Revitalizing Arabic Language Learning:
The Role of Technology in Improving Language Proficiency

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Abstract:
The use of technology can create a more interactive atmosphere in Maharatul Qira'ah Al-Mutawassithah subject. The purpose of this research is to identify the role and forms of technology implementation in learning, as well as the format of technology-based learning evaluation. This study employs a qualitative approach with a case study conducted in the Intensive third semester of the Arabic Language Education Program, at STIT Darul Fattah Bandar Lampung. The research findings indicate that the lecturer has utilized technology in the teaching and learning process of Maharatul Qira'ah Al-Mutawassithah, including the delivery of subject materials, learning tools, and learning evaluation. Various applications and devices were employed, such as a laptop, projector, Microsoft PowerPoint, Mentimeter, WiFi, online learning platforms, YouTube, e-books, Quizizz, and digital portfolios. Based on the research findings, it is evident that the use of technology in the learning process significantly contributes to enhancing motivation and interaction during the course. As a result, the Mid-Semester evaluation revealed a remarkable improvement in learning outcomes compared to the Maharatul Qira'ah Al-Asasiyah course taught in the previous semester by the students.

Keywords: Technology; Arabic Learning; Reading skills;

Revitalisasi Pembelajaran Bahasa Arab: Peran Teknologi dalam Meningkatkan Kemahiran Berbahasa

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Abstrak:
Penggunaan teknologi dapat menciptakan suasana dalam proses belajar mengajar menjadi lebih interaktif dalam hal ini lebih spesifik pada mata kuliah Maharatul Qira'ah Al-Mutawassithah. Adapun tujuan dari penelitian ini adalah untuk mengidentifikasi peran dan bentuk penerapan teknologi dalam pembelajaran serta format evaluasi pembelajaran dengan berbasis teknologi. Penelitian ini menggunakan pendekatan kualitatif dengan studi kasus di kelas Intensif Semester III Program Studi Pendidikan Bahasa Arab STIT Darul Fattah Bandar Lampung. Hasil penelitian menunjukkan bahwa dosen pengampu mata kuliah telah melakukan proses belajar mengajar dengan berbantukan teknologi dalam pembelajaran Maharatul Qira'ah Al-Mutawassithah dalam aspek penyampaian materi, sebagai media pembelajaran, dan alat evaluasi pembelajaran. Adapun beberapa aplikasi dan perangkat yang dimanfaatkankan diantaranya laptop, proyektor, Microsoft PowerPoint, Mentimeter, WiFi, pembelajaran online, YouTube, e-book, Quizizz, dan portofolio digital. Berdasarkan hasil temuan dari penelitian yang telah dilaksanakan bahwasannya penggunaan teknologi dalam proses perkuliahan dapat sangat membantu dalam meningkatkan motivasi belajar dan interaksi yang terjadi selama proses perkuliahan. Sehingga pada tahap evaluasi Ujian Tengah Semester didapati hasil belajar yang sangat baik dan meningkat cukup signifikan jika dibandingkan dengan nilai mata kuliah Maharatul Qira'ah Al-Asasiyah yang telah diampu mahasiswa pada semester yang sebelumnya.

**Kata Kunci:** Teknologi; Pembelajaran Bahasa Arab, Kemahiran Membaca;

INTRODUCTION

Education is one of the main pillars in community and individual development. Learning methods have undergone significant transformation. One of the factors that plays a major role in this transformation is technology (Batiibwe 2019). Technology has become a major need that is spurring significant changes in the way we live our daily lives (Kaminskienė, Järvelä, and Lehtinen 2022). Technology has also changed the way we communicate, previously communication mostly occurred through letters, telephones, or face-to-face meetings. However, with advances in technology, now we can communicate instantly via text messages, emails, video calls and social media. In addition, the most striking aspect is the ease of access to information via the internet changing the way we learn, work and live. By using technology we can learn without being limited by space and time.

Technology-based learning has brought major changes in Foreign language learning. Foreign language learning is no longer limited to conventional school environments (Bećirović, Brdarević-Čeljo, and Delić 2021). By utilizing technology, students can easily access various learning resources through various electronic communication devices such as computers, laptops, cell phones, global communication systems, the Internet, and other technology such as video and audio conferencing, telephone video, webcasts, and chat rooms (Kimmons, Graham, and West 2020; Teng and Wang 2021). This allows students to access a variety of learning materials and tutorials delivered by native speakers.

