Sayyidah Ilman Nisa*
Sidik Jatmika

International Relations, Faculty of Social and Political Sciences, Universitas Muhammadiyah Yogyakarta

*Corresponding author email: sayyidah.isip20@mail.umy.ac.id

ECHOING ARABIC LANGUAGE: APPLYING THE ADVANTAGES OF INTERNET-BASED ARABIC LANGUAGE INSTRUCTION IN DIGITAL ERA

ABSTRACT

Arabic is one of the world languages that has complex value. Has been spoken by previous Islamic scientists. As time goes by, the digital era brings changes to the learning process of Arabic. With the sophistication of technology, the internet has an important role in the process of learning Arabic in the digital era. The method used in this study using is the Quantitative Approach and a Descriptive Approach Through Literature Study. Supported by conducting a survey of respondents related to the urgency of learning Arabic in the digital age. The results of this finding that the concept of learning Arabic based on internet has a very important value. This can be viewed from the values of contextual value excellence with the learning of e-learning as in the cup of motivation, orientation, material, strategy, and media. Supported by teacher participation in understanding good strategies and learning methods that can be taught to students. Hence, this article aims to find out the value of the excellence of the internet in the Arabic learning process in the digital age.

Keywords: Arabic language, Digital era, Internet, Learning methods

INTRODUCTION

Technological advances in the digital era have made all aspects of education unsustainable, especially linguistics in the scope of foreign language skills which also continues to develop along with the development of society (Ahmad Arifin, 2021). In this context, new technologies change the way people interact with each other and so does the learning process which can now be accessed easily via the internet in various outputs such as audio, visual, text, and video (Mila Vulchanova, 2017). Global demands require the world of education to constantly adjust the use of technology and education in the process of learning foreign languages (Budiman, 2017). This study refers to Arabic language learning using digital technology and media that must be aligned with the objectives and content to be delivered. In this case, quality and quantity are vital because using media and technology does not always benefit users if only 'how to implement' is considered without regard for 'what is implemented'. This means that learning Arabic can be obtained not only through media, but also through processes and content designed to meet the language needs of the digital era. Thus, the term "digital era" has two meanings, namely media and content and process. It refers to both the content and process of meeting language needs in the digital era.

So, the process is identical to language learning with digital content and media. In the media, the digital era is all about electronics and the internet. So learning foreign languages in the digital era means language learning using electronic media and internet networks. Meanwhile, in terms of content, the digital era refers to knowledge and foreign language skills needed in the digital era, such as communication and interaction skills (Ai Sumirah Setiawati, 2018). Thus, learning Arabic in the digital era is one of the skills needed along with the times.

The current digital era of learning Arabic still emphasizes vocabulary mastery and passive text comprehension, even though Arabic is still fully voiced in writing. In terms of technology, Arabic content has not been fully integrated with the times. According to Zurqoni (Zurqoni, 2020), Arabic is taught in Islamic schools in Muslim-majority countries like Indonesia. Although students' Arabic language skills in Indonesia are still not considered "good", the Arabic language learning process has not been entirely successful. The question arises from the gap in the Arabic learning process in the digital era and its implementation that has not been maximized in the digital era's concept of learning Arabic. This can be overcome by accessing digital applications and with the internet, the world seems to be in the palm of your hand and feels so close, unlimited space and time. All the information becomes more and more open, what has just happened in the world can be immediately accessed quickly (Ihdatul Hidayah, 2021)

LITERATURE REVIEW

The existence of Arabic in the digital era

According to Zainul Arifin (Zainul Arifin, 2021), the rapid development of Arabic learning due to technological advances. One is communication. Because communication is vital in the exchange of ideas between humans. One uses Arabic, an international language. In this case, teachers need new teaching and learning strategies to address global issues. Currently, the learning process is online and there is no time limit. When designing Arabic learning in the digital era, teachers must consider problems that arise when using online learning media such as audio, visual, video, and text. This is supported by previous research that Arabic will continue to exist throughout the ages. Because this is the language of the Qur'an, it is supported by the direct attention of Allah SWT as His revelation (Ihwan Mahmudi, 2022). Along with the development of the times, until now Arabic occupies fifth place as the language with the largest number of native speakers in the world. Around 293 million people or 4.43 percent of the world's population are native Arabic speakers (Destriyana, 2022). Even after the September 11, 2001 tragedy, it implies that Arabic in this era of globalization is still able to exist and even tends to experience significant development in non-Arab countries and become one of the most studied languages in Western countries, especially the United States of America (Ridlo, 2015).

In addition, the integration of technology to facilitate the learning and teaching process has become an important part of learning Arabic today. According to Nawi, Hamzah and Abd Sattai in (Khairun Nisaa Mohd, 2019) said that learning approaches in the digital era must be creative to ensure that these targets are met. Teachers need to integrate technology in Arabic teaching for several reasons. First, the effective use of technology can help promote a culture of critical thinking among students. In this

case the teacher can form a better understanding of students about the real world. This will later prepare students to be more adaptive to global trends efficiently and effectively so as not to fall behind. Second, the unification of technology in Arabic classes is a must so that students create useful relationships by seeking information that is in accordance with the current situation so that methodologies and approaches, learning and teaching Arabic are dynamic and easy to understand.

