meaning while the santri listen and take notes. In addition, the use of classical books such as "Talim Mutaallim" is also an integral part of the curriculum in pesantren. This book not only teaches the Arabic language but also the

ethics and manners of learning. This teaching method is very effective in building a strong foundation in understanding Arabic grammar and religious texts.

However, while this traditional method has its advantages in educating discipline and memorization skills, there are some glaring limitations. This method is often less adaptive to the needs of modern communication and the rapid development of technology. In addition, the lack of interactive engagement between teacher and learner and the monotony of the method can demotivate students.

Technology has changed the way Arabic is learned in a remarkable way. The use of technology in Arabic language education covers various aspects, from the provision of teaching materials to evaluation and feedback methods.

In today's digital era, technological advances have affected almost every aspect of life, including the field of education. In the context of Arabic language learning, the application of information and communication technology (ICT) has opened up new opportunities for more effective teaching and learning. However, the complexity of the Arabic language involving differences in initial competence and educational backgrounds among students poses a challenge for teachers. Information and communication technology has an important role in supporting the teaching and learning process, especially in preparing and delivering materials and improving teaching quality. With the use of ICT, teachers can optimize the use of learning media, so that the learning process becomes more interesting and meaningful for students. However, the application of this technology must also pay attention to the individual characteristics of students to achieve optimal results. (Vitasari, 2005).

The advancement of Arabic language education in the digital age has seen a significant increase. Digital learning materials enrich the student experience by providing engaging and flexible content. Arabic language education apps and platforms support the learning process, although special attention to content quality is required. Digital teaching of Arabic enables global and interactive access, although technical challenges remain. Technology-based methods are effective in improving students' Arabic language skills with rigorous assessment. Interactive learning, listening, speaking, reading and writing skills, as well as personalization of learning using technology, enrich students' learning experience and open up new opportunities for Arabic language skills development. With the right approach, technology will continue to shape and improve Arabic language education in the digital era. (Amadi & Sholikha, 2023).

The era of Industrial Revolution 4.0 is a period in which technology is developing rapidly. This period has a significant impact on various fields of science, including Arabic, so that Arabic language learning today is greatly influenced by technological advances. These technological advances occur due to human intelligence, and therefore, the role of Arabic educators needs to adjust Arabic teaching methods in the current era. (Adisianto et al., 2020).

Studies on the digitization of Arabic language learning show that mobile technology, interactive video, and augmented reality (AR) contribute significantly to improving the quality and efficiency of Arabic language learning. (Zain, M., Ali, N., & Rahman, 2020) found that interactive exercise-based mobile applications are able to improve basic Arabic language skills among students, by providing independent exercises that increase learning motivation. Meanwhile, research (Fadhilah, 2019) revealed that the use of interactive videos in learning enriches listening and speaking skills, and provides a cultural context that helps students understand the language more deeply. (Haris, A., & Munir, 2021) showed that AR technology allows students to interact with 3D visualizations of Arabic vocabulary and grammar, thus increasing engagement and comprehension. Overall, this study shows that digitalization through various technological platforms offers great opportunities to accelerate the Arabic language learning process in a more engaging and interactive way.

This study aims to review the literature related to the utilization of digital technology in Arabic language learning. By conducting a review of various scholarly sources, this research is expected to identify the advantages and challenges of using ICT in Arabic language learning, as well as

offer solutions to overcome the existing obstacles. The ultimate goal is to provide recommendations that can assist educators in implementing technology effectively to improve student learning outcomes.

This research has significant relevance in the context of Arabic language learning in the digital era. First, it provides insight into how technology can overcome barriers that arise in Arabic language learning, including addressing variations in students' initial skill levels and educational backgrounds. Secondly, it is hoped that the findings from this study can provide guidance for educators in designing more effective learning strategies by utilizing advances in digital technology. Third, this research has the potential to serve as a foundation for curriculum development and teacher training programs, so that they can be better prepared to integrate technology in the learning process.

Overall, the main objective of this study is to provide a broad understanding of how digital technology can be utilized in Arabic language learning, while offering concrete solutions to overcome various obstacles that may arise in the process. As such, it is hoped that this research will make a meaningful contribution to improving the quality of Arabic language education in this digital age.

