



ARABIC LEARNING TRANSFORMATION THROUGH DIGITAL MEDIA: STUDENTS' STRATEGIES TO FACE OPPORTUNITIES AND CHALLENGES

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Abstract

This study examines an analysis of the opportunities and challenges faced by university students in utilizing digital media for Arabic language learning. To conduct this research, a qualitative method was adopted, supported by a library research design. This method is implemented by compiling data from various books, scientific journals, and other online sources. The conclusions are systematically arranged based on an analysis of data obtained from various sources. This literature review aims to analyze the various opportunities provided by digital media in Arabic language learning, including expanded learning resources and accessibility, the ability to measure and practice Arabic proficiency through various platforms. However, students also face certain challenges in utilizing digital media, particularly limited technological infrastructure and a lack of digital literacy skills. Based on the data obtained, individuals involved in this field are expected to recognize these issues and use digital media professionally. This research contributes to enhancing digital media literacy among users in educational environment.

Keywords: Arabic Education, Digital Media, Opportunities and Challenges

Introduction

Arabic is among the languages that have a significant global impact. There are approximately 300 languages spoken worldwide, with about 100 of them used by over one million people. Seventeen of these languages are spoken by more than 50 million

individuals, including Chinese, English, Spanish, Russian, German, Italian, and others. Arabic is included among these seventeen major languages.¹ For Muslims, Arabic holds particular importance as it is the language of their holy book, the Qur'an. All Muslims agree that the Qur'an serves as the gateway to various Islamic teachings and worldly knowledge. Mastering Arabic, as the language of the Qur'an, facilitates access to a vast intellectual and cultural heritage.

As time progresses, the emergence of new technologies has enabled people to access an immense range of information and knowledge. Educational institutions have increasingly adopted such technologies as tools for teaching and learning. Digital media has become a common resource among students, including those in Arabic language programs. Arabic language learning has evolved to adapt to the digital age. For a long time, Arabic education as a discipline of language and literature has experienced notable developments, incorporating digital media into its teaching processes (Al-Arif & Gumindari, 2024).

Understanding the significant role of digital media in Arabic language education especially for university students suggests that the path to mastering this discipline has become increasingly accessible. According to Shabur et al. (2023), digital media can assist learners in honing their Arabic language skills. It is also important to ensure that the digital platforms and applications used are well-designed and contain accurate and relevant content (as cited in Sanjaya et al., 2024, p. 3). Therefore, it is essential for students to recognize the importance of utilizing digital media effectively in today's technological era.

Moreover, digital media plays a vital role in enhancing the effectiveness of Arabic language learning for students. As stated by Oemar Hamalik (2007), the use of media facilitates students' understanding of learning materials, making the teaching and learning process more effective, efficient, engaging, time-saving, and energy-conserving, while also leading to deeper learning outcomes. For instance, in university settings, lecturers may supplement their explanations with videos or recommend certain platforms for further material exploration. Intensive practice through reading, writing, and listening activities is essential for Arabic learners. However, such repetitive activities may lead to boredom. Consequently, the use of diverse digital media resources is crucial to avoid monotony and

¹N. Fadillah dkk., *Keistimewaan Bahasa Arab sebagai Bahasa Al-Qur'an*, *Atmosfer: Jurnal Pendidikan, Bahasa, Sastra, Seni, Budaya, dan Sosial Humaniora* 2, no. 1 (2024): 146–156, <https://doi.org/10.59024/atmosfer.v2i1.664>.

support dynamic learning.² Ultimately, it can be concluded that educational media contributes meaningfully to the success of the student learning process.

The rapid advancement of technology and the rise of digital media have created numerous opportunities. Exploring the potential of digital media in Arabic language education is essential for improving the effectiveness of teaching in the digital age.³ Among these opportunities are the expansion of learning resources and access. The availability of platforms that support the application of *Maharat al-Lughah* (language skills), including *Maharat Istima'* (listening skills), *Maharat Kalam* (speaking skills), and *Maharat Qira'ah* (reading skills), as well as tools for assessing language proficiency online via gadgets and laptops, represent substantial advantages of utilizing digital media in Arabic language education. This article will explore each of these opportunities in depth.

Nevertheless, as we acknowledge the digital transformation of education, it is important to recognize the accompanying challenges. Arabic language education faces several obstacles in this technological transition era.⁴ These include limited technological infrastructure, lack of digital literacy, and insufficient technological competence—all of which are significant hurdles. Another challenge stems from distractions inherent in the digital world itself.