In general, a technologically literate understanding of literacy is required. Literacy provides not only knowledge but also experience that can be used in the future. In Heryati, Wells distinguishes between performative, functional, informational, and epistemic literacy. First-level literacy is reading and writing. The ability to use language in everyday life such as reading manuals, filling out forms, etc. Next, literacy shows the ability to translate literacy knowledge into life skills that allow students to socialize optimally (Fauzi, 2019). One of the cultures to live up to positive values in society is through self-actualization which can be known by finding and building meaning in life which can be achieved through mastering literacy and becoming a person with noble character.

E-Learning method

The development of information and communication technology has entered the world of education, thus demanding education actors must improve. Technological sophistication that is growing rapidly, firstly, cell phones and secondly, Internet-enabled computer. E-learning as an education system that uses electronic applications to support teaching and learning with internet media, computer networks. The basic criteria for E-learning are: First, E-learning is network-based, which makes it capable of improvement quickly, store or retrieve, distribute, and share learning and information. Second, E-learning is delivered to users via computers by using standard internet technology. Third, E-learning is focused on views broadest learning (Azhari, 2019).

The sophistication of the internet in modern times can produce many changes in the learning process, including learning Arabic. With the existence of this E-learning method, it can be used as an effort to improve skills in Arabic. And can contribute to the learning process. Not only E-Learning, Arabic terminology can also be obtained by learning from websites. Reported from (Dariyadi, 2019), according to Darin E. Hartley, e-learning is a type of teaching and learning that allows teaching materials to be conveyed to students using Internet media or other computer network media. E-learning is designed with media in mind which can be accessed from a computer terminal that has the appropriate equipment and other technological means that can access the network or the Internet. Internet-based E-Learning can support the learning process. Therefore, the use of e-learning is very suitable for use in learning Arabic, considering that currently the world of education cannot be separated from technology and internet networks, besides that many educational institutions have facilitated facilities and infrastructure in it take advantage of existing technology (Siti Alfi Aliyah, 2022).

Implementation of e-learning can be easy recognized using technology and electronic media in the learning process. The use of E-learning in the Arabic language learning process in the digital era provides an opportunity for students to explore

learning topics sourced from the internet. Thus, e-learning enables participants students to gain learning experiences in accordance with their abilities and interests and talents, as well as foster creativity and critical thinking skills (Achmad Sirojul Munir, 2021). The e-learning method can make students learn more flexibly and access their own material and learning can be done more easily at anytime and anywhere if they are connected to the internet. Learning resources are also broader and many do not only rely on teaching materials from schools, but can also come from ebooks, Google, articles, journals, or others (Ahmad Fadilah Khomsah, 2021).

METHOD

The approach used in this research is a quantitative approach and a descriptive approach through literature study. This is in accordance with stated from University of Southern California Libraries (Libraries, 2022) that quantitative methods focus on objective measurements and statistical, mathematical, or numerical analysis of data collected through polls, questionnaires, and surveys. Quantitative research is concerned with collecting numerical data and generalizing it across groups of people or explaining a phenomenon. In (Allen, 2017) said the purpose of quantitative research is to generate knowledge and create understanding of the social world as well to study a particular group of people, known as the sample population. The quantitative method in this study will discuss student respondents regarding the Arabic learning process.

In addition, research is supported by literature study as the methodology used by collecting data from various literatures such as books, journals, conference proceedings, and magazines related to the problem to be solved. Where is the purpose of the literature study explained from the document Western Sidney University (Literature review purpose, 2017) the purpose of the literature study is to gain an understanding of the existing research and debates relevant to a particular topic or area of study. In addition, with the use of library research, there will be more knowledge and new research that will be encountered and will continue to develop. According to Nasir, the process of studying literature is considered an act of collecting a number of data. This data will be used by the author to be added or included in his writing. So that what is written is not in the form of an essay but there is valid data or data that can really be justified (Abdhul, 2021). Types of literature study according to Abdhul (Abdhul, 2021) can go through the study of the thoughts of the figures, analysis of textbooks, as well as historical studies.

Technical Data Analysis

The research process carried out is related to identifying data, finding relevant information, analysing data and then developing it through innovation and the expression of new ideas. In this paper, the researcher uses a review method and data sources that examine the latest papers from proceedings, articles, and journals. The review is also related to the field of education and teaching in the era of globalization, the existence of the Arabic language, as well as the challenges faced in the process of learning Arabic. Therefore, this research article aims to provide new knowledge for the readers.

Furthermore, this research support by using survey techniques as an effective way to explain a phenomenon. Presentation of data obtained by questionnaire. All data from the questionnaire results were analysed using descriptive statistical techniques to simplify, and describe the main characteristics of the data. So that the hypothesis can be formulated as shown in the following bar chart.

