THE USE OF TECHNOLOGY IN LEARNING ARABIC LANGUGAGEIN HIGHER EDUCATION: AN OVERVIEW

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Abstract: This paper contains an overview of learning Arabic in universities in the digital era. The points discussed are the use of technology in learning Arabic, the problem of learning methods and the assessment of learning outcomes. Technology of information is improving more and more sophisticated in line with the developing era. Smart learning is augmented with digital, context-aware, and adaptable technologies to encourage students to learn better and faster. To ensure that digital learning is successful and that implementation is efficient, it is critical that the dimensions of digital learning are arranged correctly. In this context, Arabic must be understood as an important part of the component in the planned effort to form an Islamic education. The existence of Arabic which in the understanding of education science is a tool for text investigation should be placed in the right position.

Keywords   : *Arabic, digital era, technology, learning methods*

Introduction

Technology of information is improving more and more sophisticated in line with the developing era. (Albantani: 2019) Many experts say that nowadays we are in the digital era. In fact, it is commonly referred by the Industrial Revolution 4.0 where an information can be spread quickly throughout the world through cyberspace, though we still often ask when the Industrial Revolution 1.0, Industrial Revolution 2.0, and the Industrial Revolution 3.0 come to an end. Smart learning is augmented with digital, context-aware, and adaptable technologies to encourage students to learn better and faster. (Alkhammash: 2022) To ensure that digital learning is successful and that implementation is efficient, it is critical that the dimensions of digital learning are arranged correctly and that interactions between the various elements are merged in an efficient and optimal manner.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning.(Ahmadi: 2018) With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to

support the learning process. Although the term *technology in education* is now used in a broader sense, for many years it was largely associated with the employment of computer technologies in education. As a result, computer-aided studies in the literature have a significant number. (Zheltukhina: 2023)

Arabic must be understood as an important part of the component in the planned effort to form an Islamic education. (Kurniawan: 2022) Arabic is the world's fifth most widely spoken language, the learning and teaching of which has the potential to benefit greatly from the application of new technology in the digital realm. The design of Arabic learning in the digital era is very important. The existence of Arabic which in the understanding of education science is a tool for text investigation should be placed in the right position. (Arifin: 2021)

METHODS

The writing employed qualitative method in revealing the developing phenomenon in the Arabic teaching. Literature approach was employed in the collection of the data and information related to the writing, both printed and online. In addition, many statements from experts were included to support the discussion part. What experts' statements mean comes from relevant science journals.

RESULT AND DISCUSSION

Using of Digital Products in Arabic Teaching and Learning

Language learning is the process by which human acquire the capacity to perceive and comprehend language. (Mansor: 2021) Languages learning is an active learning process that continuously happens in the life cycle of a human being. Peoples are gaining the ability to be aware of the language and to understand it as well as to create and using appropriate word and sentences to communicate or writing. Language learning is a vibrant field of research that commonly involves various domains and perspectives either from social and educational psychology. In the context of education, language plays a vital role for students to communicate the ideas, feeling and experiences during the learning process.

The ability of teachers to be creative and innovate in learning Arabic is the key to the success of the learning process carried out. For this reason, Arabic language teachers are expected to be able to transform and change learning models in accordance with the demands of the times and students. (Kurniawan: 2022) The Arabic learning process should no longer be teacher oriented. (Arifin: 2021) Changes in student orientation must be made while encouraging student skills in independent learning and experiential learning.

Workplaces are gradually becoming more technologically oriented, with other advancements leading to the development of new jobs and the removal of old ones. (Khan: 2022) The world of education is constantly evolving, just as the world of information has changed dramatically. Rather than merely "knowing," today's education demands that we focus on the development of soft skills, communication, creative thinking, and adaptability.

Today, diversification of literacy gave rise to many types of literacy, such as technology-based new literacy, and digital literacy, where technology and literacy skills are based on cognitive, affective, and psychomotor competencies, as well as computer, information, technology, and communication technology literacy. (Zabun: 2022) Digital literacy also includes the ability to read and interpret the media, evaluate the information gained in digital environments among new

learning environments and apply the acquired knowledge. Digital literacy is defined as the ability to use technology to access, use and distribute information, to understand and use information accessed from different sources through computers in multiple formats. Digital literacy is demanding in today's highly competitive markets. In reality, digital literacy has been seen as an important life skill. A digitally literate means one can create, manage and gather information with it, and turn that information into something useful. In the higher education sector nowadays, it is challenging to assure that their graduates are digitally literate. According to UNESCO (2018), digital literacy is more than just knowing how to use a computer. It includes fundamental skills as well as living skills that apply to all aspects of modern life. Not only has research shown that digital literacy skills are important, and that specific instruction should be provided to ensure students have a solid foundation of understanding, research has also shown that students need the ability to transfer their knowledge and skills in digital literacy to any applicable experience. (Mohamed: 2022) Digital literacy skills require both cognitive and technical skills to develop a learner's ability to locate, use, and communicate information in complex learning environments. Digital literacies are multifaceted, often combining diverse seemingly simple literacies to form complex skill sets aimed to address deep problem solving in digital learning environments. There are, however, obstacles that inhibit the adoption of digital literacy in higher education as a coherent strategy to promote these skills. (Ouahidi: 2022) Some obstacles are student-related, such as the digital divide, low self-efficacy, anxiety, and overconfidence. Others are attributed to the teachers' digital literacy; they include lack of confidence, lack of effective training, and resistance to change, which may be interrelated. To increase the likelihood of an effective implementation of digital literacy, higher education institutions should adopt an appropriate holistic strategy to engage both students and teachers in digital literacy to prepare them to cope with the global world of work.