This study seeks to identify digital media that are beneficial for students of Arabic education programs and explore their application as a theoretical reference for teaching practices. It also aims to determine the opportunities that digital media offer in Arabic language education, enabling students to make the most of them. Furthermore, this study intends to shed light on the problems, barriers, and challenges students may face in utilizing digital media. Not everyone is capable of adapting to the advanced technologies encompassed by digital media, and this research also explores how users can optimize their use of such technologies (Doembana et al., 2023).

In conclusion, this research is expected to provide benefits from various perspectives. Academically, by outlining the opportunities and challenges associated with using digital media in Arabic language education, it can offer new insights or reinforce

²F. N. I. Tamami dan A. Hermawan, *Perkembangan Teknologi Media Pembelajaran Bahasa Arab*, Al-Fakkar: Jurnal Pendidikan Bahasa Arab 4, no. 2 (2023): 158–178, <https://sg.docworkspace.com/d/sIDiqhsXhAYWOnr0G>.

³A. Manan dan U. Nasri, *Tantangan dan Peluang Pendidikan Bahasa Arab: Perspektif Global*, Jurnal Ilmiah Profesi Pendidikan 9, no. 1 (2024): 256–265, <https://doi.org/10.29303/jipp.v9i1.2042>.

⁴V. Sutinalvi dkk., *Tantangan dan Peluang Pembelajaran Bahasa Arab di Era Digital*, Mutiara: Jurnal Penelitian dan Karya Ilmiah 3, no. 1 (2025): 76–86, <https://doi.org/10.59059/mutiara.v3i1.1969>.

existing knowledge, enabling students to make informed decisions and identify effective uses of digital tools. Practically, the findings on digital media use in Arabic language education may serve as a gateway for educators to optimize these opportunities. As for the challenges, it is hoped that students develop a deeper understanding of their importance, face them proactively, and work toward effective learning. With the proper support, technology can serve as a powerful resource for enhancing the quality of Arabic language education by fostering a more imaginative and collaborative learning environment.

Research Methodology

The research method applied in this study is a qualitative approach. This method is accompanied by the use of a library research design. Library research is a method that involves collecting data from various sources such as books, scientific journals, and other online materials. While library research shares similar steps and preparations with other types of research, it differs primarily in the process of data collection. In this study, data were gathered from literature sources such as previous research articles relevant to the variables under investigation. The research process included activities such as reading, note-taking, and processing various sources obtained from related articles or journals. In this method, the researcher does not need to conduct fieldwork but instead gathers data by engaging directly with available literature and research sources.⁵ This study focuses on the issues raised using written data as the material for analysis. The objective is to systematically present the material to facilitate readers' understanding. Once the literature sources were collected, they were carefully and meticulously processed and linked with various supporting quotations and theories related to the topic "The Transformation of Arabic Language Learning through Digital Media: Students' Strategies in Facing Opportunities and Challenges." Data processing in this study utilized content analysis techniques. Content analysis is a research technique aimed at deeply examining the contents of written or printed information available in mass media.⁶ Finally, the conclusions were drawn based on the results of the analysis of data and information gathered from various sources referenced in this article.

⁵ Magdalena, *Metode Penelitian* (Sumatera Utara: LPPM UINSU, 2020).

⁶N. W. Sitasari, "Mengenal Analisa Konten dan Analisa Tematik dalam Penelitian Kualitatif," *Forum Ilmiah* 19, no. 1 (2022): 77–84.

Results and Discussion

1. Digital Media in Arabic Language Learning

Instructional media play a central role in the context of modern education, serving as an integral component that shapes a dynamic and inclusive learning process.⁷ Instructional media are essential elements that cannot be separated from achieving effective and efficient learning outcomes. As times have advanced, educational media have also evolved into various forms that enhance and support the learning experience. In today's digital era, digital media have emerged as critical tools supporting the learning process.

Digital media refer to tools containing content that can be accessed through digital devices. This content may include images, videos, applications, digital audio, platforms, websites, and more. The integration of digital media into education is seen as a means of enhancing students' learning experiences. Digital media have become widely used instructional tools across universities in Indonesia. Lecturers have incorporated digital media to facilitate more effective teaching and learning processes. Students have also actively utilized digital media to aid their understanding, comprehension, and deepening of the material they receive.

