



The Role of Technology in the Development of Arabic Language Education in Indonesia

Ahmad Zaky¹, Muhammad Sapii Harahap², Ade Muhammad Ritonga³

Sekolah Tinggi Agama Islam As-Sunnah

E-mail: zakybenkhudri@gmail.com muhammadsapii23@gmail.com ade.mritonga@gmail.com

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Abstract

In this global era, like it or not, we have to deal with technology, especially information technology. This is because the technology has affected our daily lives. Therefore, we should not 'stutter' technology. Many research results show that those who are late in mastering information, then it is too late to get opportunities to advance. This is as stated by Alfin Toffler that those who do not master science and technology, then their position will be marginalized and they will be blown away by the wave of globalization which is full of competition. In this modern era, information and communication technology has developed so rapidly. Information and communication technology has penetrated and penetrated so deeply into various aspects of human life. The application of information technology in education is a real and factual challenge. It is undeniable that advances in information technology have had a positive impact on the advancement of education today. Especially computer and internet technology, both in terms of hardware and software, provide many offers and choices for the world of education to support the learning process. The advantage offered lies not only in the speed factor for obtaining information but also in multimedia facilities that can make learning more interesting, audiovisual and interactive. In line with the development of internet technology, many learning activities can be carried out by utilizing this technology.

Keywords: *Technology, Development, Arabic*

PRELIMINARY

Language is a means of communication between human beings among the many languages in the world. Allah swt chose Arabic as one of the noble languages where the Koran and hadith as religious sources use Arabic. Because of the importance of this language, it is appropriate that every human being knows Arabic, especially Muslims, besides that Arabic is also the language of worship for Muslims. Therefore, it is appropriate for parents to introduce Arabic to their children from an early age. Children who will become the nation's next generation should receive

education from an early age, especially religious education. So that a brilliant future will be achieved.

Individual mentality is also very different from native children. So it is very important to implement religious education from an early age to deal with the problems that will be faced by transmigration children. One of the important educations that must be introduced to and understood by children is Arabic language education, because the majority of people in this country are Muslim, so it is very important to introduce Arabic to them. (Muhammmad Iqbal et al. 2021)

Language is a tool for pouring out one's heart and mind to the other person. Language is the main medium for humans to interact with other people. Regardless of how one considers learning Arabic, viewpoints are heterogeneous. There are some who see Arabic as the language of religion, because Arabic is seen as a tool for studying sacred texts in Arabic. There are those who think that learning Arabic is learning the language of Islamic science. This thought is also not wrong, because most of the references to Islamic sciences are in Arabic. And there are also those who think that learning Arabic is learning to speak. This thinking focuses more on how people learn Arabic as a language of communication every day.

Arabic is one of the most popular foreign languages and is often studied by students, especially in Indonesia. In the development of Arabic language education in Indonesia, teachers and students (as the main component in education) often face various educational difficulties and problems, both problems originating from students or problems experienced by teachers, so that they can limit the achievement of educational goals properly. This is understandable, given the many system differences between Arabic as the second language studied and the Indonesian language system which has been firmly attached to students in Indonesia.

Comparison of this point of view, led to a comparison of procedures, methods, teaching materials, learning media. If, Arabic is a means of communication, then learning Arabic focuses more on how students apply and are skilled at having dialogue using Arabic, whether listening, having dialogue, reading, or writing it. Apart from these various points of view, if we look closely, Arabic language education encounters many obstacles and obstacles. Technology is referred to as the totality of facilities to provide the goods needed for the continuity and comfort of human life. The term learning technology is often associated with learning theory and education. If

learning and educational theory includes processes and systems in learning and education, learning technology includes other systems used in the process of improving human expertise. (Iswanto 2017)

The crucial case that is experienced in Arabic language education is the limited media available or in other words the limitations in providing Arabic language educational media. These problems lead to low attention and motivation to learn Arabic among students. Efforts that can be tried in increasing students' motivation to learn Arabic is by implementing an interesting education system. One effort that can be tried is the development of technology

in Arabic language education. This research aims to identify models for the development of printing technology or printed materials in Arabic language education. There are also results of this research review, namely models of printing technology that can be used in Arabic language education including reading novels, scientific posts, student worksheets, educational materials and novels. This technology has an essential role in improving Arabic language education. The implication of this research is that educators can innovate the presentation of printed technology or printed Arabic language educational materials so as to increase students' attention and motivation to learn. The Arabic language education technology innovation is tailored to the needs of students.