Based on the research study which mentioned several advantages of using technology in learning, such as being a solutions to learning problems, Educational Innovation, Increasing pedagogical competence, Improving the quality of learning and education (Warsita 2013; Ambarwati et al. 2022; Purnasari and Sadewo 2020; Mustafa and Suryadi 2022). We have seen how technology can create effective and interactive learning. Technology has brought new ways to achieve language learning goals with a variety of interactive applications, game-based learning, access to native speakers, and automatic translation (Sprenger and Schwaninger 2021). With these innovations, Foreign language learning will continue to transform and enable more people around the world to master new languages and deepen cross-cultural understanding.

Based on a database scholar which was analyzed on September 24 2023 at 22.49 WIB found research about Arabic learning and technology totaling 12 studies in various countries in the world from 2013-2023. Some of the figures are (AY Usman, 2013; M Ritonga, A Nazir, S Wahyuni, 2016; TRH Al Jabri, VR Naidu, PK Udupi, 2017; Z Naemi, AM Naemi, 2020; B Kamorudeen, 2021; DRAR Aminullahi, 2021; NM Ali, MI Hamzah, 2021; F Pikri, 2022; SY Al-Bazely, WAWA Bakar, 2023; SA Rani, Z Zikriati, 2023; MN Kholis, MF Nadhif, 2023) linking ICT to improving learning Arabic, the role of ICT in improving students' speaking skills, the implementation of technology as a medium for learning Arabic and the use of technology for learning Arabic vocabulary as shown in the following picture:

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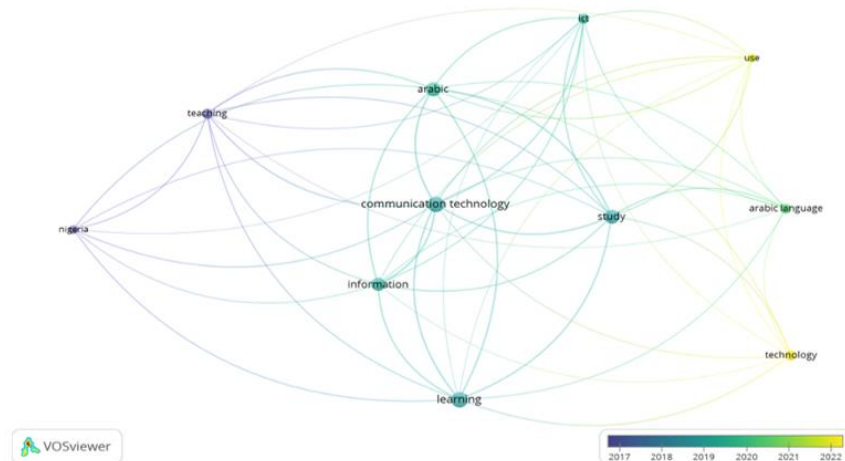
Picture 1. Related research arabic learning and technology since 2013-2023

Previous research used several keywords that refer to research about Arabic learning and technology. Among the keywords previously used by recent researchers are as shown in the following image:
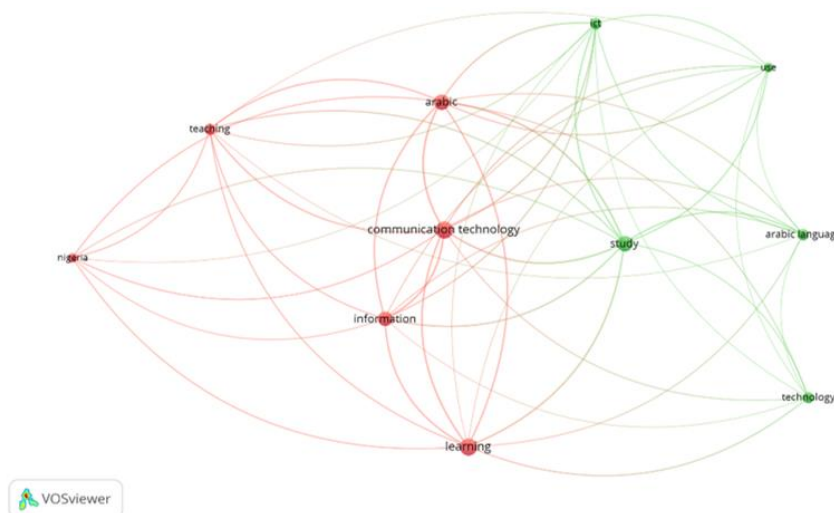
Picture 2. Several Keyword which refers to Arabic learning and technology by world researchers (scholar database)