The use of digital media in the learning processes of students in Arabic education programs certainly assists them in developing the necessary language skills. Technological media in Arabic language education encompass various media, tools, resources, and technology-based platforms designed to support and streamline the teaching and learning of Arabic.⁸

2. Opportunities for the Utilization of Digital Media in Arabic Language Learning

In this rapidly advancing era, Arabic language education in Indonesia holds a promising future. Technological advancements have successfully introduced unique and engaging tools such as digital media. These tools have a significant appeal, leading many students to actively utilize them in their learning processes. For students majoring in Arabic education today, digital media greatly influence their Arabic learning process,

⁷Dany Syarifudin Abdullah, Rifan Nur Hadi, dan Meity Suryandari, *Peran Media Pembelajaran dalam Konteks Pendidikan Modern*, Sindoro Cendikia Pendidikan 4, no. 1 (2024): 91–101.

⁸Mario Bagus Sanjaya dkk., "Mengoptimalkan Media Teknologi Dalam Pembelajaran Bahasa Arab: Analisis Tantangan dan Peluang di Era Digital," *Jurnal Nirta: Studi Inovasi* 4, no. 1 (2024): 54–70, <https://ejournal.nlc-education.or.id/>.

creating new opportunities that some students may not even realize. One such opportunity is the expanding access to learning resources and information. The majority of students feel satisfied with classroom learning that incorporates digital media, such as platforms used as learning resources to access various materials and tips related to Arabic learning.

In today's sophisticated era, individuals can learn Arabic anytime and anywhere without the need for physical presence in educational institutions.⁹ This reflects another opportunity brought by the use of digital media. For instance, lecturers often provide learning materials in the form of PDFs and PowerPoint presentations via digital platforms to support students' learning targets. Students also utilize digital media to submit assignments through campus-specific websites, Google Drive, and Gmail. Distance learning is no longer a barrier; all students can access digital media professionally. Rejeki & Zebua (2023) stated that this opportunity ensures equitable access to Arabic language education, thus reducing educational access gaps (as cited in Sutinalvi et al., 2025, p. 82).

The next opportunity is the availability of platforms for applying *Maharat al-Lughah* (مهارة اللغة):

a. *Maharah Istima'* (مهارة الإستماع).

This refers to the skill and ability of listening. This skill can be developed and enhanced through digital media such as YouTube. The activity form includes lecturers providing video links that are relevant to the material being taught to students. These links present Arabic language learning materials with the aim of improving students' listening abilities. Video, as a form of digital learning media, offers advantages in fulfilling students' diverse needs, given their varied characteristics.¹⁰ Digital media in the form of videos presented through the YouTube platform can indirectly encourage students to focus their attention on both the expressions and the spoken content within the video. Through this method, students are trained to actively listen and master the material delivered by the lecturer. When

⁹A. H. Al-Arif dan S. Gumindari, *Pembelajaran Bahasa Arab di Era Digital: Tantangan, Implementasi, dan Peluang*, Jurnal Ilmu Pendidikan 2, no. 7 (2024): 987–998.

¹⁰S. B. Pardana dan N. Hidayati, "Video dalam Proses Pembelajaran: Peran Pentingnya sebagai Media Pembelajaran," *Biogenerasi: Jurnal Pendidikan Biologi* 9, no. 1 (2024), <https://ejournal.my.id/biogenerasi>.

engaging with videos, learners are expected to focus by optimally utilizing both their sense of sight and hearing so that the intended meaning of the material conveyed through the video can be fully understood. Effective utilization of the senses by the learners can assist them in developing and mastering Arabic language skills more rapidly. This presents an opportunity for students to enhance their *Maharah Istima'* competencies.

b. *Maharah Kalam* (مهارة الكلام).

University students are observed to still exhibit very limited fluency in speaking Arabic in fushah (formal Arabic). Yet, *Maharah Kalam* is one of the fundamental components of language skills that must be possessed by students. To optimize this, ideally, students should practice speaking Arabic in their daily conversations. The advent of digital media presents an opportunity for students to develop their speaking skills in Arabic language learning. One such method includes assigning tasks such as creating vlogs or other types of video assignments. In this activity, lecturers instruct students to create vlog videos in Arabic. Before producing the video, students must prepare ideas and compose the content, which they are expected to memorize and present without relying on any text during the recording. Another example of utilizing digital media for learning *Maharah Kalam* is through video assignments where lecturers provide specific texts for students to perform in their videos. This serves as an opportunity for students to develop their speaking skills through the use of digital media in Arabic language learning.

c. *Maharah Qira'ah* (مهارة القراءة).

To improve reading skills and competencies, numerous digital media platforms offer support, such as Kahoot,¹¹ Educaplay,¹² and Quizizz.¹³ Students are guided to download these applications to assess their *Maharah Qira'ah* abilities. One

¹¹I. Ismatul Aliah, Amirudin, dan I. A. Muzaki, *Pemanfaatan Aplikasi Kahoot sebagai Media Pembelajaran Bahasa Arab*, PIWULANG: Jurnal Pendidikan Agama Islam 6, no. 1 (2023): 18–31, <http://e-journal.staima-alhikam.ac.id/index.php/piwulang>.