The dilemma of limitations in providing Arabic language educational media is one of the reasons for the low attention and motivation of students in learning Arabic. Student participants thought Arabic language education was a boring matter. When compared with other foreign languages, students tend to choose to deepen English, Japanese and so on. So that in this way, the problem of Arabic language education that is very important to be addressed is the intensity of students in exploring Arabic language education. The condition of the low motivation and

attention of students exploring Arabic language education results in low understanding and knowledge of students affecting Arabic.

This situation causes students to be less able to apply the Arabic language knowledge they have acquired. This is caused because students do not like the Arabic language education system that is tried so that it becomes a scourge for students. According to Anis, one of the efforts that can be made to increase motivation to learn Arabic is to use an interesting educational system through visual aids or auxiliary equipment so that it is interesting and easy to understand. Efforts that can be tried in increasing students' motivation to learn Arabic is by implementing an interesting education system. One effort that can be tried is the development of printing technology in Arabic language education. Richey commented that learning technology can be used in order to help the learning process and solve learning problems by managing existing technological resources. Based on this assumption, it can be seen that the use of printing technology in Arabic language education can contribute to solving problems in learning Arabic. (Syamsuddin 2021)

In essence, technology is a solution to various current learning problems. Sophistication, accuracy and speed in delivering data has made technology occupy an important position in various fields including the field of learning. It is hoped that the use of technology in education will be able to improve the quality of education and expand learning and educational networks because technology has made science more accessible, published and stored. Not only that, the use of technology is also expected to reduce the cost of learning, and contribute to the integrity of science.

Educational Technology develops from learning practices and audio-visual communication movements. Educational Technology was originally seen as equipment technology, which relates to the

use of equipment, media and facilities to achieve learning goals or in other words teaching with audio-visual aids. Educational Technology is a combination of 3 streams that have different interests, namely media in learning, educational psychology and a systems approach to learning (Muhammad Ramli: 2012).

Methods

When carrying out research, of course we must understand what research methods are, scientific research methods to obtain information with the aim of making certain benefits. scientifically this activity rests on scientific identity which is rational, systematic and empirical. In this research procedure, I used a descriptive method. Why do I use the descriptive method? Because this method is a type of research that describes an activity, event or incident that is happening. It is the same as the economic development that is happening in Indonesia which is the center of my attention, so I raise the title The Role of Technology in the Development of Arabic Language Education in Indonesia. Therefore, I researched the development of Arabic language education so that it would be easier to implement in order to improve Arabic language education in this modern era.

The data collection technique that I used in this study was to use a literature study or library research using a descriptive approach. This research comes from books, journals, and other official documents to help find accurate information.

Research And Discussion

The use of the Internet for learning purposes which continues to expand, especially in developed countries, is a fact which shows that with this medium it is indeed possible to organize a more efficient teaching and learning process. This is due to the character and characteristics of the Internet which are quite distinctive, so it is hoped that it can be used as a medium for the use of data technology in Arabic language education not only at the school level but also at the large academy level.

The use of the internet and websites can not only make a positive contribution to the academic activities of students but also to lecturers. The internet and websites can provide opportunities for lecturers to gather data and knowledge in subjects that are their areas of expertise. Through the use of the internet and websites, lecturers will always be ready to impart sophisticated knowledge to students. This matter, of course, requires the expertise of the lecturer himself to always actively access the web in the field that is his expertise.

In the current era of data technology, the internet is part of educational media via a PC or laptop that can be accessed anytime and anywhere. Arabic language education through this media is considered to be very effective, flexible, and able to add new knowledge to actual and sophisticated developments about Arabic language from procedures, methods, strategies, styles, media for teaching and education of Arabic to matters relating to Arabic as a whole. global.(Day 2021)

At present, people are increasingly aware of their need to study and master Arabic, not only in order to be able to read and master every meaning implied in the Qur'an as our guide in religion, learning Arabic can also make it easier for us to master every science. Islamic knowledge and teachings so that they can be applied in everyday life properly. This understanding has led to many learning institutions making Arabic one of the subjects taught in the classroom. (Novita and Munawir 2022)

Until whenever, no matter what era it is called, the Arabic language will never die. If all the speakers on earth are gone, then the Arabic language will always exist and will always be maintained. Because it is the language of the Qur'an which has found guarantees of maintenance directly from Allah SWT, as its revelation. In this regard, Jabir Qumaihah, as reported by Abdus Salim Mukram, emphasized that Arabic is a language that receives guarantees and protection or direct protection from Allah

SWT, along with the use of Arabic as a medium for the expression of the Qur'an. Said Bengrad, in his preface to the novel, "Fatwa Kubbâru al-Kuttâb wa al- Adibbâ", also emphasized that the Arabic language will always exist. He will continue to live in mosques, in religious pulpits, on several pages of news messages and in other formal programs or events.