Based on previous literature reviews, no research has been found regarding the application of technology to improve Arabic reading proficiency (Staddon 2020). Meanwhile, Special Staff to the Minister of Religion for Media and Public Communication, Wibowo Prasetyo, asked Islamic Religious Universities (PTKI) to be aware of the development of digital technology so it is able to adapt to very rapid changes (Widianto 2021). His party agreed and encouraged PTKI leadership to implement the digital literacy course policy as a mandatory General Basic Subject (MKDU). *Research* This contributes to the development of technology in language learning Arabic especially reading skills. For that research this focus focuses on exploring and analyzing data related to the role of technology in revitalizing language learning, especially Arabic reading proficiency (Salsabilla et al. 2021; Hidayat et al. 2022).

METHOD

Researchers use a qualitative approach to understand the phenomena that occur in the research object (I PUTU ANDRE SUHARDIANA 2019). The researcher chose a phenomenological research approach to understand and explore in-depth understanding of the experiences of implementing technology in *Maharatul Qira'ah Al-Mutawassithah*'s learning. STIT Darul Fattah Bandar Lampung was chosen as the research location because it is one of the private universities in Lampung which is very focused on Arabic and uses Arabic as the language of instruction in lectures and has an integrated curriculum between universities and Islamic boarding schools.

Data sources in this research include: Angger Putri Mahardini, M.Pd.I as lecturer *Maharatul Qira'ah Al-Mutawassithah*, learning processes and documents related to the integration of technology in the learning process at STIT Darul Fattah Bandar Lampung. Data collection was carried out through non-participatory observation of the learning process, unstructured interviews with lecturers who taught the Maharatul Qira'ah Al-mutawassithah also documentation studies in the form of supporting data such as lecture materials, learning media and assignments given to students.

After the data is collected, it is analyzed through descriptive data analysis in the form of speech or writing and the behavior of the research subjects which consists of four consecutive steps, namely data collection, data reduction, data presentation and data verification. To ensure the validity of the data, the researcher carried out data validation in the form of triangulation of sources and methods starting with data compression, data presentation, then drawing conclusions ("The Results Showed That Students Perceive Arabic Online Learning to Be Less Effective. - Consensus," n.d.). This is done to prove whether the research carried out is truly scientific research as well as to test the data obtained.

RESULTS AND DISCUSSION

Digital Learning Technology is a term that refers to the use of digital technology in the form of hardware, software and online platforms to facilitate and increase the effectiveness of the learning and teaching process (Sprenger and Schwaninger 2021). The use of technology in the learning process has been implemented starting from formal education in primary, secondary schools to universities. Digital learning technology has the potential to expand the scope of learning, make learning more interactive, and provide access to flexible learning resources without being limited by space and time (Syaifudin 2021). It also allows educators and students to participate in learning that is more efficient and relevant to the demands of the digital world At the moment (Amelia, n.d.). After carrying out research activities and collecting data using the data collection techniques described previously, the following are the results of the data presentation and discussion of this research:

Implementation of Technology in Learning

Researchers conducted observations on Tuesday 12 September 2023 at 13.00-14.40 WIB at Local A204 STIT Darul Fattah Bandar Lampung. After the researcher made observations on the learning process *Maharatul Qira'ah Al-*

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Mutawassithah then several forms of technology application were discovered What is done by the lecturer in the learning process (Albantani and Madkur 2019)is :

Laptop

Lecturers use laptops to access the internet and look for additional references such as videos and images, compass learning materials by presentation slides which are displayed with interactive presentations to convey new vocabulary related to the theme being discussed and also to fill in daily student assessments and carry out interactive quizzes such as mentimeter and Quizizz.

Projector

Lecturers use projectors as tools to visualize learning material on laptops. Lecturers display material such as presentation slides, documents and images on the classroom walls so that students can have a clearer picture of the learning content presented. The use of a projector allows the material to be presented in a more visual way and can help students to better understand concepts that may be complex or abstract (BAHRUDDİN and RAMADHANTI FEBRIANI 2020).

Despite being a visual tool, the projector allows lecturers to interact directly with the projected material. Lecturers can explain the material in more detail, emphasize important aspects, or highlight key elements, so that students can focus more at the core of the material and encourage active student participation in the learning process (Rahmawati and Febriani 2021).