METHODS

This research uses a qualitative descriptive approach with a literature study model. This methodology involves collecting primary and secondary data from various literatures relevant to the use of information technology in Arabic language learning. These sources include books, scientific journals, statistical references, theses, dissertations, and internet sources. By analyzing the existing literature, this research seeks to gain a deeper understanding of the benefits and constraints of using ICT in Arabic language learning. The researcher will explore the literature related to the application of technology in Arabic language learning, the utilization of technology to improve Arabic language skills, as well as the challenges that may be faced. The synthesis of the findings will provide a deep insight into the potentials and constraints in the use of technology for Arabic language education at the primary school level.

With this approach, the research is expected to provide a more comprehensive understanding of the importance of Arabic language education in the digital era as well as how technology can be effective in improving students' Arabic language skills. By summarizing the findings from various literatures, the researcher hopes to provide a clear and useful picture for the development of education in Indonesia.

RESULTS AND DISCUSSION

The Evolution of Arabic Language Learning

Today, the field of education is experiencing rapid development thanks to advances in information and communication technology, especially in the education sector. In this global era, education emphasizes the importance of creativity and active social interaction, and even high economic values are favored over intellectual excellence in science. This underscores the importance of education that is dynamic and responsive to changing times, and education in Indonesia has also proven to play an important role in economic, social, cultural and political development. (Haq, 2023).

The development of technology has brought significant changes in various aspects of life, including in Arabic language education. One of the biggest changes is the shift from traditional methods to digital methods. Digitalization of Arabic language learning involves the use of various online platforms, apps, and other digital tools that facilitate the teaching and learning process.

Tolere et.al. in Wachida (Muhlis et al., n.d.) said that: "Therefore, the use of media must be something that must attract more attention of the teacher in all learning activities. However, what is happening now is that there are still many teachers who ignore and even often forget this for various reasons, especially in today's digital era. As a teacher in today's digital era, you must be

able to make the learning process fun, skilled and innovative, as part of the goals of the teaching process. And the benefits of education for today's students do not only instill an understanding of science, but also go beyond that understanding.

Progress in Arabic language skills such as listening, speaking, reading and writing can be enhanced through the use of technology in learning approaches. Therefore, an Arabic language teacher needs to continuously develop his/her abilities and skills, becoming a dynamic and creative individual. The development of technology has the potential to have a positive impact on Arabic language learning. This effort aims to increase the motivation to learn Arabic for students and prove that learning Arabic can be interesting and not monotonous. (Fitri & Hasibuan, 2024).

Key Trends in Arabic Language Learning

For those learning Arabic and not living in the Arab region, it may be difficult to create a supportive environment (al-bī'ah al-lughawiyyah), except for those in boarding schools. The internet comes as a solution to overcome this obstacle. Through the internet, one can create a supportive environment for their own Arabic language. This can start from setting the Arabic language settings on the phone or downloading applications that support Arabic language learning. Learning Arabic as a foreign language is not only in demand in Indonesia, but also in America and Europe. However, internet-based Arabic learning content is not as popular as English learning content (Sholihah et al., 2014). (Sholihah et al., 2019)..

Digital methods offer a range of advantages, including flexibility of learning time and place, access to diverse learning resources, and increased student interaction and engagement. E-learning platforms such as Learning Management System (LMS) allow teachers to manage learning, assign tasks, and evaluate student progress efficiently.

In addition, language learning apps such as Duolingo, Memrise, and Babbel provide an interactive and fun approach to learning Arabic. These apps use gamification, listening exercises and interactive tests to improve students' language skills. The use of social media also plays an important role in the shift to digital methods. Online study groups, discussion forums and language communities on platforms such as Facebook, WhatsApp and Telegram allow students to communicate and learn collaboratively.

One of the biggest innovations is the use of multimedia in learning. Video, audio and animation are used to explain complex language concepts in a way that is easier to understand. For example, learning videos featuring native Arabic speakers help students understand correct pronunciation and intonation.

In addition, technologies such as speech recognition and artificial intelligence (AI) help in providing real-time feedback to students. For example, language learning apps equipped with speech recognition features can evaluate students' pronunciation and provide suggestions for improvement.

In addition, technologies such as *speech recognition* and *artificial intelligence* (AI) help in providing real-time feedback to students. For example, a language learning app equipped with speech recognition features can evaluate a student's pronunciation and provide suggestions for improvement:" *Modern teaching techniques have spread all over the world and are useful and effortless for teachers. Moreover; modern teaching techniques educate children well and make them understand clearly and easily. Nowadays, there is an increasing use of the Internet in educational applications; which implies that students and educators will increasingly use technology in open and flexible learning systems.*"

Applications in the Evolution of Arabic Language Learning

1. E-Learning Platform

E-learning platforms such as Moodle, Google Classroom, and Canvas allow teachers to manage courses, provide learning materials, and conduct discussions and assessments online. These platforms also allow students to access learning materials anytime and anywhere, providing great flexibility in the learning process.