At the same time, a massive campaign in the name of globalization to spread and make English as the language most compatible with technological advances. However, this does not mean that the Arabic language has no more hope of growing and excelling in its role, as it did in the Middle Ages. Because, every challenge or obstacle that we encounter, as long as we face it with a positive mind and full of intensity and wisdom, then it will certainly provide opportunities, including the challenges experienced by the Arabic language in globalization and digital times like today. (Muis 2020)

Using information technology in the educational process, there are several development steps that can be taken, including:

- 1) designing and creating database applications, which store and process academic data and information, including lecture systems, assessment systems, curriculum information, education management, and learning materials;
- 2) designing and creating learning applications based on portals, web, interactive multimedia, which consist of tutorial applications and learning tools;
- 3) optimizing the use of educational TV as enrichment material in order to support the improvement of education quality; And
- 4) implement the system in stages starting from a smaller scope to expanding, making it easier to manage the use of IT in the education delivery process (Hasriadi, 2020).

Audio Visual Media in Learning Arabic

One form of utilizing information technology in the educational process is through audio-visual media. Audio visual media can support the achievement of teaching staff in delivering teaching materials to students. According to Nugrawiyati, audio-visual media is a learning medium that is used by teaching staff to convey material so that it is accepted by students through the senses auditory and visual senses in an integrated manner. This audio-visual media is a type of media based on absorbent senses. Audio visual media includes TV broadcasts, VCD recordings, and drama and play performances. In learning Arabic, audio-visual media is needed to improve the quality of learning.

Audio-visual media is modern media that is in accordance with the times (advancements in science and technology), including media that can be seen and heard. Audio-visual media is media that has elements of sound and images. The following types of audio-visual media are:

1. Audio-visual silence, namely media that conveys messages through stationary objects that can be received by the senses of hearing and sense of sight, but the resulting image is still or has little element of motion. These types of media include sound slide media, sound frame films, sound sequence films, and sound prints
2. Audio-visual motion, namely media that can display moving elements and images such as sound films and video cassettes.
3. Audio-visual is not pure, namely sound elements and picture elements come from different sources, for example a sound frame film where the picture elements come from a tape recorder. Another example is soundscape films and sound prints. (Raudatussolihah 2022)

Media are all objects or components that can be used to channel messages from senders to recipients so that they can stimulate students' thoughts, feelings, concerns and interests in the learning process. Learning media is a means of

conveying learning messages in relation to the direct learning model, namely by the way the teacher acts as a conveyer of information and in this case the teacher should use various appropriate media. Learning media is a tool for teaching and learning process. Everything that can be used to stimulate the thoughts, feelings, attention and abilities or skills of the learner so that it can encourage the learning process.

In line with the development of technology, learning media has also developed through the use of technology itself. Based on this technology, Azhar Arsyad classifies media into four groups, namely:

- a) Media resulting from printing technology;
- b) Media produced by audio-visual technology;
- c) Media resulting from computer-based technology;
- d) Media combined with printing and computer technology.

Classification of learning media according to Seels and Glasgow divides the media into two major groups, namely:

Traditional media and the latest technology media.

1. Traditional media choices

- a) Silent visuals that are projected are opaque projections, overhead projections, slides, filmstrips.
- b) Visuals that are not projected, namely pictures, posters, photos, charts, graphs, diagrams, exhibitions, info boards, feather boards.
- c) Audio, namely disc recordings, cassette tapes, reels, cartridges.
- d) Presentation of multimedia, namely slides plus sound (tape).
- e) Dynamic visuals that are projected, namely film, television, video.

f) Print media, namely textbooks, modules, programmed texts, workbooks, scientific magazines, hand-outs.

g) Games, namely puzzles, simulations, board games.

h) Realia media, namely models, specimens (examples), manipulatives (maps, dolls).

2. Selection of the latest technology media

a) Telecommunication-based media, namely teleconferencing, distance lectures.

b) Microprocessor-based media, namely computer-assisted instruction, computer games, intelligent tutor systems, interactive, hypermedia, compact (video) discs.

