



Al-Ittijah
Jurnal Keilmuan dan Kependidikan Bahasa Arab
Vol. 16 No. 2, December 2024, 59-74
P- ISSN: 2086-1370, E-ISSN: 2655-7444
doi: 10.32678/alittijah.v16i2.10563



Improving Arabic Language Skills in the Digital Era to Realize Golden Indonesia 2045

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Abstract

This research evaluates the application of digital technology in Arabic language learning at MTsN 1 Lampung Timur, focusing on the effectiveness of tools and platforms such as Quizizz, video tutorials, and Canva. The research aims to assess how digital technology can improve understanding of Arabic concepts, student engagement, and learning experience through interactive and adaptive methods. In addition, the analysis also identified challenges and barriers in technology integration, such as limited access to devices, technical issues, and training needs for educators. The findings show that digital technology significantly enriches learning by providing interactive teaching materials and enabling personalization of the learning experience. However, challenges such as accessibility and training need to be overcome to maximize the benefits of technology. This research provides recommendations for improvements in digital technology implementation strategies to improve Arabic learning outcomes and support the achievement of the Golden Indonesia 2045 vision. Digital technology, if optimally applied, can strengthen Arabic language skills, expand diplomatic opportunities, and enrich national culture and economy.

Keywords: *Arabic Language Skills, Digital Era, Golden Indonesia 2045*

Abstrak

Penelitian ini mengevaluasi penerapan teknologi digital dalam pembelajaran Bahasa Arab di MTsN 1 Lampung Timur, dengan fokus pada efektivitas alat dan platform seperti Quizizz, video tutorial, dan Canva. Penelitian ini bertujuan untuk menilai bagaimana teknologi digital dapat meningkatkan pemahaman konsep Bahasa Arab, keterlibatan siswa, dan pengalaman belajar melalui metode yang interaktif dan adaptif. Selain itu, analisis ini juga mengidentifikasi tantangan dan hambatan dalam integrasi teknologi, seperti keterbatasan akses perangkat, masalah teknis, dan kebutuhan pelatihan bagi pendidik. Temuan menunjukkan bahwa teknologi digital berperan signifikan dalam memperkaya pembelajaran dengan menyediakan materi ajar yang interaktif dan memungkinkan personalisasi pengalaman belajar. Namun, tantangan seperti aksesibilitas dan pelatihan perlu diatasi untuk memaksimalkan manfaat teknologi. Penelitian ini memberikan rekomendasi untuk perbaikan dalam strategi penerapan teknologi digital, dengan tujuan untuk meningkatkan hasil belajar Bahasa Arab dan mendukung pencapaian visi Indonesia Emas 2045. Teknologi digital, jika diterapkan secara optimal, dapat memperkuat keterampilan berbahasa Arab, memperluas peluang diplomatik, dan memperkaya budaya serta ekonomi nasional.

Keywords: *Keterampilan Berbahasa Arab, Era Digital, Indonesia Emas 2045*

Introduction

Mastery of Arabic has an essential role in both global and national contexts. Globally, Arabic is one of the international languages spoken by more than 400 million native speakers and is an official language in more than 20 countries, including strategic regions in the Middle East.¹ It is also the primary language of Islamic religious literature, making it essential to Muslims worldwide. At the national level, particularly in Indonesia, mastery of Arabic opens up diplomacy, trade and education opportunities as relations between Indonesia and Middle Eastern countries increase. In addition, a deep understanding of Arabic also supports the study of religious texts and strengthens Islamic identity in Indonesian society, which has the largest Muslim population in the world. Thus, Arabic proficiency broadens global horizons and strengthens Indonesia's strategic position in the international arena.