Menurut anda, seberapa pentingkah pembelajaran bahasa arab di era digital
34 jawaban
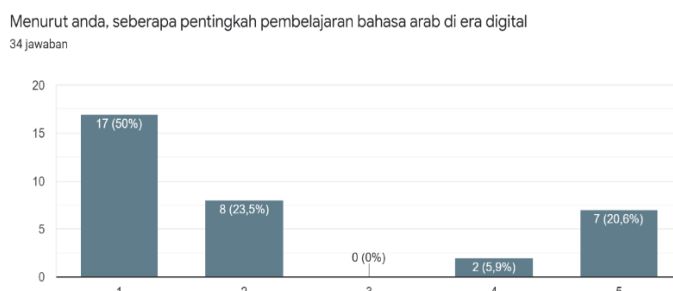
Figure 1. The importance of learning Arabic in the digital era

The picture describes that there are 33 respondents who filled out the questionnaire through the distribution of google forms. All respondents were young between 19-24 years old and came from 5 different universities, namely Muhammadiyah University of Yogyakarta (UMY), Kendari Islamic Institute, Darussalam Gontor University, Ahmad Dahlan University (UAD), and East Java "Veteran" National Development University with the majority majoring in Arabic Language Education. As many as 17 people or about 50% majority of them said that learning Arabic in the digital era is very important. 8 people (23.5%) said it was not very important, 2 people (5.9%) said it was not important, and 7 people (20.6%) said it was not important. This is based on several reasons and considerations of respondents choosing it. For example, Arabic is one of the international languages used by the United Nations (UN) and is the language of the Qur'an that Muslims must understand, especially for children who are currently experiencing a moral and moral crisis. Because one of the factors is that they are far from the Qur'an and do not understand the meaning contained in it, so that the Arabic language exists so that we can understand the contents to understand the contents of the Qur'an. In addition, in the digital era, learning foreign languages is very important and necessary to facilitate connections between countries, support communication skills, and collaboration in fulfilling competency 4.0 and enriching higher Arabic vocabulary.

Pada umumnya, dunia pembelajaran Bahasa arab di era digital saat ini dalam konteks materi masih terfokuskan kepada penguasaan kosa kata dan pe...Apakah anda setuju dengan pernyataan tersebut?
34 jawaban
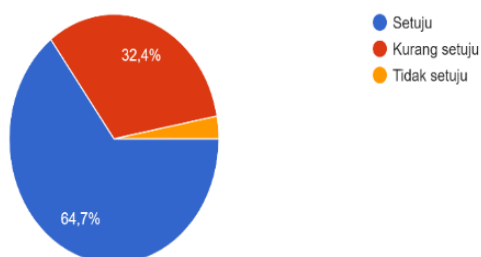
Figure 2. Learning Arabic in the digital era in the context of the material

In the figure 2, it is explained that as many as 32.4% of respondents do not agree, 64.7% of respondents agree with the statement below.

"*In general, the world of learning Arabic in the current digital era in the context of the material is still focused on mastery of vocabulary and a passive understanding of the text, on the other hand that Arabic is still fully voiced in written form. Meanwhile, in terms of technology, the use of technology in Arabic has not been maximized in providing complete and integrated Arabic content along with the times*"

With some consideration of the reasons put forward by respondents that Arabic in the digital era makes it easier for people to translate sentences, such as with Google Translate and other applications. However, it has implications for the reluctance of people to learn Arabic because they rely more on Google Translate and the available applications. Along with the times, there have been many applications that provide complete content with adequate integrity, there are online libraries as a form of digital use. In addition, several universities, such as UMY have provided an Arabic learning web that contains things that support learning Arabic such as voice notes so that they can help with pronunciation. The use of technology related to Arabic such as digital Arabic dictionaries and YouTube can also improve the quality of learning Arabic with various methods. Today's Arabic language has experienced a lot of progress and is not passive only to text or writing. Both visual and audio-visual such as films and so on and is one of the languages that has a uniqueness in it. We can also learn privately and learn from those who are outside the city or country via zoom and other devices.

The respondents who disagreed explained reasons such as the need for more sophisticated technology to learn a language whose alphabet is not universal. Besides, in this digital era sometimes some people do not have the intention to learn Arabic because according to him it is not important. Arabic-language content is also still very minimal and has not stood out significantly, so it has not been able to meet the needs of learning Arabic for people who want to learn it. Arabic in today's digital era is still focused on mastering vocabulary and passive understanding of texts and this is true. This is when viewed from the facts found by respondents, where the memorized vocabulary is less efficient by observing and reviewing the text of a reading. Also, it looks at the vocabulary that is memorized only in everyday meanings. In fact, if the vocabulary is found in a more complex reading text, it can have a broader meaning or not really match the meaning found in the dictionary to explain a certain meaning. Arabic language is also not much in demand and currently the condition of learning Arabic is focused on old learning method and respondents have not seen a learning method that relates to today's children and adolescents so that it can be easily understood.

