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ARABIC LANGUAGE LEARNING TECHNOLOGY AND CHARACTERISTICS

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Abstract

Learning technology is an interesting thing in the world of education. Apart from that, technology cannot be separated from the learning process, because in essence humans always use technology, both traditional and modern. The learning technology used always changes according to the times. Arabic language learning technology has characteristics, namely based on the type of media, based on the senses used and based on learning objectives. By using Arabic language learning technology, it is hoped that it can improve the quality of learning, overcome problems and students gain meaningful experiences.

Introduction

Technology cannot be separated from human life, because it can help sustain their lives. Starting from solving simple problems until now technology is used to solve big problems. Technology makes it easier to achieve the desired goals. Thus in education, technology is used in the learning process to achieve learning goals. Apart from that, technology is also present to simplify activities and tasks and provide solutions to problems faced in the learning process. Technology always develops from time to time according to the needs of humans themselves. However, not all technologies that are being developed are also widely used by humans. Because it returns to the environment and culture possessed by humans.

Learning technology is also the same, experiencing developments according to the times. Previously, learning technology such as blackboards has now changed to *interactive whiteboard*. Likewise, the development of learning technology on language skills, for example listening skills. Previously you could only use *recorder* or cassettes can now be via television or monitor, thus providing an immersive experience because it is more visual and meaningful. Sometimes the technology is abandoned, but sometimes it is partially or partially updated

entirely. But not all educational institutions also adapt to all changes in learning technology. They adapt to environmental needs and the budget that must be spent.

Arabic language learning technology functions to improve the quality of the Arabic language learning process. In this digital era, Arabic language learning applications are also developing rapidly, whether they are adaptations of applications or specifically for Arabic language learning. In this way, teachers can provide opportunities for students to receive learning appropriate to their time. Arabic teachers need to adapt the environment to the needs of the learning technology used because often Arabic teachers do not use learning technology that is appropriate to the environment. So the learning process does not provide meaningful experiences according to the environment.

Literature Review and Discussion

Technology is defined as all the means to provide goods necessary for the continuity and comfort of human life¹. The existence of technology makes it easier and easier for humans to carry out activities². Technology in this educational sector is usually used as a medium that can support the learning process³. Learning technology is theory and practice in the design, development, utilization, management and assessment of processes and resources for learning⁴. *Educational Technology is a medium that is used as a tool in education or the learning process to be more effective, and can be easily observed by students*⁵. Technology is the solution to various educational problems today⁶. The aim of using technology is to create conditions that are effective, efficient and synergistic towards behavior

¹Rahmat Iswanto, 'Learning Arabic Using Technology', *Arabiyatuna: Arabic Language Journal*, 1.2 (2017), 139 <<https://doi.org/10.29240/jba.v1i2.286>>.

²Ady Fauzan, Dihin Muriyatmoko, and Shoffin Nahwa Utama, 'Application of Augmented Reality Technology in Arabic Language Learning Media: Durus Al-Lughah Volume 1', *ELSE (Elementary School Education Journal): Journal of Elementary School Education and Learning*, 4.1 (2020), 63 <<https://doi.org/10.30651/else.v4i1.4379>>.

³Tiara Nurfingkan Priantiwi and Maman Abdurrahman, 'Analysis of Arabic Language Learning Content on Tiktok Media', *Educational Professional Scientific Journal*, 8.3 (2023), 1365–71 <<https://doi.org/10.29303/jipp.v8i3.1502>>.

⁴Mohammad Iqbal Assyauqi, 'MEDIA DEVELOPMENT IN COMPUTER-BASED LEARNING ARABIC VOCABULARY ACCORDING TO THE CONCEPT OF LEARNING TECHNOLOGY', *Al-Maqayis Journal*, 5.1 (2021), 52 <<https://doi.org/10.18592/jams.v3i1.266>>.

⁵I Ketut Sudarsana and others, 'Technology Application In Education And Learning Process', *Journal of Physics: Conference Series*, 1363.1 (2019), 012061 <<https://doi.org/10.1088/1742-6596/1363/1/012061>>.

⁶Mardianah Haris, 'Use of Information Technology in Arabic Language Learning', *Al-Maraji: Journal of Arabic Language Education*, 5.2 (2021), 90–103 <<https://doi.org/10.26618/almaraji.v5i2.6575>>.

man⁷. According to Pannen's *definition of learning media and technology in higher education, which encompasses all forms of ware—hardware, software, and human—that have the potential to enhance the educational experiences of students*⁸.