Digital technology has significantly impacted various aspects of human life, from politics and education to social and religious fields.² Arabic language education is no exception. Digital technology can create new opportunities and challenges in the learning process. With digital technology, access to Arabic learning materials becomes more accessible and broader through applications, e-learning platforms, or social media. This technology allows Arabic learning to be done interactively and flexibly without being limited by time and place, making it more accessible to various groups. In addition, integrating technology into Arabic learning also encourages the use of more innovative methods, such as video-based learning, conversation simulation, and digital text analysis.³

Technology integration in learning, especially Arabic, is not free from challenges and obstacles. One of the obstacles identified in the technology integration process is the need for leadership knowledge, pedagogical issues, and lack of professional development.⁴ Internet networks are essential in digital development. The Indonesian Ministry of Communication and Information Technology stated that the main problem that needs to be addressed is uneven, low-speed, and unstable Internet connectivity.⁵ Barriers can also occur

¹ Akhiril Pane, "Urgensi Bahasa Arab; Bahasa Arab Sebagai Alat Komunikasi Agama Islam," *Komunikologi: Jurnal Pengembangan Ilmu Komunikasi dan Sosial* 2, no. 1 (June 30, 2018): 79–80, accessed August 22, 2024, <https://jurnal.uinsu.ac.id/index.php/KOMUNIKOLOGI/article/view/5452>.

² Suparjo, Nurul Azizah, and Sutrimo Purnomo, *Trend Pengembangan Keilmuan Era Digital Di Kalangan Pelajar Pondok Pesantren* (Banyumas: Rizquna, 2022), 3.

³ Muhammad Azhar et al., "Penggunaan Teknologi Dalam Pembelajaran Bahasa Arab Di Indonesia," *Jurnal Review Pendidikan dan Pengajaran (JRPP)* 6, no. 4 (December 12, 2023): 2, accessed August 22, 2024, <http://journal.universitaspahlawan.ac.id/index.php/jrpp/article/view/20984>.

⁴ Isjoni and Mohd. Arif Ismail, *Model-Model Pembelajaran Mutakhir* (Yogyakarta: Pustaka Pelajar, 2012), 32.

⁵ *Visi Indonesia Digital 2045* (Jakarta, 2024), 20.

in ensuring the quality of online materials and motivating students to remain consistent in learning amidst various digital distractions. Therefore, the development of digital technology in Arabic language education must be balanced with effective pedagogical strategies to achieve optimal learning outcomes.

Improving Arabic language skills has a strategic role in achieving the vision of the Golden Indonesia 2045, which aims to make Indonesia a developed country with superior human resources and competitive globally. Arabic, as one of the international languages used in diplomacy, economics, and education, opens opportunities for Indonesia to strengthen its relations with countries in the Middle East.⁶ Greater access to sources of science and technology from Arabic-speaking countries and mastery of this language allows Indonesia to collaborate more effectively in various fields, including trade, technology, and higher education.

In addition, mastery of Arabic by Indonesia's young generation will enrich intellectual and cultural capacity, which aligns with efforts to improve the quality of human resources as the central pillar in realizing the Golden Indonesia 2045. Therefore, Arabic needs to be taught to students from an early age.⁷ With Arabic language skills, the next generation will understand classic Islamic texts that are part of the nation's cultural heritage and be ready to compete in the global market, especially in areas where Arabic is the primary language. Such conditions will support the achievement of an Indonesia that is more inclusive, dynamic, and ready to face global challenges in the future.

To support the realization of this generation, schools under the auspices of the Ministry of Religious Affairs at various levels teach Arabic to prepare a multi-lingual generation of nations. However, students' interest in Arabic is decreasing day by day. As happened in MTsN Lampung Timur, some students whispered with friends right and left during Arabic language learning, some were sleepy, and some did not do the assignment. These problems indicate their need for more interest in Arabic lessons to make the learning process more effective. It is evident that when given a question by the teacher, many of their answers still need to be corrected.

⁶ Nailil Huda and Juwika Afrita, "Pentingnya Bahasa Arab Dalam Pendidikan Diplomasi Dan Hubungan Internasional," *Jurnal Pendidikan Indonesia* 4, no. 11 (November 25, 2023): 1248, accessed August 27, 2024, <https://japendi.publikasiindonesia.id/index.php/japendi/article/view/2335>.

⁷ Sapri et al., "Persepsi Generasi Z Terhadap Pembelajaran Bahasa Arab Di MI," *Jurnal Arjuna : Publikasi Ilmu Pendidikan, Bahasa dan Matematika* 2, no. 1 (December 13, 2024): 42–50, accessed August 27, 2024, <https://journal.aripi.or.id/index.php/Arjuna/article/view/407>.