¹²A. R. Sudesi, U. R. Batta, dan S. Fikri, *Desain dan Analisis Media Pembelajaran Qira'ah*, Institut Agama Islam Sunan Kalijogo Malang 5, no. 2 (2023): 147, <https://doi.org/10.51339/muhad.v5i2.1040>.

¹³H. Sa'diyah, *Upaya Peningkatan Pemahaman Teks Arab pada Pembelajaran Maharah al-Qiraah melalui Media Quizizz*, NASKHI: Jurnal Kajian Pendidikan dan Bahasa Arab 5, no. 2 (2023), <https://doi.org/10.47435/naskhi.v5i2.1320>.

form of activity includes lecturers instructing students to access these applications where sets of questions prepared by the lecturer are available. Students are then required to answer the questions and can immediately see their final scores from the exercise. Attractive digital media such as Kahoot, Educaplay, and Quizizz support Arabic language learning and thus represent one of the opportunities available for students to leverage digital media in enhancing their *Maharah Qira'ah* within the Arabic language education study program.

Finally, the existence of digital media allows learners to measure their Arabic proficiency online using various applications and platforms. Self-assessment is crucial in language learning; understanding one's current level can motivate further study. Activities such as online quizzes focusing on Arabic grammar (*nahwu* and *sharaf*) are available. Applications like Mondly, Awlad, Fun Easy Learn, Kaleela, Arabits, and Duolingo serve as effective tools for skill measurement and practice.

Duolingo is one of the most popular applications on the Play Store, having been downloaded more than 500 million times. This application is a language learning platform created by Luis Ivon Ahn and Severin Hacker. Duolingo features various tools designed to assess students' language abilities, one of which is the Audiolingual feature. Audiolingual refers to a method of learning foreign languages by listening to the pronunciation of vocabulary words in the target language, accompanied by repeating aloud what has been heard. The Audiolingual method is based on the assumption that language is primarily spoken. Therefore, before engaging in the learning of reading and writing skills, Arabic language learning should begin with listening to the pronunciation of words or sentences and subsequently imitating those utterances.¹⁴ In the Duolingo application, the Audiolingual feature provides audio recordings from native Arabic speakers.¹⁵ This feature is particularly useful for learners, as listening directly to the pronunciation of each word by native speakers helps students become more familiar with the accent and pronunciation style, thus enabling them to acquire greater fluency in mastering the Arabic language. With the system employed by this application, users who complete several tests will have their vocabulary memorization abilities analyzed

¹⁴B. S. Wibowo dan Irfan, *Metode Audiolingual dalam Pembelajaran Bahasa Arab*, Journal on Education 6, no. 4 (2024): 19631–19637, <http://jonedu.org/index.php/joe>.

¹⁵T. Taufiqurrahman, M. Ali, dan S. M. Khalid, *Analisis Penggunaan Duolingo sebagai Media Pembelajaran Maharah Istima' pada Abad 21*, Jurnal Ilmiah Ar-Risalah 22, no. 1 (2024).

at each given level, allowing them to accumulate points accordingly. Rouabhia and Kheder (2024) in their journal article stated that Duolingo employs an engaging learning system to acquire new vocabulary or language, utilizing gamification strategies that enhance student motivation to progress through each vocabulary level within the application (as cited in Rizqi et al., 2024, p. 2321).

In addition, there are other examples of applications used in the utilization of digital media in student learning, such as Google Forms. Google Forms is a tool that can assist in planning events, sending and filling out surveys, providing various quizzes to others or students, or collecting data in an efficient manner.¹⁶ The application of this media can be accessed through Android, iOS, and Windows Phone devices. The common mechanism for using this application in the campus environment involves lecturers providing a Google Form link through a WhatsApp group, after which students individually answer the questions that have been prepared by the lecturer. The types of questions given by the lecturer can include multiple-choice or essay formats related to Arabic vocabulary or other aspects of Arabic grammar. The utilization of digital media such as Google Forms represents an equally important opportunity because it can assess and test students' abilities, thereby enabling them to self-evaluate their skills, identify areas for improvement, and determine aspects that need to be optimized. Google Forms, through its system, is capable of automatically grading responses to questions such as multiple-choice formats and displaying the final scores for the exercises completed. Furthermore, the application can generate a comprehensive file containing the scores of all students who have completed the Google Form, along with their names and related data. This feature certainly facilitates lecturers in analyzing the academic performance of each student.