In the questionnaire, half of the total respondents agree that teachers must adjust the role they will play in the learning process according to the character of the linguistic material. With the urgency of the Qur'an which contains the concept and philosophy of learning foreign languages that are so fundamental and universal. So in this case, there are several suggestions in the reviews above. Arabic learning

in the current digital era must be further developed and unique to attract the interest and attention of prospective students. Further improved applications and methods of learning Arabic in collaboration with the use of technology to facilitate the process of learning Arabic. Apart from that, there needs to be encouragement in learning something. But again, all of that can only be obtained if there is a desire and effort to learn.

RESULT AND DISCUSSION

The Superiority Value Of Learning Arabic Based On The Internet

Language is a way to share ideas, thoughts, and knowledge. For a long time, Arabic has been the main language used in Islamic sciences because of its connections to knowledge. Etymologically, Arabic is very complex language (Ali, 2001). Oral communication is very important. The Qur'an has twenty-five verses about the 'oral' with many definitions. In the opinion of several orientalists such as William Warrol, Gudi, and Ernest Renan, "the characteristics of the Arabic language meet the standard of as modern linguistics with all its aspects, both phonology, morphology, and syntax" (Rohmatullah, 2018, p. 17). As well as the language of John Lokce as the father of Modern Linguistics, quoted by Muhammad Kholison,

"*The use of words must be a reference that can be understood by the mind, and the ideas that represent it are of direct significance*".

In the process of learning Arabic based on the internet, there are superior values from various aspects. The use of the internet in the world of learning Arabic can improve the quality of students. In addition, it can degrade the quality of teaching obtained (Sarini, 2007). The provision of e-learning-based internet technology can be one of the anticipators of the possibility of learning Arabic which is only focused on vocabulary. The superior values of learning Arabic based on the internet can be seen as follows:

1. In terms of objectives

Foreign language learning must lead to the formation of "*ta'aruf*" skills (knowing and understanding each other) between learners and speakers of the language they are learning, their culture, their mindset, as a form of expression and creation of their language. For this reason, foreign language learning must be focused on the formation of skills or language skills, which allows learners to use the language to interact and learn in the broadest sense. As Arabic in (Syah, 2019) is a foreign language that is currently practiced by many people to be studied and studied, both oriented to a normative and spiritual approach by adhering to the fact that Arabic is a religious language so that it deserves to be studied in depth and comprehensively to find out the study of the rules, historical and aesthetic values of the Arabic language.

1. In terms of motivation

Learning a foreign language can be used as a motivation not only as a linguistic activity, but as a *sunnatullah* and part of the created human mission, namely as a medium in communication with the intermediary of different languages and ethnic groups so that they know each other that will exist throughout the world era.

2. In terms of orientation

Quoted from (Lathifah, 2022) Leech & Short defines language as a means of communication by means of which a person conveys messages to others for different purposes, such as persuading and entertaining. In terms of orientation, language learning certainly has an international orientation. Language too (Irwansyah, 2013) contained a wealth of culture, art, and knowledge. Therefore, the extinction of a language means the loss of a culture, art, and knowledge. So that in the process of learning foreign languages, language will lead learners in the arena of communication and interaction across nations with different languages which are very multicultural. Beside that, there is another orientation that we can know such as religious orientation that refer all Islamic values (*fahm al-maqru '*). So academic orientation that learning Arabic for the purpose of understanding Arabic knowledge and skills. Practical orientation that refers to communicate verbally (*muhadatsah*) in Arabic to become a migrant worker, diplomat, tourist, trade mission, or to continue studies in a Middle Eastern country. Lastly, ideological, and economic orientation that learning Arabic to use as a medium for the interests of orientalism, capitalism, and imperialism, so can be seen from the opening of several Arabic language courses in Western countries (Ritonga, 2020).

3. In terms of material

Foreign language learning must include several basic Arabic skills such as *istimā'* (listening), *kalām* (speaking), *qirā'ah* (reading) and *kitābah* (writing). These four aspects are interconnected with each other. Listening skills contribute to the development of speaking skills, and vice versa which in turn both abilities will be strengthened by students' reading skills or vice versa. Writing skills contribute to reading skills in the form of text or documentation and listening, speaking and reading skills greatly affect writing skills (Antonius, 2015). So that culturally, not only to know but also to understand, so that learners can communicate in a foreign language as used and understood by native speakers. This is because the interlinguistic interactions implied by the verse are multidimensional, thus requiring understanding and mastery of foreign languages which are also multifaceted.

4. In term of methods and strategies

Rombepajung defines "learning is the acquisition of a subject or the acquisition of skills through lessons, experience or teaching". So in this case it is necessary to formulate goals to be able to implement it from two sides. The first side in the process of "understanding language" aims to make learners know the standards of a foreign language that apply internationally, while the process of "using language" aims to make them trained in practicing the language they learn in communicating in real life in social interactions (Ai Sumirah Setiawati, 2018, p. 33). Furthermore, the method which in Arabic is commonly called *tharîqah* is a comprehensive plan that deals with the presentation of language material on a regular basis and does not conflict with one part of the other. Some examples of Arabic learning methods include the Tarjamah Grammatical Method (*Thorîqah al-Qawâ'id wa al-Tarjamah*), Direct Method (*Al-Thorîqah al-Mubâsyirah*), and Eclectic Method (*Al-Thorîqah al-Intiqâiyyah*) (Dr. Ahmadi, 2020).