Teachers use digital media to increase interest and learning outcomes in Arabic, namely Quizizz, Video, and Canva. The utilization of digital media is essential to improve the quality and effectiveness of the teaching and learning process. Quizizz provides an interactive platform for practice questions and quizzes, allowing students to practice in a fun way while measuring their understanding. Learning videos offer visualization of material that helps students understand Arabic concepts more clearly and interestingly and supports listening and speaking skills. Meanwhile, Canva makes students more creative in doing assignments, such as posters and infographics, which can enrich the learning experience and make it easier for students to absorb information. By integrating these three digital media, Arabic learning at MTsN 1 Lampung Timur can become more interactive, varied, and practical, increasing student motivation and engagement in the learning process.

This study aims to determine the effectiveness of using digital technology to learn the Arabic language of MTsN 1 Lampung Timur students and to identify the impact of Arabic language mastery on supporting the vision of Indonesia Emas 2045.

Research on the use of digital in Arabic language learning has been Research by many previous researchers, including: Research conducted by Umnah et al. in 2024 examined the "Optimization of Canva as an Interactive Arabic Learning Media at BLKK Anwariyah Sukajaga." The results showed that using Canva in the Arabic language learning process at BLKK Anwariyah Sukajaga could increase trainees' participation and motivation.⁸ This research highlights the use of Canva to improve trainees' involvement and motivation. The author's research highlights the effectiveness of Canva, Video, and Quizizz.

Research by Moh. Mofid and Bilghis Lu'lul Malihatus Sya'bah, on the Effectiveness of Canva Media in Arabic Language Learning to Improve Mufrodat Mastery of VII Grade Students at SMP Sunan Kalijogo 2 Jabung Malang. The results of this study prove that Canva is efficacious in improving mastery of microdata.⁹ This research highlights the problem of effectiveness, specifically on Canva. At the same time, the author sees the effectiveness of 3 platforms.

Rasyidin and Radinal Mukhtar Harahap conducted a study entitled "Digitalization of Arabic Learning: Movement to Increase Santri Enthusiasm and Narratives of Pesantren

⁸ Moh Yandi Ramdhani et al., "Optimalisasi Canva Sebagai Media Pembelajaran Bahasa Arab Interaktif Di Blkk Anwariyah Sukajaga" 3, no. 1 (n.d.): 81.

⁹ Moh. Mofid and Bilghis Lu'lul Malihatus Sya'bah, "Efektivitas Media Canva Dalam Pembelajaran Bahasa Arab Guna Meningkatkan Penguasaan Mufrodat Siswa Kelas VII SMP Sunan Kalijogo 2 Jabung Malang," *Muhadasah: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2024): 98.

Adaptation to Technological Developments", which aims to see the increase in enthusiasm for learning students and pesantren adaptation to technological developments and digitalization. The results of this study show that digitalization in Arabic language learning can produce presentation media in the form of PowerPoint, which can increase students' learning motivation in pesantren and support them in adapting to scientifically proven developments.¹⁰ Meanwhile, the author's research limits the effectiveness of using Canva, Video, and Quizizz.

Iis Susiawati et al. conducted research titled "Increasing Knowledge of Arabic Language and Learning with Youtube Media". The results indicate that using YouTube as a learning medium can broaden horizons and increase the understanding of Arabic language learners.¹¹ The digital media used in this learning is YouTube, while the authors use YouTube, Canva, and Quizizz.

Helty et al. researched "Digital Literacy Development in Arabic Language Learning." The results show that digital literacy helps promote more profound understanding and encourages active student engagement. Learning apps, interactive videos, and e-learning platforms make learning Arabic more interesting and flexible.¹²

In general, the distinction between the previous study and the author's research is that it seeks to develop Arabic language skills as a whole as part of efforts to realize the Golden Indonesia 2045 by emphasizing the importance of utilizing digital technology in Arabic language learning to prepare the next generation who are better prepared to face global challenges.