From the explanation above, we can understand that technology is here to help human life to make life easier. Apart from that, technology can also overcome the problems faced by humans. Even though it doesn't solve all problems, it provides solutions that make things easier. Meanwhile, in the education sector, technology is used as a tool to support the learning process. Through technology the problems faced in education can be resolved. So as to create a conducive environment in the learning process. At least before starting the learning process, educators must formulate the learning concept that will be used⁹. **Characteristics of Arabic language learning technology**

According to Muhammad Ramli, learning technology is a combination of three streams that have mutual interests, namely media in education, learning psychology and systems approaches in education.¹⁰ Learning Arabic must be done with the aim of language skills¹¹. So the essence of learning technology is not only focused on the tools used but must also have a purpose in its use. Technology is definitely related to various tools, so that any tool that has goals and benefits in learning can be called learning technology. Arabic language learning technology used by teachers can make the learning process more interesting, effective and meaningful. Meanwhile, for students, Arabic language learning technology can be used as a means of understanding learning outcomes that are appropriate to the time. Learning technology is an inseparable part of Arabic language learning. Carrying out the Arabic language learning process well can produce good quality learning too.

Technology by media type

⁷Eka Utari Handayani, 'ARABIC LANGUAGE CURRICULUM DEVELOPMENT DESIGN USING VIDEO MEDIA: DIGITAL TECHNOLOGY APPROACH', *Destiny*, 5.2 (2020), 29–40 <<https://doi.org/10.19109/taqdir.v5i2.4287>>.

⁸Faizal Pikri, 'Utilization of Information and Communication Technology as Arabic Learning Media', *Ijd-Demos*, 4.2 (2022) <<https://doi.org/10.37950/ijd.v4i2.288>>.

⁹Muhamad Fatkhul Muin and Tiara Amanda Pratama, ' 1 29-تادرفلما باعبتسا بلع ءانغال ةقيرط مادختسا ريثأت ةمدقلمما', 2023(, 121)

¹⁰Haris.

¹¹Muhammad Arif Mustofa, 'Analysis of the Use of WhatsApp as an Arabic Language Learning Media in the Industrial Era 4.0', *Arabiyatuna: Arabic Language Journal*, 4.2 (2020), 333 <<https://doi.org/10.29240/jba.v4i2.1805>>.

According to Davies (1972), there are three types of learning technology, namely learning technology using hardware (*hardware*), technology using software (*software*), and combined learning technology between hardware and software¹². The characteristics of learning technology are based on the type of media used, namely in the form of hardware, software, and a combination of both. In learning technology there are types of media used. This type of media will make learning more interactive due to the devices used. Have experience in the types of devices used in learning. Learning technology uses hardware, software and a combination of both, consisting of traditional and modern. Traditional hardware technology is film projection, whiteboards and markers for writing and drawing, props such as dolls and cartoons. Modern hardware technology, namely computers/laptops, tablets/*smartphones*, *interactive whiteboard*, device *Augmented Reality*(AR) and *Virtual Reality*(VR). Traditional software technologies viz *Computer Based Test*(CBT), videos from CD-ROM. Modern software technology namely the duolingo application, *Learning Management System*(LMS). Traditional or modern combined device technology combines hardware with software to create a learning experience. This learning technology has developed according to the times and is used in all lessons, not just language lessons.

Technology based on the senses used

According to Syaiful Bahri Djamarah and Aswan Zain, media as one of the Arabic language learning technologies is a vehicle for transmitting learning information and message information. If we look at the types, Arabic language learning technology is divided into three, namely auditive, visual and audio-visual technology¹³.

Audio media or *al-wasail al-sam'iyah* is any device that can be used to facilitate learning so that it can be easily captured and digested by the sense of hearing, such as *tape recorder*, radio, CD and any software that can produce sound¹⁴. The use of this learning technology is to facilitate understanding in the learning process which only uses the sense of hearing. Visual media is anything that can be used to facilitate the language learning process that can be captured and digested

¹²Arsad Azhar, *Instructional Media*(Jakarta: PT Raja Grafindo Persada, 2008).

¹³Bahri Djamarah and Aswan Zain, *Teaching and Learning Strategies*(Jakarta: PT Rineka Cipta, 2006).

¹⁴Besse Wahida, 'Development of Audio Technology in Arabic Language Learning', *Al Waraqah*, 1.1 (2021), 24-40.

through the sense of sight¹⁵. This learning technology only uses the sense of sight in the learning process. Audio-visual media is any device that can be used to facilitate the learning process so that it can be captured and digested by the senses of hearing and sight easily, well and correctly.¹⁶ This learning technology uses the senses of sight and hearing in the learning process. This learning technology combines the functions of both senses to further improve understanding in the learning process. The characteristics of this learning technology are based on the senses used in the learning process. This learning technology can accommodate students' learning styles in the learning process. The use of learning technology adapts to students' learning styles. This technology, learning develops based on the tools, not based on the senses used. This explains that technology can change and develop in the form of tools, without changing the sensory stimuli used.