5. In terms of media

Learning foreign languages in addition to having to take advantage of various technological media that is integrated with the progress of contemporary times. As stated by Dr. Darwish, who is a Senior Scientist at Qatar Computing Research Institute, aims for media as an Arabic learning concept, one of which is a fair online

representation of the Arabic language and culture while maximizing the experience. In addition to creating a better experience for readers by launching e-reader initiatives (Darwish, 2019). People from different countries can interact with each other through media and technology that comes into use at a certain time, which is why the verse above says that learning a foreign language through modern media and technology will help them understand the language in many ways, while using a foreign language through media and technology will help them communicate in a wide range of ways.

6. In terms of competency standars

Academic standards and competency standards are two types of competency standards in education. In each discipline, academic standards reflect the fundamental knowledge and skills required. Competency standards are demonstrated through the processes or outcomes of activities that students perform to apply their knowledge and skills (Primaningtyas, 2017). In this case, foreign language learning must be based and oriented to reciprocal language skills, namely receptive skills and productive skills in a balanced way.

7. In terms of evaluation

Learning Arabic can be achieved if the learner can use the foreign language he is learning to communicate both orally and in writing. In addition, he is also skilled and proficient in the language he is learning. Because this can be used as a reference to assess the success of a learner or Arabic speaker

Mastery Of Arabic Language Learning Approaches By Teachers In The Digital Age

Arabic education is a major focus in today's digital age. The current globalization education process is based on an online network system with active collaborative interaction. The pattern emphasizes continuous practice and learning activities that result in language production and deep repetition of words because learning a foreign language requires understanding and studying vocabulary. Students increasingly demand online access, and universities and colleges are working to meet this demand. As a result, online education allows for better student satisfaction. The same is true for students in general and Arabic students in particular (Wildana Wargadinata, 2020). So that in the process, teachers should be able to harmonize the world of learning with the demands of the digital world with various concepts or dynamic steps according to the pace of the times. These steps can be translated as follows:

1.   Teachers must teach by utilizing information and communication technology tools in the learning process. Abundant learning resources should make it easier for teachers to deliver their teaching materials. If we quote from the hadith or *maqolah* which reads "educate your children according to their times". This statement contains meaning and implies that we live in a space and time that is always changing and will always change according to the level of our thinking. And then teachers must be able to adapt to the development of globalization that occurs in every aspect of life, especially in the field of science and technology and to use it effectively (Abdalla, 2021).

2.   Teachers must be able to change the mindset or perspective of students when they think learning is difficult, understanding current technological developments, and knowing the abilities and needs of each individual student is the teacher's job. The teacher must also adjust the role he will play in the learning process according to the

character of the linguistic material that the teacher teaches (Ai Sumirah Setiawati, 2018, p. 34). Thus, it is hoped that all teachers or prospective teachers have very broad, flexible and open insight with the times, so that the existing learning does not seem monotonous and boring (Afandi, 2018).

3.   Teachers must adapt the learning model to the updated curriculum according to the level of learners, the character of the language material being taught, and linguistic disciplines. As in the journal (Afif, 2019) explain that education in developing countries must have an effort to catch up with developed countries such as Finland. Finland is a country that in the last 10 years has received global attention because of its success in changing and transforming the concept and application of education.

4.   Teachers must involve other people who have expertise who can support the online learning process and are able to choose the learning materials needed and develop a systematic learning structure and formulate appropriate learning objectives that are in accordance with the guidelines of the digital world. To support a good teaching and learning process, teachers must also create good and effective communication channels as a way of consulting for linguistic problems faced by students. So from this, the teacher can design an evaluation pattern which then the results of the evaluation can be used as a basic reference in taking new, better steps than before.

5.   Teachers must have the extra skills and abilities needed in this 21st century digital information era to use this way of thinking and working; use technology to carry out work, and mobilize creativity and life skills that are different from those of society in the 20th century. So that the quality and quantity of learning in this era can increase and develop properly (Harris Iskandar & da., 2014).

Arabic Learning Strategies in The Digital Era

It has been explained in the previous two sub-discussions about the advantages of internet-based Arabic learning and mastery of Arabic learning approaches by teachers in the digital era. Internet-based Arabic values and teacher mastery in the process of learning foreign languages if "combined" can become a concept or format for learning Arabic in the internet-based digital era. That is, the concept of learning Arabic with E-Learning can have good quality that can support the learning process of students. However, so that the concept of learning Arabic can be applied at a practical level as well as being a solution to learning problems in the field, several strategies for learning Arabic in the digital era can be formulated, including:

1. Innovative Arabic learning

In learning Arabic, you can use online sites from the internet such as those that are not limited by space and time, such as www.madinaharabic.com, www.arabiyatuna.com, www.arabicteacher.com, which can be used as learning resources so that they can create effective learning. Creative and innovative and fun. The concept above is in line with Ali Bin Abi Talib's strand, "Educate your children according to their era, because they live not in your era" (Ritonga, 2020).