The use of e-learning platforms in Arabic language learning has grown rapidly along with technological advances. The e-learning platform provides greater flexibility in terms of time and place, allowing learning to be done anytime and anywhere. One example of the application of an e-learning platform is the Special Program for Arabic Language Development (PKPBA) at Maulana Malik Ibrahim State Islamic University Malang. The program uses a variety of digital technologies, including the Kamus Hati application and weekly online exercises called online murojaah.

E-learning platforms have revolutionized the way we learn languages, including Arabic. These platforms allow access to diverse and interactive learning resources that can be accessed anytime and anywhere. Some popular e-learning platforms used in Arabic language learning include Moodle, Google Classroom, and Canvas.

The e-learning platform also allows the integration of various digital resources, such as video, audio and interactive games, which can increase the effectiveness of learning. For example, in learning maharah istima' (listening skills), teachers can use recordings that students can play back on their own devices, making learning more interactive and effective. However, the use of e-learning platforms is not always smooth. Challenges such as technical issues with servers or unstable internet access can hinder the learning process. In addition, the risk of information leakage, such as the spread of exam questions and answers, is also a concern.

a. Moodle

Moodle is one of the most widely used Learning Management System (LMS) in the world. In the context of Arabic language learning, Moodle allows teachers to manage courses, assign tasks and interact with students online. The use of Moodle in Islamic boarding schools and schools in Indonesia shows how this platform can facilitate more flexible and efficient learning. For example, Pondok Pesantren Assunniah Kencong Jember has started using Moodle to integrate technology in Arabic language learning.

b. Google Classroom

Google Classroom is also a widely used platform for Arabic language learning. The main advantage of Google Classroom is its integration with other Google ecosystems, such as Google Docs, Google Drive, and Google Meet. This makes it easy for teachers and students to share materials, hold discussions, and conduct virtual meetings. The use of Google Classroom in various educational institutions shows increased efficiency in learning management.

c. Canvas

Canvas is another popular LMS, especially among higher education institutions. Canvas' features that support collaborative learning, such as online discussions and real-time collaboration, are very useful in Arabic language learning. In addition, Canvas also provides comprehensive evaluation tools, which allow teachers to provide more detailed feedback to students.

2. Social Media Usage

Social media such as Facebook, Twitter and Instagram are used to form Arabic learning communities. Online discussion groups and forums allow students to share experiences, discuss learning materials, and get help from teachers and fellow students. In addition, social media is also used to share educational content such as video tutorials, infographics and articles.

3. Multimedia Resources

The use of video, audio and animation in Arabic language learning provides a richer and more interactive learning experience. For example, videos featuring conversations in Arabic help students understand the context of language use in everyday life. Learning audios such as podcasts also help students improve their listening skills and understand different accents and dialects.

4. Language Learning App

Language learning apps have become a very useful tool for those who want to learn Arabic independently or as a complement to formal courses. They offer a more interactive and fun

approach to language learning. Arabic language learning apps have become an essential tool in supporting digital learning. These apps offer a range of features designed to improve language skills, such as grammar, vocabulary and pronunciation exercises. Examples of apps used in Arabic language learning include Duolingo, Babbel, and specialized apps such as Heart Dictionary. Apps like Duolingo, Rosetta Stone and Babbel offer interactive and fun learning methods. These apps are usually equipped with gamification features that make the learning process more interesting and motivate students to keep learning. In addition, these apps also provide listening, speaking, reading and writing exercises that help improve language skills comprehensively.

These apps not only provide exercises that can be done at any time, but also allow for learning that is customized to individual needs. With features such as automatic grading and progress tracking, language learning apps help students to learn in an independent and structured manner.