Microsoft PowerPoint

The lecturer creates presentation slides with the help of Microsoft PowerPoint software which includes new vocabulary, Arabic text discourse and images that can reflect the story or meaning of the Arabic text, thus making the material more interesting. By using PowerPoint, the lecturer has arranged the material in a structured manner so that students can understand the learning flow well. The lecturer explains each slide in detail by providing examples and contextual explanations of the material. Lecturers also include links to additional resources and add practice questions to test student understanding (Majumdar et al. 2021).

Mentimeter

Lecturer integrates Mentimeter into their presentations by creating questions or polls which students are then asked to respond to directly via their devices (Ilomäki and Lakkala 2018). The lecturer sees the student's response directly when the question is displayed (Kim 2019). After the lecturer measures class understanding through the answers submitted by the students, the lecturer then directs the discussion based on the students' responses. Lecturers use Mentimeter as a tool to maintain student engagement and focus throughout lecture sessions.

Wi-Fi

Lecturers use Wi-Fi networks to support the implementation of digital technology, with a Wi-Fi network lecturers and students can access the internet easily (Cook et al. 2015). They can search for additional learning resources and materials, or the latest information relevant to the topics. Lecturers can use digital devices, such as laptops, tablets or smartphones, which are connected to a Wi-Fi

network, to manage learning materials, presentations and all access that requires an internet network.

The Wi-Fi network is used by lecturers to share learning materials with students in the form of PowerPoint slides via WhatsApp group. Students also need wifi to be able to do exercises via mentimeter or quizizz application so that the availability of this wi-fi facility can make coordination and communication easier during the learning process (Ngongo, Hidayat, and Wijayanto 2019).

The Role of Technology in Learning

Technology carries on an important thing in education, especially in Arabic learning. Some of the main roles of technology in learning based on the results of interviews with Mrs. Angger Putri Mahardini, M.Pd.I as lecturer in *Maharatul Qira'ah Al-Mutawassithah's* learning on Friday, September 15 2023 in the Lecturer's office room B104 STIT Darul Fattah Bandar Lampung are:

Accessing Learning Materials

Mrs. Angger Putri Mahardini stated that she had included the article as material that would be studied and analyzed by students, and she searched for the article via the search engine, namely Google Scholar (Rahmi and Samsudi 2020). She also conveyed that by utilizing technology, access to Arabic language learning materials becomes faster and easier so that students can easily explore relevant resources, deepen their knowledge and improve their reading skills.

Learning objectives of *Maharatul Qira'ah* include not only being able to understand an Arabic reading text, but also being able to read well and correctly according to the intonation and dialect spoken by native speakers. So he stated that students were also asked to often watch the latest news videos from BBC News or Al Jazeera Arabic to get references and examples of reading formal news directly from native speakers.

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Picture 5. Articles and news as material of *Maharatul Qira'ah*

Online Learning

When the researcher asked about the advantages of technology for lectures, Mrs Angger Putri Mahardini answered that carrying out teaching now is very easy because they can be carried out online via Google Meet or Zoom (A. W. Ritonga et al. 2021). This is one of the positive impacts felt since the Covid-19 pandemic, so that if lecturers are training or giving seminars, students can still get their right to learn by utilizing technology, namely online learning.

She also said that students could do the same thing. If students are unable to attend due to illness or other interests, they can still listen to the presentations and assignments given by the lecturer without having to be left behind by other friends. The online learning also has recording facilities, so students can listen to and play the lecturer's explanation video at any time for reference and re-understanding.

Apart from using the Google Meet or Zoom application, lecturers and students can discuss via the WhatsApp group application that has been created for each course so it becomes a forum for discussion and exchange of ideas between students and lecturers and between fellow students. Furthermore, she also said that she often asked students to do group work in the form of article analysis using Google Docs technology, so that they could work together even though they were in distant locations.

## Technology and Learning Evaluation

In modern education, the application of technology to evaluate learning has become increasingly important. Technology enables a more efficient, accurate and measurable approach to learning evaluation. Application of technology in learning evaluation help lecturers evaluate methods and strategies used, while the aim for students is to measure the level of understanding of the material that has been presented (M. Ritonga et al. 2021; Bergdahl et al. 2018). Based on the results of interviews and documentation studies of test results carried out by lecturers on students on Tuesday 10 October 2023 at 13.00-13.30 WIB, it is known that the form of technology implementation at the learning evaluation is:

Quizizz

Lecturers use the Quizizz application to ask students to answer exercises according to the theme that has been given so that lecturers can immediately provide immediate feedback to students and allow lecturers to evaluate material that requires more attention because many students still don't understand that part. Creating online quizzes and exercises can stimulate students to read Arabic texts and answer questions so that they can be a tool to measure their understanding.