2. Electronic media

Utilization of electronic media can be in the form of interactive CDs that can be used in audio-visual learning such as Arabindo, *Alif-Ba-Ta*, and *Ta'lim al-lughah al-*

arabiyah. Then parabola to make it easier for teachers to teach Arabic. We can enjoy Arab TV broadcasts, such as Saudia Arabia, Abu Dhabi live and E-learning Aljazera and Arabic-online.net which usually practice producing videos, and what is commonly used is a smartphone by downloading the most popular video editor platforms, like Kinemaster which supports various video formats (Daryadi, 2019).

From the strategies above, there are several formulations of problem contexts that need to be known together, especially for teachers. In terms of orientation, both teachers and Arabic learners must view the mastery of Arabic as part of religion and a requirement of the Qur'an. Teachers must also be able to master the four main Arabic skills in a balanced way both in terms of learning materials on the basic elements of the Arabic language. Then, in terms of models and learning methods, the learning process uses Arabic. Furthermore, in terms of media and technology utilizing media and technology in the transformation of Arabic learning towards learning the digital era.

To ensure proper implementation of the learning concept, linguistic as well as socio-cultural indicators are required. The following are some points that can be used as indicators of success in learning Arabic in the digital age.

1. Learners can pronounce Arabic with the right articulation according to the context of meaning.

2. Students can use Arabic in discussions or scientific forums, such as asking questions.

3. Learners understand and use common Arabic expressions used in introductions.

4. Learners can understand and use Arabic about quantity and volume.

5. Learners understand and can use terms in all aspects such as education and religion.

6. Students can write in Arabic

Table 3. Comparison Of Teaching Arabic As A Second Language Used By Other Ethnic Groups In The Pre-Digital Era

No	Aspects	Before digital age	In digital age	Recommendations
1	In terms of objectives	Not too advanced in education and teaching	Arabic education and teaching has progressed rapidly with the use of technology	Teachers must teach by utilizing information, skills and communication technology tools
2	In terms of motivation	Not yet associated with Islamic values	With the communication media, it can be used as motivation with Islamic values	Further developed so that the Arabic language is more famous in the international arena
3	In terms of orientation	Arabic is still entrenched in certain areas and the professionalism is still lacking	More professional in academic, religious, and ideological	Teachers must be more skilled in leading students in the arena of cross-national and multicultural communication
4	In terms of material	Arabic skills are not very visible and still look monotonous	More innovative with mastery of Arabic skills combined with a platform that can accommodate basic Arabic skills	Teachers must take the initiative to understand the material to be taught and also master in detail Arabic language skills, be it self-taught or learn from more experts

No	Aspects	Before digital age	In digital age	Recommendations
5	In terms methods and strategies	There is no detailed planning in terms of material and structured presentation	Structured with linguistic rules associated with digital learning methods	Implementation in two ways, namely 'understanding the language' and 'using the language' must be applied sustainably in real life
6	In terms of media	Not yet integrated with the progress of contemporary times	Integrated from the media side and the process of developing Arabic language teaching	The content provided must be current and in accordance with the latest issues and developments of the times
7	In terms of competency standard	Competency standards are not too advanced	Standard of academic and educational competence are skilled and balanced	Even more so that Arabic learning can be revitalized so that it exists as a pillar of civilization

CONCLUSION AND RECOMMENDATION

Arabic is one of the main languages of the world with a rich literary heritage. Arabic as the language of Al -Qur'an has homogeneity that guarantees dialects from various languages. In this digital era, the concept of learning Arabic based on intenet has a very important value value. This can be viewed from the values of contextual value advantages with the learning of e-learning e-learning such as in the cup of motivation, orientation, material, strategy, and media. Supported by teacher participation in understanding good strategies and learning methods that can be taught to students. So, students are expected to have good quality and can be applied to a practical level with innovative Arabic learning strategies and also with media and e-learning. In the end it aims to find out the value of the excellence of the internet in the Arabic learning process in the digital age. So then teachers and Arabic speakers from all over the world can understand the urgency of Arabic and find initiatives in learning Arabic, because Arabic is a pillar of civilization.

REFERENCES

Abdalla, L. M. (2021, Desember 5). *Pembelajaran Bahasa Arab di Era Digital*. Retrieved from Retizen Republika Blogger: https://retizen.republika.co.id/posts/18133/pembelajaran-bahasa-arab-di-era-digital

Abdhul, Y. (2021, November 25). *Studi Pustaka: Pengertian, Tujuan dan Metode.* Retrieved from deepublish: https://penerbitbukudeepublish.com/studi-pustaka/

Afandi, N. (2018, Desember 7). *Potensi Guru Bahasa Arab di Era Digital*. Retrieved from Kompasiana: https://www.kompasiana.com/nurulafandi0092/5c0a289f6ddcae289b3d1956/potensi-guru-bahasa-arab-di-era-digital

Afif, N. (2019). Pengajaran dan Pembelajaran di Era Digital. *IQ (Ilmu Al-qur'an): Jurnal Pendidikan Islam, 2 Nomor 1*, 120. doi:https://doi.org/10.37542/iq.v1i01

Agustini, S. (2019). PENDIDIKAN MULTIKULTURAL DALAM KITAB TAFSIR AL-MISBAH DAN AL-AZHAR (Studi Komparatif Surah Al-Hujurat Ayat 13). *Pascasarjana Institut Agama Islam Negeri Palangka Raya*, 6.