Method

The approach in this research is descriptive qualitative with a focus on a case study of digital technology implementation in Arabic language learning at MTsN 1 Lampung Timur. This research highlights the experiences, challenges and impacts felt by teachers and students in using digital technologies, namely Quizizz, You Tube and Canva. The findings of this study are expected to provide insights into the effectiveness and constraints in the

¹⁰ Rasyidin Rasyidin and Radinal Mukhtar Harahap, "Digitalisasi Pembelajaran Bahasa Arab: Gerakan Peningkatan Antusias Santri Dan Narasi Adaptasi Pesantren Terhadap Perkembangan Teknologi," *Journal on Education* 6, no. 2 (January 19, 2024): 12976–12984, accessed November 21, 2024, <https://jonedu.org/index.php/joe/article/view/4988>.

¹¹ Iis Susiawati et al., "Peningkatan Pengetahuan Bahasa Arab Dan Pembelajarannya Dengan Media Youtube," *Edukatif: Jurnal Ilmu Pendidikan* 5, no. 1 (2023): 672.

¹² Helty Helty, Alvie Rahmadani, and Muhammad Syayidi, "Pengembangan Literasi Digital Dalam Pembelajaran Bahasa Arab," *Indonesian Research Journal on Education* 4, no. 2 (2024): 345.

integration of those digital technologies, which can be a reference for the development of more adaptive and innovative learning strategies in the future. Therefore, interviews with Arabic teachers were used as the main technique to collect data on the use of digital platforms and their effectiveness. In addition, the author also used documentation to obtain data on learning device documents, namely syllabus, learning materials, and learning outcomes. This documentation is done to determine the effectiveness of the use of these platforms in learning Arabic and also helps in assessing the effectiveness of existing programs by comparing the planning and policy objectives with the results achieved.¹³

The thematic analysis in this study aims to identify the main patterns and themes that emerge from the collected data regarding the effectiveness of Arabic language learning through these platforms at MTsN 1 Lampung Timur. This process involves categorizing the data into relevant themes, such as the effectiveness of digital tools in teaching Arabic, the impact of technology on student motivation and engagement, and the challenges faced in implementing digital-based methods. By categorizing the data into these themes, thematic analysis enabled the researcher to evaluate how different aspects of technology contributed to the improvement of Arabic language skills and to understand the factors that influenced success or obstacles in the learning process.

Result and Discussion

In today's digital era, Arabic teachers are crucial in integrating technology into learning. They function as teachers and facilitators who guide students in utilizing the various digital platforms available. By using interactive video learning applications and other online resources, teachers can create a more engaging and practical learning experience.¹⁴ The expansion of access to digital devices and the internet opens up opportunities to deliver learning materials more interactively, increase student engagement, and customize learning experiences according to their needs. The use of artificial intelligence and data analytics can also help recognize the specific needs of each student, enabling a more appropriate and practical approach to learning.¹⁵

¹³ Junita Juwita Siregar and Rubil Musawaris, "Pemanfaatan Big Data Dalam Bidang Pendidikan," *Jurnal Indonesia Sosial Teknologi* 4, no. 02 (February 28, 2023): 279, accessed August 27, 2024, <https://jst.publikasiindonesia.id/index.php/jst/article/view/737>.

¹⁴ Mochammad Syafuiddin et al., "Peran Life Skill Dalam Menumbuhkan Wawasan Dan Kemandirian Santri Pondok Pesantren Asrama Sunan Ampel Putri.," *Jurnal Pendidikan Sosial dan Humaniora* 3, no. 3 (July 30, 2024): 2199–2211, accessed August 10, 2024, <https://publisherqu.com/index.php/pediaqu/article/view/1181>.

¹⁵ Via Yustitia et al., *Pendidikan Era Digital* (Majalengka: Edupedia Publisher, 2024), 16.

However, the success of a digital-based Arabic learning program relies heavily on effective collaboration between teachers and students.¹⁶ Teachers need to create a supportive and adaptive learning environment. In contrast, students need to utilize technology productively and proactively. With adequate support and commitment from both parties, learning Arabic through digital platforms can be an enriching experience, improving students' language skills and preparing them to face future global challenges.