In line with the development of information and communication technology, the development of learning media is also growing rapidly. Teachers are required to be able to use information technology media that has developed a lot. Such as smartphones, computers, internet and others (Rani n.d.)

The Role of Arabic in Education in Indonesia

The development of Arabic in Indonesia is currently very good. Arabic has become the trend of the current generation in Indonesia. Besides Arabic being part of the Islamic Religion, Arabic has become public consumption for world affairs and certain missions. Arabic is not only studied by Muslims, but also has been studied by many non-Muslims. This means that Arabic is a language that is always unique to learn and very useful. Arabic is a language that is timeless or erased by time, because it continues to develop and is dynamic to be studied as a science and the key to scientific civilization.

In Indonesia Arabic is studied in Islamic boarding schools and schools. The government through the Ministry of Religion develops Arabic through an Islamic religious education curriculum. Government support goes hand in hand with the spread of

Arabic in Indonesia. Arabic is also studied in informal courses and training institutions as well as through social media. This proves that the Arabic language has integrated with Indonesian society and formed a new culture with the process acculturation between Indonesian culture and Arabic language culture. The role of Arabic is very large in the development of Indonesian, this is what makes Arabic popular with Indonesian people. Vocabulary of words and expressions that are unique and in line with the polite behavior of Indonesian people, Arabic has a very important role in Indonesia.

The role of Arabic in education in Indonesia is as follows:

1. Arabic as Tools.
2. Arabic as an Object.
3. Arabic as a Subject (Actor/Activator)
4. Arabic for Special Missions (Muhammad and Setyawan 2021)

Challenges to the Development of Arabic in Indonesia

The development of Arabic certainly cannot be separated from the role of madrasas in Indonesia. Due to the rapid development of science, to answer this challenge, madrasas must strive to be better than general education. We see that the public interest in returning to religious values is so great that it is easier to develop science from a religious perspective. In addition, madrasas have their own challenges in organizing education. The challenges of implementing madrasah education are:

1. The rapid development of science, technology, social change and globalization, which does not include advances in conceptual, methodological and administrative techniques, management within the madrasah environment.
2. Bureaucratic obstacles in structuring procedures and developing madrasah

institutions, organization, administration, and curriculum techniques and methodologies.

3. The need for computerized education management systems, improvement of laboratory and library technology that is still needed is growing widely and professionally.

4. The implementation of partnerships and training in madrasas between instructors and the community managing madrasas has not developed optimally and professionally.

5. The unpreparedness of the implementation of madrasah education related to curriculum needs in science and technology development and social change, especially related to educational methodology and technical managerial skills.

6. The development of education in madrasas is usually carried out by economically weak communities, but must accommodate students from disadvantaged communities. Thus, they always experience difficulties in financing operational training and this causes a decline in training.

7. Lack of preparation in the implementation of education in madrasas in terms of science and technology and social change, especially in terms of educational methods and management technical skills. (Muhammad Iqbal et al. 2023)

There are many problems and challenges in Arabic language education that need to be faced, addressed, and solutions to be sought academically and (within certain limits) politically. The issue of bad image of the Arabic language, the replacement of fushhâ with âmmiyah, the low interest and motivation of some students in learning Arabic should make us all aware that we still have to think, behave, and be more dedicated to the advancement of Arabic language education. in Indonesia.

We must make internal and external challenges to Arabic language education as opportunities that can provide brighter and

more promising prospects for enthusiasts and activists of Arabic studies in the future. Scientific epistemology and curriculum need to be addressed and oriented towards the formation of competitive skills in this global era. All of this requires many parties to work together in unifying the vision, mission, policy direction and development based on in-depth academic studies. As long as Islamic educational institutions still exist, the prospects for Arabic language education will remain bright and become a special attraction. (Zainuri n.d.)

Conclusion

Thus I can conclude that the use of information technology and the internet in learning Arabic is increasingly popular, especially in developed countries. The use of the internet and the web can make a positive contribution to the academic activities of students and lecturers, and can increase effectiveness, flexibility and new insights in teaching and learning Arabic. Public awareness to learn and understand Arabic is also increasing, because this language is the language of the Qur'an which is guaranteed direct maintenance from Allah SWT. Utilization of information technology in the education process can be carried out through several development steps such as designing and creating database applications, portal-based learning, interactive multimedia, and optimizing the use of educational TV. Even though Arabic faces challenges in the globalization and digital era as it is now, with a positive and serious mind, it will definitely provide opportunities for the development and improvement of the quality of Arabic language education.

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