



Transforming Arabic Language Teaching Through Digitalization For Non-Arabic Learners

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Informasi Artikel	Abstract
<p>Submitted: 27-08-2025 Revised: 20-09-2025 Published: 27-12-2025</p> <p>Keywords: Arabic language learning digitalization Non-Arab Learners</p>	<p><i>This study explores the transformation of Arabic language teaching through online digitalization for non-Arab learners at the MaliQa Arabic Language Academy. The main objective is to examine the impact of digital technology on learners' motivation, learning outcomes, and the challenges faced during the online learning process. The research employs a qualitative approach using phenomenological methods, with data collected through observations, interviews, and documentation. The findings reveal that the use of digital platforms such as Google Meet and learning media like PowerPoint enhances student motivation by offering time flexibility, interactive features, and engaging visual presentations. However, technical barriers such as network instability and limited access to devices, as well as challenges related to digital literacy, were also identified as obstacles to effective learning. The study concludes that while digitalization offers significant advantages in improving the quality of Arabic language instruction, adequate infrastructure support and digital literacy training are essential to optimize the effectiveness of online learning.</i></p>

INTRODUCTION

Along with the advancement of science and technology, education continues to undergo rapid changes in the digital era. Arabic language teaching has experienced significant transformation in its approach to keeping pace with the increasingly complex changes of our time (Kurniawan & Ghany, 2023). Digitalization has become an effective means to support Arabic language learning activities in a way that is as engaging as possible, aiming to capture the attention and interest of non-Arab learners.

Digital transformation in our present era has proven to be an effective way to enhance Arabic language teaching activities, contributing to making them more appealing to non-native speakers. It provides a variety of educational resources such as videos, applications, and websites that enrich the learning experience. Moreover, it improves interaction between students and teachers through tools such as live chat and screen sharing, which help deepen students' understanding of the language. Digital learning also allows students to choose their own time and place of study, increasing their opportunities to learn according to their schedules. By utilizing modern technology, the learning process becomes more enjoyable, thereby boosting students' interest and desire to master Arabic language skills. Additionally, digital platforms offer tools to assess students' performance in real time, helping them identify their strengths and weaknesses.

The Ministry of Education, Culture, Research, and Technology (Kemendikbudristek) has launched a digitalization program in schools across even the most remote areas of Indonesia. This initiative is crucial, given that the use of information and communication technology is an effective medium for fostering a digitally literate generation (Litbang Kompas, 2023). The transformation of teaching through digital means is a process in which technology is integrated into the field of education to provide ease of access in terms of teaching, learning, and



methodology. With today's globally connected digital tools, non-Arab learners have the opportunity to study directly with anyone, even with native speakers, through online learning platforms.

Digitalization in Arabic language learning offers new opportunities for both non-Arab learners and teachers. Thanks to digital technology, access to Arabic language education has increased significantly. Without the limitations of geographical distance, students can now access Arabic learning materials online, participate in distance learning programs, or use online learning platforms (Abdul & Setyawan, 2021), (Aziz, 2023). Moreover, digital technology enables more interactive and engaging learning. With the help of videos, simulations, and educational games, learning becomes more appealing, and students can better understand the material.

In addition to its engaging nature, digital technology also allows Arabic language learning to become more personalized. The one-size-fits-all approach can be replaced by a more individualized method tailored to each student's learning needs. By collecting and analyzing learning data, teachers can offer Arabic learning content that is relevant and suited to students' abilities and interests. It is also important to note that digital transformation in Arabic language learning affects not only the learning process but also administrative efficiency. For example, digital student management systems facilitate the handling of information such as learning plans, attendance records, and progress tracking for language courses. Routine administrative tasks can be automated, allowing teachers to focus more on essential teaching activities. Furthermore, online education, courses, and digital training have gained popularity as means of improving skills and preparing a competent workforce (Kurniawan & Ghany, 2023).