Based on the results of interviews with lecturers *Maharatul Qira'ah Al-Mutawassithah,* by using the Quizizz application, students who are unable to attend campus to attend lectures can still take quizzes and get grades. This technology can record student test results and evaluate the level of accuracy of questions and the average score in 1 class.
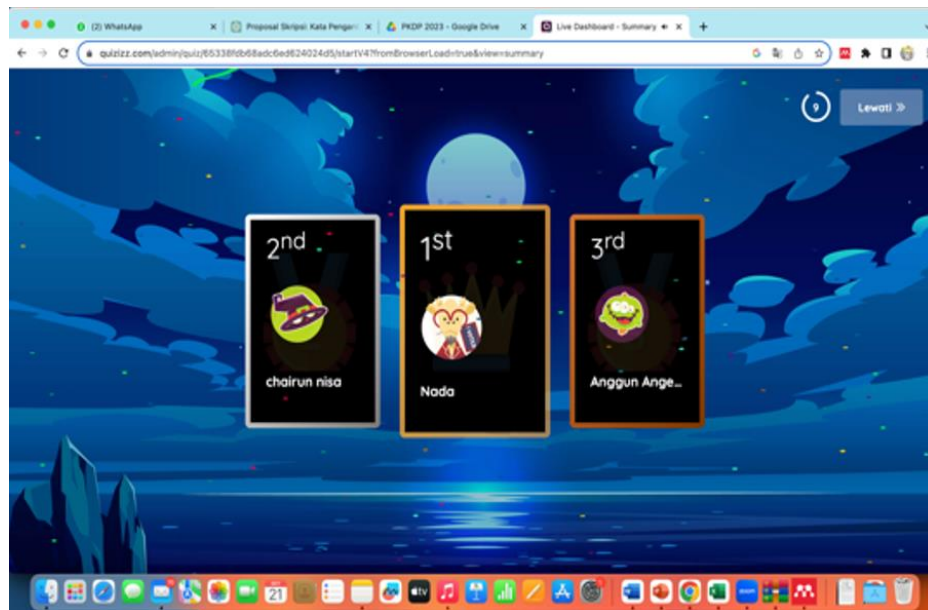
Picture 7. Learning evaluation using Quizizz

Digital Portfolio

Students are assigned to create a digital portfolio in the form of a video project reading Arabic news for assessment *Qira'ah Al-Jahriyah* (Falloon 2020). This allows lecturers to assess students' reading skills in reading news well and correctly according to the intonation and dialect of native speakers. Furthermore, the lecturer also added that students were given the task of summarizing articles in Arabic with a predetermined theme. On this occasion, the lecturer wanted to measure silent reading skills *(Qiroah As-Shamithah)* so what is emphasized is students' understanding and skills to re-express the ideas they have understood. Students can use translation tools such as Google Translate to find out new vocabulary and help in understanding Arabic texts (Febriani and Anasruddin 2020).

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CONCLUSION

Technology is one of the solutions to improve reading skills, based on the results of research conducted in the third semester Intensive class of the Arabic Language Education Study Program at STIT Darul Fattah Bandar Lampung. It has been confirmed that implementation of technology in learning *Maharatul Qira'ah Al-Mutawassithah* can increase students' motivation and interest and make learning more effective and interactive.

Based on the results of observations, interviews and documentation, data has been found regarding the form of technology implementation in learning *Maharatul Qira'ah Al-Mutawassithah* through laptops, projectors, Microsoft PowerPoint, Mentimeter, Wi-Fi, online learning, YouTube, e-books, Quizizz and digital portfolios. Apart from that, the lecturer also stated that by implementing technology in learning the learning atmosphere becomes more interactive in following lectures so that it can be seen from the quiz results on materials 1 to 3 that good learning evaluation results have been found.

In closing, technology can be used to revitalize Arabic language learning by improving students' practical language abilities and skills. Technology can also be applied to create effective and interactive learning activities. Based on the results, lecturers implement technology in *Maharatul Qira'ah Al-Mutawassithah* from delivering material, as a learning medium until a tool for carrying out learning evaluations.

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