The application of digital technology in Arabic language learning at MTsN 1 Lampung Timur includes assessing how these tools and digital platforms enhance teaching and learning effectiveness. The author evaluates the effectiveness of applications, software, and digital media implemented in the Arabic language classroom, specifically Quizizz, Video, and Canva. The main focus of the analysis was to determine how these digital technologies facilitate the understanding of Arabic concepts, increase student engagement, and enrich the learning experience through more interactive and adaptive methods. The evaluation is conducted on an ongoing basis in order to assist the evaluator in predicting whether or not the planned evaluation objectives will succeed.¹⁷

In addition, the analysis of the application of digital technology includes identifying challenges and barriers that may arise from integrating technology into Arabic language learning. These include issues such as the availability and accessibility of equipment, technical problems that may arise, and the need for additional training for teachers to make the best use of the technology. By understanding these constraints, the analysis can provide recommendations for improvement and the development of more effective strategies for implementing digital technology. Thus, educators' knowledge must continuously improve to collaborate, adapt, and move dynamically. Thus, it is necessary to continuously improve the knowledge of educators so that they can work together, adapt, and move dynamically with the times.¹⁸ The aim is to ensure that technology serves not only as a tool but also as an

¹⁶ Abdul Ghofur and Restu Budiansyah Riski, "Pembelajaran Bahasa Arab Di Era Digital : Tantangan , Peluang Dan Strategi Menuju Pembelajaran Yang Efektif," *EL-FUSHA: Jurnal Babasa Arab dan Pendidikan* 5, no. 1 (June 30, 2024): 22, accessed August 27, 2024, <https://ejournal.unhasy.ac.id/index.php/alfusha/article/view/6697>.

¹⁷ Nurul Fikriyah, "Analisis Butir Soal Ulangan Tengah Semester Mata Pelajaran Bahasa Arab Kelas VII Semester Ganjil SMP Muhammadiyah 1 Yogyakarta Tahun Ajaran 2019/2020," *Maharaat: Jurnal Pendidikan Babasa Arab* 3, no. 2 (September 22, 2021): 129, accessed August 29, 2024, <https://journal.umy.ac.id/index.php/maharat/article/view/10501>.

¹⁸ Dedi Wahyudi and Khotijah, *Islamic Education 4.0 Sebuah Revolusi Pendidikan Islam* (Yogyakarta: Idea Sejahtera, 2021), 84.

integral component that supports the achievement of better learning outcomes in Arabic language teaching.

The challenges identified in integrating digital technology into the Arabic curriculum at MTsN 1 Lampung Timur include several critical aspects, such as limited access to equipment and Internet connections, and insufficient teacher training. In addition, educators face difficulties in adapting new teaching techniques and effectively integrating technology into the existing curriculum. These challenges can hinder the optimal use of technology and reduce its potential benefits in improving Arabic language learning.

However, despite these challenges, several significant opportunities can be leveraged to enrich the Arabic language curriculum. Digital technology offers tools and resources to increase student engagement through interactive and multimedia learning, such as language learning apps and e-learning platforms that allow students to learn more dynamically. In addition, technology allows for personalizing the learning experience, where materials can be tailored to students' needs. With the right strategies and support, integrating digital technology can pave the way for more innovative and effective learning methods and improve Arabic learning outcomes.

An evaluation of the effectiveness of digital technologies in improving Arabic listening skills shows how audio-based tools and applications can help students improve their ability to understand spoken conversations and texts. E-learning platforms that provide audio recordings of interactive videos allow students to listen to different Arabic accents and dialects and understand different contexts and intonations.