Digitalization in online Arabic language learning contributes to the efficiency of the teaching and learning process. Online learning allows students to access materials anytime and anywhere, which is especially beneficial for those with busy schedules or who live in remote areas. The use of digital technology—such as learning applications, interactive videos, and e-learning platforms—makes learning more engaging and interactive. This can increase student engagement and help them better understand the material. Digital platforms also facilitate collaboration between students and teachers, as well as among students themselves, enabling easier discussions and group work even in an online setting.

The Arabic Language Academy course institution focuses on teaching Arabic both privately and in regular classes. In its implementation, the institution conducts lessons through digital technology, using Google Meet and digital materials to strengthen students' understanding of Arabic.

Therefore, the researcher sees the importance of this study in examining the impact of digital technology on learning motivation and the challenges in its application. This research, titled *"The Transformation of Arabic Language Teaching through Online Digitalization for Non-Arab Learners at the Arabic Language Academy"*, is essential to investigate the effects of digitalization on learning outcomes, motivation, and the obstacles encountered.

METHOD

This study employs a qualitative research approach with a phenomenological design. The research was conducted at the MaliQa Arabic Language Academy. Qualitative data were obtained through observation, interviews, and documentation. The research subjects consisted of the head of the institution, Arabic language instructors, and several students. Data collection techniques included observing the subjects to understand the institution's condition and the students' learning enthusiasm; conducting interviews with the head of the institution, teachers, and students to explore students' learning motivation and the challenges faced in the learning process; and collecting documentation to analyze the data in relation to relevant previous studies. Data analysis in this study followed the Miles and Huberman model.

RESULTS AND DISCUSSION

Motivation in learning Arabic through online digitalization

The use of digitalization in Arabic language learning, particularly through online platforms such as Google Meet, holds great potential for increasing student motivation. (Melati et al., 2023). Motivation influences the cognitive, biological, and social aspects of every individual. (Aziz et al., 2022). Based on the researcher's observations, the use of Google Meet enables students to learn from anywhere and at any time. Furthermore, interviews with teachers and students revealed that this flexibility allows students to feel more comfortable and less burdened by rigid schedules, which ultimately enhances their motivation to engage in active learning. This aligns with the indicators of application use in learning, namely: (1) attracting students' attention; (2) offering variety in the applications used; (3) ensuring the application is easily visible to students; (4) using the application according to the needs of the teaching material; (5) employing varied teaching methods and strategies; (6) conducting evaluations at the end of the lesson; (7) saving time and effort; (8) making it easier to understand and grasp the material; (9) stimulating student activity; (10) preventing boredom in delivering material; (11) reducing excessive verbalism; and (12) making students aware of the learning competency standards and indicators (Yulyani, 2020).

In addition, observation data showed that students actively participated in lessons due to the features provided. Data indicated that features such as screen sharing and live chat promote active learning by enabling students to interact with content and peers, which in turn increases motivation and information retention. Research has shown that quizzes, polls, and other real-time interactive tools can boost student focus and engagement by up to 70% compared to traditional lecture formats. (Ahshan, 2021).

Multimedia features support various learning styles, leading to better comprehension and engagement. (Wang et al., 2023). To enhance students' understanding, teachers use PowerPoint (PPT) as a supplementary medium in delivering lessons. PowerPoint is used to present learning material in a more engaging and visual manner. The use of images, charts, animations, and videos in PPT slides helps attract students' attention and makes the lessons more appealing. Research findings indicate that students are more motivated to learn when material is presented in an interactive and visual format. Furthermore, PPT is also used to prepare structured summaries of material, helping students remember key information and understand Arabic language concepts more clearly. This is consistent with a student's statement: "With PPT, I can understand the material well because it contains structured diagrams as well as animations that make it visually appealing." PowerPoint as a learning medium has proven to increase students' interest and motivation, ultimately improving their learning outcomes. This medium has also been shown to be effective in distance learning. (Wulandari, 2022).