Ahmad Arifin, S. M. (2021). PERSEPSI MAHASISWA TERHADAP PENGGUNAAN KAMUS DIGITAL ARAB DI ERA SOCIETY 5.0. *AN NABIGHOH*, 236-246.

Ai Sumirah Setiawati, D. V. (2018). PEMBELAJARAN BAHASA ASING DI ERA DIGITAL . *SEMINAR NASIONAL LITERALISASI BAHASA DAN SASTRA KE-3*, 30.

Al-Endawi, D. M. (2016, September 15). *Teaching Arabic Language for Arabs: Challenges, Tensions, and the Way Forward*. Retrieved from Qatar Foundation: https://www.wise-qatar.org/challenges-teaching-arabic-language-arabs-maha-al-hendawi/

Ali, A. (2001). *Al-Qur'an.* Princeton, New Jersey: Princeton University Press.

Allen, M. (2017). *The sage of communication research methods (Vols. 1-4).* Thousand Oaks, CA: SAGE Publications. doi:10.4135/9781483381411

Antonius, B. (2015). *Ruang Lingkup Bahasa Arab.* Retrieved from Scribd: https://www.scribd.com/doc/239992742/Ruang-Lingkup-Bahasa-Arab

Budiman, H. (2017). PENDIDIKAN, PERAN TEKNOLOGI INFORMASI DAN KOMUNIKASI DALAM. *Al-Tadzkiyyah: Jurnal Pendidikan Islam*, 76.

Darwish, D. (2019, December 23). *Keeping the Arabic language relevant in the digital era*. Retrieved from Qatar Foundation: https://www.qf.org.qa/stories/keeping-the-arabic-language-relevant-in-the-digital-era

Daryadi, M. W. (2019). 448PEMBELAJARAN BAHASA ARAB DI ERA DIGITAL 4.0. *Prosiding Konferensi Nasional Bahasa Arab V* (pp. 449-456). Malang: Jurusan Sastra Arab Fakultas Sastra Universitas Negeri Malang. Retrieved from https://docplayer.info/166856429-Pembelajaran-bahasa-arab-di-era-digital-4-0-moch-wahib-dariyadi-universitas-negeri-malang.html

Destriyana. (2022, 4 29). *5 Bahasa dengan penutur asli terbanyak di dunia*. Retrieved from Merdeka.com: https://www.merdeka.com/gaya/5-bahasa-dengan-penutur-asli-terbanyak-di-dunia.html

Dr. Ahmadi, S. M. (2020). BAB III PERSPEKTIF TENTANG PEMBELAJARAN BAHASA ARAB. In S. M. Dr. Ahmadi, & M. Dr. Hj. Hamidah (Ed.), *Metode Pembelajaran Bahasa Arab Konvensioanl Hingga Era Digital* (pp. 23-24). Yogyakarta, Indonesia, Yogyakarta, Indonesia: Ruas Media. Retrieved from http://digilib.iain-palangkaraya.ac.id/2599/1/Metodologi%20Pembelajaran%20Arab__rev.pdf

Fauzi, H. N. (2019). Strategy for Improving Qur'an Literation Culture in Digital Era. *Edukasi*, 216.

Harris Iskandar, P. P., & da., P. D. (2014). Satu Tujuan, Meningkatkan Kualitas Pendidikan di Era Digital. *PROFESSIONAL DEVELOPMENT IN EDUCATION 2014 .* Universitas Terbuka Making Higher Education Open to All. Retrieved from https://www.ut.ac.id/2015/berita/957-satu-tujuan-meningkatkan-kualitas-pendidikan-di-era-digital

Ihwan Mahmudi, D. A. (2022). Literature Review: Arabic Language Education In The Digital Age. *Jurnal Multidisiplin Madani (MUDIMA)*, 613.

Irwandi. (2018). The Qur'anic Concept on Human Language: A Preliminary Study on Science-Religion Integration in Studying Sociolinguistics. *1st International Conference of Innovation in Education (ICoIE 2018). 178*, p. 513. Indonesia: Atlantis Press. Retrieved from http://creativecommons.org/licenses/by-nc/4.0/

Irwansyah, D. (2013). PENDIDIKAN MULTIKULTURAL DAN PENGAJARAN BAHASA ASING. *STAIN Jurai Siwo Metro Lampung, Indonesia, ADDIN, Vol. 7, No. 1*, 5. Retrieved from https://media.neliti.com/media/publications/53355-ID-pendidikan-multikultural-dan-pengajaran.pdf

Khairun Nisaa Mohd, A. H. (2019). Teaching Arabic Language to Malaysian University Students using Education Technologies based on Education 4.0 Principles. *Proceedings: International Invention, Innovative & Creative (InIIC) Conference*, 41.