Technology based on language skills

In learning Arabic, there are several skills that a student must have to master Arabic well and perfectly. The skills in question are listening ability, speaking ability, reading ability and writing ability¹⁷. The characteristics of the learning technology must be in accordance with the skills to be achieved. The aim of 'Istima' learning is for students to be able to recognize speech sounds, identify words, phrases and sentences, obtain information, interpret, grasp meaning, infer meaning, respond, appreciate, criticize and assess¹⁸. In general, the aim of learning kalam is so that students are able to compose sentences correctly and pronounce them correctly¹⁹. Arabic reading skills are learning activities to be able to read Arabic well and correctly according to the rules

¹⁵Euis Sholihah, Adi Supardi, and Irpan Hilmi, 'Arabic Language Learning Media Technology', *Journal of Islam and Education*, 1.2 (2019), 12–15.

¹⁶Baiq Raudatussolihah, 'Development of Audio-Visual Technology in Arabic Language Learning', *Education and Learning Journal*, 3.1 (2022), 53 <<https://doi.org/10.33096/eljour.v3i1.150>>.

¹⁷Samsuar A Rani, 'Learning Arabic Language Based on Information and Communication Technology', *AT-TA'DIB: SCIENTIFIC JOURNAL OF ISLAMIC RELIGIOUS EDUCATION PRODUCTS*, 2017, 163–77 <<https://ejournal.staindirundeng.ac.id/index.php/tadib/article/view/14>>.

¹⁸Nanin Sumiarni and Aziz Syafruddin Syafrawi, 'Effectiveness of Listening and Speaking Learning for Beginners (Maharat Al-Istima' Wa Al-Kalam Li Lmustawa Al-Tamhidi) Based on KKNi for Students of the Arabic Language Education Department (PBA) IAIN Syekh Nurjati Cirebon', *EL-IBTIKAR: Journal of Arabic Language Education*, 8.1 (2019), 78 <<https://doi.org/10.24235/ibtikar.v8i1.3910>>.

¹⁹Ahmad Apriadi, 'Utilizing Technological Advances as a Means of Maharah Kalam Learning in the Madrasah Aliyah Environment', *National Student Arabic Seminar V*, 2021, 399–405 <<http://prosiding.arab-um.com/index.php/semnasbama/article/view/815>>.

which applies in Arabic thematically²⁰. According to Burhan, writing skills are the skill/ability to describe or express the contents of thoughts, ideas and creativity in doing something more meaningful, starting from simple aspects such as writing words to complex aspects, namely composing.²¹ The characteristics of this learning technology are based on language skills. This learning technology focuses on the skills to be achieved, so that the type of media and senses used in this learning technology are adjusted to the language skills to be achieved. The development of learning technology is developing without ignoring the language skills to be achieved.

Technology based on developments over time

Based on current developments, Arabic language learning technology can be grouped into four, namely: print, audiovisual and computer technology. The models for developing Arabic language learning media and technology are the ASSURE model (this learning model is the result of a combination of the use of technology and media in the classroom), the PIE model (this model combines the concepts of media and learning technology), the Roblyer model (this model is also called TIP or Technology Integration Planning which is used as a learning medium), Hannafin and Peck models (this model is product oriented and requires computer assistance in learning)²².

Learning technology always adapts to developments over time, so that it can be used according to the times and human needs. The cause of the change is because there has been an update or the emergence of better and easier technology. Arabic language learning technology must also adapt to current conditions, so that students can apply it according to their lives and gain meaningful experiences.

Closing

Technology has an important role in learning Arabic. Arabic language learning technology also has characteristics, namely that it is based on the type of media, the senses used and the language skills achieved. By applying

²⁰Vina Susanti, Harun Sitompul, and Hamonangan Tambunan, 'THE INFLUENCE OF LEARNING MODELS AND INTRINSIC MOTIVATION ON STUDENTS' ARABIC LANGUAGE READING SKILLS LEARNING OUTCOMES', *Journal of Educational Technology (JTP)*, 11.1 (2018), 73 <<https://doi.org/10.24114/jtp.v11i1.11198>>.

²¹Siti Sofiyah, 'Use of Reality Image Media to Improve Arabic Writing Skills in Class XI MAN 2 Rembang Students', *Maharat: Journal of Arabic Language Education*, 1.2 (2019) <<https://doi.org/10.18196/mht.131>>.

²²Naidin Syamsudin, 'Arabic Language Learning Media Technology Development Models Naidin Syamsuddin Method Introduction', *Journal of Reflective Education*, 10.3 (2021), 248 <<https://p3i.my.id/index.php/releksi/article/view/158>>.

Arabic language learning technology is expected to be able to meet the needs of students and be able to resolve the obstacles faced in the learning process. Through the latest learning technology, students gain meaningful experience in the learning process. Arabic language learning technology has characteristics according to the function of the technology in the learning process. Although learning technology offers various benefits, it must be understood that technology is only a tool. It is the teacher who has an important role in the learning process.

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