Regarding speaking skills, digital technology offers various applications and software that allow students to practice speaking Arabic more intensively. An example is video. This sound-based application can train students in speech recognition and intonation by providing automatic feedback on speech accuracy. Video in the learning process has proven to be very effective. Teachers can use existing videos or create their own to explain topics, provide hands-on demonstrations, or introduce new concepts. Videos are also helpful in visualizing natural phenomena, processes, or abstract concepts. Instructional videos are a very effective form of media to support the teaching and learning process.¹⁹

Reading skills can also be improved through digital technology by using text readers, e-books, and learning apps that present Arabic texts with features such as automatic

¹⁹ Umar Umar, *Komunikasi Pembelajaran Di Era Digital* (Lowokwaru: Literasi Nusantara Abadi Grup, 2024), 170.

translation and footnotes. These apps often include reading exercises with different types of texts, from news to literature, and features to assess reading comprehension and vocabulary. With the ability to access various reading materials and receive instant feedback, students can deepen their understanding of Arabic texts and improve their reading skills. Understanding vocabulary enhances reading comprehension, and quizzes greatly help with vocabulary memorization.

Digital technology also plays an important role in improving writing skills by providing various tools that facilitate practice and revision.²⁰ Learning platforms often offer features such as autocorrect text editors, grammar guides, and plagiarism-checking tools. In addition, Web-based applications allow students to share their writing and receive real-time feedback from teachers and classmates. Using this technology, students can improve their writing skills through consistent practice and gain valuable insights to enhance their Arabic writing skills.

Like other languages, Arabic has four interrelated language skills. Therefore, all of them must be developed simultaneously without excluding them. Improving language skills is important because it supports the vision of Golden Indonesia 2045. With strong Arabic language skills, Indonesia will have a stronger position in international diplomacy.²¹ As one of the main languages in the Arab world and Muslim countries, it plays a strategic role in strengthening bilateral and multilateral relations. Strong Arabic language skills will enable Indonesia to participate more actively in international forums, build stronger partnerships with countries in the Middle East and North Africa, and expand diplomatic networks that are important for the country's global stability and influence.

In addition, knowledge of the Arabic language also contributes significantly to enriching Indonesian culture.²² The Arabic language, which has profoundly influenced Indonesia's Islamic tradition and history, enables a deeper understanding of Arab cultural heritage and literature. By improving their Arabic language skills, young Indonesians can more easily access valuable classical texts, literary works, and the thoughts of Arab

²⁰ Ari Farida Hanim, Setya Yuwana, and Hendratno, "Pengembangan Media Pembelajaran Digital 'Bataku' Berbasis Android Untuk Meningkatkan Keterampilan Menulis Teks Eksplanasi," *Decode: Jurnal Pendidikan Teknologi Informasi* 3, no. 2 (July 8, 2023): 269–270, accessed August 30, 2024, <https://journal.umkendari.ac.id/index.php/decode/article/view/234>.

²¹ Huda and Afrita, "Pentingnya Bahasa Arab Dalam Pendidikan Diplomasi Dan Hubungan Internasional," 1243.

²² Tajudin Nur, "Sumbangan Bahasa Arab Terhadap Bahasa Indonesia Dalam Perspektif Pengembangan Bahasa Dan Budaya," *Humaniora* 26, no. 2 (June 6, 2014): 236, accessed August 30, 2024, <https://jurnal.ugm.ac.id/jurnal-humaniora/article/view/5245>.

philosophers. This skill strengthens Indonesia's cultural identity, promotes broader cultural exchanges, and enriches cultural experiences at local and international levels.

In the economic context, knowledge of Arabic can open up new opportunities for Indonesia in trade and investment. Arab countries are important economic partners with huge market potential, especially in the energy, construction, and tourism industries. By improving their Arabic language skills, Indonesian professionals and entrepreneurs can build more effective business relationships, understand local market needs, and negotiate better.²³ In addition, these language skills will support the expansion of Indonesian businesses into the Middle Eastern and North African markets, as well as attract foreign investment that can support economic growth and the achievement of Indonesia's Gold 2045 national development goals.

Seeing these opportunities, Arabic teachers at MTsN 1 Lampung Timur always try to improve the effectiveness of students' Arabic by using digital media, namely Canva, Video, and Quizizz. The three platforms are often alternated depending on the learning objectives and materials.