In addition, language learning apps are often equipped with interactive games and activities that make learning more fun and interesting. For example, in Arabic language learning at PKPBA, teachers use online games containing Arabic language materials to reduce boredom and increase student engagement.

a. Duolingo

Duolingo is one of the most popular language learning apps in the world. The app uses gamification methods to make language learning more interesting and fun. Users can learn Arabic through a series of exercises that cover listening, speaking, reading and writing. Duolingo also uses an algorithm to adjust the difficulty level based on the user's progress, making learning more personalized.

b. Rosetta Stone

Rosetta Stone is known for its immersion-based approach to language learning. The app uses images, text and sounds to teach words and phrases in a natural context. Learning Arabic with Rosetta Stone allows users to build language skills in a similar way to how children learn their native language. This method is highly effective in helping users master basic Arabic grammar and vocabulary.

c. Memrise

Memrise offers a slightly different approach by emphasizing the use of mnemonics and videos to help users remember new words and phrases. The app also has a feature that allows users to learn from native speakers, which helps improve listening and speaking skills. Memrise is especially useful for those who want to enrich their vocabulary and improve their speaking in Arabic.

Social Media Usage

Social media such as Facebook, Twitter, and Instagram(Saputra et al., 2021) are used to form Arabic learning communities. Online discussion groups and forums allow students to share experiences, discuss learning materials, and get help from teachers and fellow students. In addition, social media is also used to share educational content such as video tutorials, infographics and articles.

Social media plays an important role in Arabic language learning in the digital age. Platforms such as Facebook, Twitter, Instagram and YouTube allow users to connect with Arabic learning communities around the world. Social media also provides access to a rich and diverse range of learning resources.

Social media(Mubarak et al., 2020) has become an effective tool in the digitization of Arabic language learning. Platforms such as WhatsApp, Google Drive, Google Forms, Zoom, Instagram, TikTok, etc. have been used to digitize Arabic language learning.(Fahrur Nisa', 2023)Telegram, Facebook, and YouTube are used to facilitate learning. The use of social media allows learning to be done flexibly and can reach students in remote areas that are difficult to reach by formal education institutions.

Social media also offers opportunities to learn together with people from different countries and cultures, which can enrich the learning experience and expand students' social networks. For example, learning through platforms like YouTube allows students to access a variety of educational content from teachers around the world.

However, the use of social media in learning also has its challenges. Easy access and rapid dissemination of information can open a gap for misuse, such as the dissemination of information that is not true or not in accordance with learning objectives. Therefore, it is important for teachers and students to use social media wisely and selectively.

1. Facebook

Facebook has many groups and pages dedicated to Arabic language learning. These groups are often used to share learning materials, discuss grammar, and ask questions about difficulties encountered in learning Arabic. For example, Facebook groups such as "Learning Arabic Together" and "Arabic Language Learning Community" are very popular among Arabic language learners.

2. Twitter

Twitter is also used as a tool for learning Arabic. Many Twitter accounts provide study tips, daily vocabulary and links to learning resources. Twitter users can follow these accounts to get regular updates on Arabic and interact with native speakers and fellow learners.

3. Instagram

Instagram provides interesting visual content for Arabic language learning. Many Instagram accounts create infographics, short videos and stories about the Arabic language. This content not only helps in learning vocabulary and grammar, but also introduces Arabic culture through images and videos.

4. YouTube

YouTube is one of the biggest resources for Arabic learning videos. Many YouTube channels are dedicated to teaching Arabic, ranging from beginner to advanced levels. These learning videos cover a wide range of topics, such as pronunciation, grammar, and everyday conversation. Some popular channels include "Learn Arabic with Maha" and "Arabic Pod 101".

Multimedia Resources (Video, Audio, etc.)

The use of video, audio and animation in Arabic language learning provides a richer and more interactive learning experience. For example, videos featuring conversations in Arabic help students understand the context of language use in everyday life. Learning audios such as podcasts also help students improve their listening skills and understand different accents and dialects.

The use of multimedia resources such as video and audio has improved the quality of Arabic language learning by providing a more dynamic and interactive learning experience.

Multimedia resources, such as video and audio, have become an essential component of Arabic language learning in the digital age. Multimedia offers an engaging and effective way to deliver learning materials, improving students' comprehension and retention. Learning videos, for example, can be used to demonstrate correct pronunciation, provide examples of language use in everyday contexts, and explain complex grammar concepts.

Audio, such as recorded conversations and listening exercises, helps students to improve their listening skills and understand different accents and intonations. By using multimedia resources, teachers can make learning more dynamic and interactive, attracting students' attention and motivating them to learn more.

In addition, the use of multimedia allows for more flexible learning. Students can access learning materials anytime and anywhere, repeat lessons as needed, and learn at their own pace. This is particularly important in language learning, where repetition and continuous practice are necessary to achieve proficiency.

Learning Video

Videos are a very effective tool for teaching Arabic. Learning videos allow students to see and hear native speakers speaking in Arabic, which helps in understanding pronunciation and intonation. Videos can also present everyday situations where Arabic is used, providing an important context for learning.