From the teacher's perspective, the use of PPT greatly facilitates the organization of learning materials in a structured and sequential manner, which helps students follow the logical flow of the material. A well-designed presentation with structured slides provides a clear guide, enabling students to stay focused and motivated to engage in lessons effectively. Teachers can also adapt PPT content according to the needs and comprehension level of their students. This flexibility in tailoring slides for a specific audience makes students feel more acknowledged, thus increasing their interest in learning.

In designing PPT, teachers employ attractive titles and illustrations, as well as concise and easy-to-understand mind maps. Eka suggests that several elements contribute to designing an interactive PPT, including: creating an engaging, concise, and clear title to capture students' interest; selecting appealing slide designs; choosing attractive font styles; keeping the number of slides limited; and using interesting images. (Wulandari, 2022). To support the media used by teachers, one of the strategies employed must be creative and innovative (Aziz et al., 2023). The integration of such creative strategies and media can significantly enhance student motivation (Aziz & Hamid, 2025).

Barriers to learning Arabic through online digitalization

Online learning has become an increasingly relevant solution in the digital era. Platforms such as Google Meet and presentation tools like PowerPoint (PPT) are frequently used in distance learning. While both offer numerous advantages—such as ease of access, real-time collaboration, and the ability to deliver content visually—the use of these technologies also presents certain challenges.

Based on the researcher's observations and interviews, several obstacles emerged during the learning process, namely technical issues and digital literacy limitations. These can be seen in the following table:

No	Types of Constraints	Obstacle
1	Technical Constraints	Network Outage
		Camera and Microphone
		A laptop with inadequate specifications
2	Digital Literacy	Difficulty in sharing layers
		Lack of mastery of interactive features

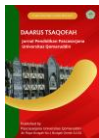
From the aforementioned challenges, it aligns with the statement that online Arabic language learning via the internet potentially faces two types of problems: those arising from the teaching aspect and those stemming from the technological devices used (Al-mubassyir, 2023). However, in terms of teaching, students expressed enthusiasm for learning the language, as the media used enables direct interaction between students and teachers (Azhar & Wahyudi, 2023).

In this study, the researcher categorizes the obstacles faced by students into two main areas: technical constraints and digital literacy limitations. To address technical issues, efforts should be made to improve internet infrastructure across all regions and to provide technological devices that support online learning, either through individual initiatives or government assistance. Additionally, cloud-based technological solutions can help reduce the burden on students' and teachers' devices. In terms of digital literacy, several measures can be taken, such as providing technical and digital literacy training to ensure that both teachers and students can optimally utilize all available features. Workshops or practical guides can enhance the ability to use essential features on online learning platforms such as Google Meet.

This approach is in line with the principles of online-based Arabic language learning media. In the principle of communication, Thu'aimah emphasizes that Arabic language learning must provide a real communication space as a medium for direct interaction between learners, teachers, and the learning material. Therefore, selecting appropriate virtual media to meet this need is essential. For instance, media that can support both verbal and written communication activities within a virtual space; media that can transmit audio, display visuals and text live, and enable mutual responses in real time (Al-mubassyir, 2023).

CONCLUSION

The transformation of Arabic language teaching through online digitalization has had a significant impact on improving the quality and effectiveness of learning, particularly for non-Arab learners. The utilization of digital technologies such as Google Meet, PowerPoint, interactive videos, and e-learning platforms has been shown to enhance students' learning motivation, expand access to learning materials, and provide flexibility in terms of time and place of study. Interactive features such as screen sharing, live chat, and real-time quizzes also support active student engagement and facilitate more personalized learning tailored to individual needs. However, in its implementation, several challenges remain, particularly in terms of technical constraints and digital literacy, including network disruptions, limited devices, and insufficient mastery of digital features by both teachers and students. Therefore, adequate infrastructure support and digital literacy training are essential to optimize the use of technology in the learning process.



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