Canva is learning media for learning vocabulary. The feature used is flyers. To teach the vocabulary of isim or objects or professions, the teacher makes cards with pictures of objects or professions that are taught with the Arabic writing of the name of the object underneath, for example, a picture of a doctor with "Ṭabāb" written on it. For verbs, the teacher makes a picture of someone doing a task, for example, a picture of a child reading a book with Arabic writing under "qara'a". After the pictures show on the projector and the teacher's explanation is finished, the teacher distributes the printed picture cards to the study groups to be selected and shown when the teacher mentions specific vocabulary.

Meanwhile, videos are used to practice hiwar. The teacher chooses war according to the student's vocabulary mastery level, such as introductions, family, hobbies, occupations, and others. After listening sentence by sentence, students are asked to imitate. This is used to practice pronunciation.

The Quizizz is used to test students' memorization of the vocabulary taught. With this Quizizz, students must memorize because what is ranked is the value and the time it takes to memorize. Students who work faster will be ranked higher than those who work

²³ Eka Lutfiyatun and Durrotus Shinta, "Optimalisasi Promosi Pariwisata Berbasis Media Berbahasa Arab Di Era Society 5.0," *EDUTOURISM Journal Of Tourism Research* 6, no. 01 (June 29, 2024): 105, accessed August 30, 2024, <https://ejurnal.polnes.ac.id/index.php/edutourism/article/view/998>.

slower, even though the value is the same. Grades and ranks are automatically display in the Score Summary. Students are very focused when working on questions using Quizizz. Even if they hold their respective mobile phones, they will be engrossed in the questions that appear on Quizizz.

The three types of digital media benefit teachers and students because the teacher can communicate more quickly than when teaching with books. While students are more focused, less noisy, pay attention enthusiastically, and memorize the vocabulary taught faster. By memorizing the learned vocabulary, students can already answer Arabic questions such as “*man bua?*” by showing a picture of a doctor, they quickly answer “*bua Ṭabāb.*” Similarly, in writing skills, for example, when given a multiple choice question about stringing together separate letters “*ki-alif-bun-ta,*” they quickly choose the answer “*kitābun.*” From this small example, the author can understand that with the help of digitalization, Arabic language learning at MTsN 1 Lampung Timur is effective because students are more enthusiastic and faster to understand the meaning, able to pronounce, and can distinguish correct and incorrect writing. This condition also indicates that all language skills are thriving, including listening, speaking, reading, and writing.

Conclusion

This research confirms the important role of digital technology in transforming Arabic language learning. Using Canva, Video, and Quizizz greatly supports the learning process. Learners can learn in a conducive atmosphere that is more interactive, flexible, and effective. Digital media has improved listening, speaking, reading, and writing skills in Arabic, which is essential to prepare young Indonesians for global challenges. The relationship between Arabic language proficiency and the achievement of Golden Indonesia 2045 is very close, as proficiency in Arabic opens up various strategic opportunities for Indonesia in the international arena, for example, in the context of diplomacy and economics (trade and investment).

The practical implications of this research for curriculum development and Arabic learning methods point to the need to more effectively integrate digital technology into the learning process. Through interactive learning applications, e-learning platforms, and other digital media, the Arabic curriculum can become more adaptable and responsive to the needs of students in the digital age. Technology allows for more flexible learning, personalization of teaching materials, and access to more diverse and authentic resources. Therefore,

curriculum revision must include selecting and integrating digital tools that can support developing listening, speaking, reading, and writing skills in more innovative and engaging ways.

This study has many limitations, so future research needs to explore how Arabic language acquisition affects individuals' careers in the long term. A focus on sectors such as diplomacy, trade, education, and other industries that deal with Arabic-speaking countries could provide insights into how these language skills open up job opportunities, increase professional mobility, and contribute to career advancement. This study could include an analysis of Arabic language program graduates, employers, and professionals working in relevant sectors to identify patterns and long-term benefits associated with Arabic language acquisition. In addition, further research should examine the contribution of individuals with Arabic language skills to achieving the Golden Indonesia 2045 vision. This study includes how such language skills can influence progress in international diplomacy, foreign investment, and cultural exchange. An evaluation of the specific contributions made by individuals in support of national strategic programs and economic or social initiatives relevant to the 2045 vision will provide a clear picture of the impact of language acquisition on the country's long-term goals.

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