Developments in technology need to be transmitted into pedagogical area and carefully considered in the forms of curriculum and content for language teaching. (Urun: 2016) It is a fact that the effectiveness of technology on language learning is highly related to how it is used. Some particular technologies are more suitable than others for certain learning tasks for certain learners. Emerging technologies (e.g., Web 2.0, augmented reality, Google glasses) and learning environments (virtual reality, 3D, mixed reality, cognitive immersive), which have been designed in collaboration with artists, programmers, and language educators, have opened up a new era for L2 learning research.(Wei: 2021) Investigations into language learning strategies and the effectiveness of strategies-based instruction need to be expanded and diversified taking into account new types of human-computer interactions and modes of learning.

The fact of the current condition in Indonesia is that the global pandemic has undermined the rights of students and teachers to carry out face-to-face teaching and learning activities in the classroom.(Hamzah: 2021) The COVID-19 pandemic has accelerated the transition from face-to-face learning to distance learning, making more excellent technology use.(Ahmadi: 2021) Arabic education, particularly in Indonesian colleges, has both positive and negative consequences both internally and externally. First and foremost, the process of learning Arabic in lectures has a potentially hazardous impact on the individual. In this instance, both lecturers and students experience the euphoria of learning Arabic and their difficulties while participating in distance learning.

The modern content of higher education should be focused on the use of information technology, the comprehensive dissemination of interactive, e-learning with access to digital and intellectual resources for the future state. It should be noted that innovative teaching methods used in the system of the modern educational process in higher education include interactive tools,

forms and methods of educational activities in the interactive information environment of the university.

To develop digital skills in future teachers, it is important to introduce courses using new technologies into their educational process. The ability of teachers to utilize technology-based learning, especially in Arabic, is seen as part of the steps of teachers to bring about a change in perceptions of the difficulty in Arabic learning. (Ritonga: 2022) Future learning will be replete with easy, cost-effective, and efficient digital technologies. As a result, aggressive improvement, outstanding service systems, determination, unique aptitudes, talents to lead data and information resources, continual transformation and development, alignment to excellence, and completion must all be encouraged by education administration and learning procedures. The COVID-19 epidemic shown that smart learning technologies have become one of the most important components in integrating univer- sities into the global higher education market.

The Assessment of Arabic Teaching and Learning

One of the goals of learning is to achieve achievements that are indicators of successful learning in tertiary institutions. (yustika: 2020) Students with high academic performance are considered to have high intellectual abilities and have a chance of success in society, both in learning outcomes and later professional work.   Academic performance is needed by students because it is considered to be able to describe the ability of students from the results of learning behavior in the form of positive changes in students including skills, skills and new knowledge. Measurement of learning outcomes in a certain period of time resulting from the implementation of tests and non-tests on students will produce a number that is used as a benchmark for the academic performance of students in a subject. This methods of assessment can be used as a benchmark for the academic success of students in any subject including economic education. The results showed of the estimated measure of success can be referred to as learning success. Academic performance is a written assessment in the form of numbers or values from the results of evaluations and measurements of performance of learning outcomes.

CONCLUSION

The arrival of the Digital Age has been a white water change, a metaphor describing the rapid, complex and all-encompassing nature of this technological wave. The widespread availability of technology tools brought about new opportunities and challenges in language learning strategy pedagogical design and research, and, consequently, new considerations for instructed second language acquisition. The rapid technological advancement in recent years has provided educators with opportunities to use technology for education. Therefore, the use of technologies has become nearly ubiquitous for language learning. New technologies were detected and increasingly available. Furthermore, emerging technologies are maturing and very promising to be used for language learning and instruction. Arabic learning requires innovation as an improvement in the skills of students. One of the reforms in education and teaching can be performed in the aspect of learning media. Arabic learning has been taking place so far relying on traditional media. Therefore, with all the potential in educational institutions, there are opportunities to take advantage of various technology-based learning media and even build a website leading to Arabic learning. As education moves more towards using technology in the classroom and preparing all students for success beyond the classroom, it has become more important to evaluate the how, why, and when of ensuring students have digital literacy skills

Technologies that are used for language learning and instruction are developing so fast that we need to be able to keep track of their applications and changes Furthermore, some technologies become outdated and are never used again. Therefore, there is a need to review technologies applied to language learning and instruction more frequently and reconsider earlier, present and future practices.

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