Lathifah, N. (2022, Oktober 2014). *Hakikat Pembelajaran Bahasa Asing.* Retrieved from 123Dok: https://123dok.com/article/hakikat-pembelajaran-bahasa-asing-deskripsi-teoritik.q76om2oy

Libraries, A. U. (2022, April 16). *Research Guides.* Retrieved from University of Southern California Libraries: https://libguides.usc.edu/writingguide/quantitative

Literature review purpose. (2017, July). Retrieved from Western Sidney University: westernsydney.edu.au/studysmart

Mila Vulchanova, A. C. (2017). *Language development in the digital age.* Michigan, USA: Frontiers Research Topics.

Nuraini, T. N. (2022, Maret 5). *Surat Al Hujurat Ayat 13, Lengkap dengan Tafsir dan Kandungannya.* Retrieved from Merdeka.com: https://www.merdeka.com/trending/surat-al-hujurat-ayat-13-lengkap-dengan-tafsir-dan-kandungannya-kln.html

Primaningtyas, M. (2017, Desember 2). KOMPETENSI MENDESAIN PEMBELAJARAN BAHASA ARAB. *Komunikasi dan Pendidikan Islam, 6 Nomor 2*, 126. Retrieved from file:///C:/Users/LENOVO/Downloads/78-138-1-SM.pdf

Radenfatah. (2018). B. Pemahaman Ulama' Alawiyyin terhadap Pernikahan di Kota Palembang dan Al-Qur'an Surah Al-Hujurat ayat 13. Palembang: Radenfatah.

Rahmawati, S. R. (2021). Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic. *International Journal of Language Education*, 325.

redaksi, A. (2020, November 10). *Tafsir Surat Al Baqarah Ayat 30-32.* Retrieved from tafsirialquran.id: https://tafsiralquran.id/tafsir-surat-al-baqarah-ayat-30-32/

Ridlo, U. (2015). BAHASA ARAB DALAM PUSARAN ARUS GLOBALISASI: ANTARA PESIMISME DAN OPTIMISME. *Fakultas Ilmu Tarbiyah dan Keguruan (FITK) UIN Syarif Hidayatullah Jakarta*, 215.

Ritonga, A. W. (2020, Desember 24). *Bahasa Arab di Tengah Pusaran Arus Digital.* (R. Munawwar, Editor) Retrieved from Hidayatullah.com:

https://hidayatullah.com/artikel/opini/read/2020/09/24/192625/bahasa-arab-di-tengah-pusaran-arus-digital.html

Rohmatullah. (2018). KONSEP LISAN DALAM AL-QUR'AN (Kajian Tematik Menurut Ghalib Hasan). *Pascasarjanan UIN Sunan Ampel Surabaya*, 17.

Sani. (2019). *Al-Hujurat: 13*. Retrieved from Learn Qur'an Tafsir: https://tafsir.learn-quran.co/id/surat-49-al-hujurat/ayat-13

Sueraya Che Haron, I. H. (2016). Challenges in Learning to Speak Arabic . *Journal of Education and Practice*, 80.

Sugiyono, S. (2007). Lisan dan Kalam Dalam Al-Qur'an. *Perpustakaan Pascasarjana Universitas Islam Negeri Sunan Kalijaga*, xi.

Syah, I. J. (2019). PEMBELAJARAN BAHASA ARAB SEBAGAI BAHASA ASING TERHADAP ANAK USIA DINI. *Fakultas Agama Islam Universitas Islam Lamongan*, 4.

Triningsih, W. D. (2020). BAHASA ARAB BAHASA AL-Qur'AN. *Sekolah Tinggi Agama Islam Negeri (STAIN) Sorong, Papua Barat, Indonesia*, 6.

UMY, A. (2010, februari 10). *Pengajaran Bahasa Arab Kurang Optimal*. Retrieved from UMY Website: https://www.umy.ac.id/pengajaran-bahasa-arab-kurang-optimal

Wahab, M. A. (2015, Agustus 29). *Masa Depan Bahasa Arab di Indonesia*. Retrieved from Center for Language Development UIN Syarif Hidayatullah Jakarta: https://pusatbahasa.uinjkt.ac.id/masa-depan-bahasa-arab-di-indonesia/

Wildana Wargadinata, I. M. (2020, April 30). Mediated Arabic Language Learning for Arabic Students of Higher Education in COVID-19 Situation. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature, 3 No. 1*, 2. doi:https://doi.org/10.22219/jiz.Volxx.Noy.iii-jjj

Zainul Arifin, S. R. (2021). ARABIC LEARNING IN THE DIGITAL ERA: APPROACH IN ONLINE SYSTEM. *Lughowiyah*, 74.

Zurqoni, H. R. (2020). Has Arabic Language Learning Been Successfully Implemented? *International Journal of Instruction*, 716.