Learning Audio

Learning audios such as podcasts and voice recordings are also very useful in learning Arabic. Listening to audio helps students improve their listening skills and understand different accents and dialects. Some popular podcasts for learning Arabic include "ArabicPod101" and "Arabic Language and Culture".

Animation and Interactive

Animation and other interactive tools are also used to teach Arabic. Animations can present stories and dialog in Arabic in an interesting and easy-to-understand way. Interactive tools, such as quizzes and games, help increase student engagement and make learning more fun.

Digital Tools in Arabic Language Learning

1. Mobile Application

Mobile apps have become a very popular tool in Arabic language learning. These apps offer various features that make it easy for students to learn the language independently. With easy access through mobile devices, students can learn anywhere and anytime. Mobile applications are often equipped with various interactive exercises, quizzes and games that make learning more interesting. (Nafilah et al., 2024).

2. LMS (Learning Management System)

An LMS, or Learning Management System, is a digital platform used to manage, document, track, report, and deliver educational courses or programs. LMSs such as Moodle and Blackboard enable educational institutions to provide online courses, manage learning materials, and track student progress. In the context of Arabic language learning, LMS is used to organize courses, provide learning materials, and conduct assessments. (Nafilah et al., 2024).

3. Webinars and Online Courses

Webinars and online courses have become a popular method of Arabic language learning in the digital age. Webinars allow direct interaction between teachers and students, providing opportunities for real-time discussion, Q&A, and clarification of material. Online courses, both those provided by educational institutions and platforms such as Coursera and Udemy, offer flexibility in learning, allowing students to study on their own schedule. (Muhlis et al., n.d.).

4. Educational Games and Gamification

Gamification, or the use of game elements in learning, has been proven effective in increasing student motivation and engagement. Educational games designed specifically for Arabic language learning offer interactive exercises that are both fun and challenging. With elements such as points, levels and rewards, educational games make learning more interesting and motivate students to keep learning and improving their skills.

Outcome and Impact Analysis

The use of digital technology in Arabic language learning has provided various positive impacts. One of them is increased accessibility. Digital technology allows learning to be accessed by more people, including those who live in remote areas or cannot attend face-to-face classes. (Muhlis et al., n.d.).

The effectiveness of learning also increases with the use of digital technology. Multimedia resources, learning apps and e-learning platforms offer more engaging and interactive ways to learn, which can improve student understanding and retention. In addition, digital technology enables personalization of learning, where students can learn according to their own pace and learning style. (Hindun et al., 2024).

Learner motivation and engagement also increases with the use of digital technology. Interactive and gamification elements in learning apps and educational games make learning more fun and challenging, which can increase students' motivation to learn. (Hindun et al., 2024).

However, the use of digital technology in Arabic language learning also faces various challenges (Asnawi, 2024). Technical issues, such as unstable internet connections and server problems, can hinder the learning process. In addition, there is a risk of misuse of technology, such as the dissemination of incorrect information or misuse of social media. (Nafilah et al., 2024).

CONCLUSION

In today's digital era, technological advances have affected almost every aspect of life, including the field of education. In the context of Arabic language learning, the application of information and communication technology (ICT) has opened up new opportunities for more effective teaching and learning. However, the complexity of the Arabic language involving differences in initial competence and educational backgrounds among students poses a challenge for teachers. Information and communication technology has an important role in supporting the teaching and learning process, especially in preparing and delivering materials and improving teaching quality. With the use of ICT, teachers can optimize the use of learning media, so that the learning process becomes more interesting and meaningful for students. However, the application of this technology must also pay attention to the individual characteristics of students to achieve optimal results. The use of digital technology has significantly improved the effectiveness of learning. Multimedia media, learning apps and e-learning platforms provide more engaging and interactive learning methods that improve students' understanding and retention. In addition, digital technology allows for customization of learning, so students can learn at their own pace and learning style. This research makes a significant contribution to the development of knowledge, especially in the field of Arabic language education in the digital era. By analyzing the trends and outcomes of the digital revolution in Arabic language learning, this research offers in-depth insights into how digital technology can be used to improve the effectiveness and efficiency of the learning process. These findings not only enrich the academic literature but also provide practical guidance for educators and policy makers in designing a more adaptive and innovative curriculum. As such, this research paves the way for the development of more interactive and age-appropriate teaching methods, and strengthens the foundation for future studies in utilizing digital technologies for language education.

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