3. Challenges in the Utilization of Digital Media in Language Learning

After discussing opportunities, naturally challenges will also arise as a counterpart. As university students, particularly those in the Arabic Language Education program, in this increasingly sophisticated era, digital media has become a component that is consistently involved in the learning process. The digital media commonly used today brings positive impacts along with its opportunities. However, it

¹⁶Z. Hanum dan W. A. Putra, *Pelatihan Google Form sebagai Alternatif Pembelajaran di Era Digital*, Jurnal Pengabdian Harapan Bangsa 2, no. 1 (2024): 207–210, <https://doi.org/10.56854/jphb.v2i1.172>.

also presents distinct challenges when utilized for Arabic language learning among students. The primary challenge faced by students is the limitation of technological infrastructure. The restricted use of technology significantly affects students, mainly due to economic factors. Although digital technology plays an increasingly important role, the reality is that many people still lack adequate access to technology, resulting in insufficient technological literacy. This situation can stem from several causes, including limited infrastructure, low income levels, and a lack of technical knowledge regarding technology.¹⁷ Some students with unstable economic conditions are accustomed to living modestly and even struggle to afford internet data packages, which are essential for accessing online materials and participating in learning activities provided by lecturers. Consequently, students often miss out on important information shared by lecturers and fall behind in online learning activities.

Furthermore, the factor of unstable network conditions, such as those in rural or remote areas far from urban centres, presents a significant challenge. In many countries, especially in smaller and remote regions, access to advanced technology remains very limited. Poor internet connectivity, lack of hardware, and inadequate supporting digital systems hinder the delivery of optimal technological solutions.¹⁸ Poor network conditions disrupt students' participation in online learning through platforms like Google Meet and Zoom Meeting, making it difficult for them to listen clearly to lecturers or view media such as images and videos during lessons. These challenges impede students' comprehension of learning materials, highlighting the importance of recognizing and addressing these issues among learners.

Another challenge is the lack of adequate facilities. Insufficient support from authorities in providing comprehensive campus facilities—such as language laboratories and equipment to apply students' language skills—results in greater obstacles to achieving effective learning. Facilities like language laboratories, especially equipped with audiovisual tools, play a crucial role in developing Arabic language skills among students. Audiovisual tools assist students in practicing listening and speaking skills with correct pronunciation (Marleni et al., 2024). Without such

¹⁷S. Suprianti, S. A. Putri, dan I. F. Rachman, *Analisis Evaluasi Dampak Program Literasi Digital pada Industri UMKM terhadap Pencapaian Indikator SDGs 2030*, Jurnal Ilmiah Research Student 1, no. 5 (2024): 220–229, <https://doi.org/10.61722/jirs.v1i5.1307>.

¹⁸M. R. Fauzi, Saimi, dan Fathoni, *Tantangan dan Solusi Administrasi Kesehatan di Era Digital*, AL MIKRAJ: Jurnal Studi Islam dan Humaniora 5, no. 1 (2024): 1093–1103, <https://doi.org/10.37680/almikraj.v5i01.6219>.

facilities, Arabic language learning tends to become monotonous and less engaging, adversely affecting students' learning outcomes.

Moreover, a significant challenge is the lack of digital literacy. This problem arises from outdated teaching methods still widely used in Arabic language education. The majority of students continue to rely heavily on traditional learning methods, such as printed books, student worksheets (LKS), and other textbooks related to Arabic. Many also still depend on rote memorization without utilizing digital media. If learning methods are not upgraded and digital literacy is not promoted, students will be disadvantaged by missing opportunities to maximize their potential in this digital era. Furthermore, this challenge affects students' ability to master beneficial applications for Arabic learning, such as the Arabic online dictionary Al-Ma'aniy. Although this dictionary is very helpful for translating and searching for Arabic vocabulary, due to limited digital literacy, students often remain focused only on traditional methods. Awareness of the importance of digital literacy must be continuously enhanced, considering the rapid evolution of information and communication technologies.¹⁹

Another major issue is the low competence in using technology. Many students still struggle to operate Arabic-based software and applications, such as Arabic keyboards,²⁰ translation software,²¹ and e-learning platforms.²² This difficulty is caused by students' unfamiliarity with these tools and a lack of proper training or instruction on their usage. For example, many students find it difficult to type in Arabic because they are unfamiliar with the keyboard layout, as most laptops sold are configured with Latin alphabets. This challenge represents a significant barrier, given that Arabic has a very different script and writing system compared to Latin-based languages.²³ It is important that lecturers and campus authorities provide effective training on how to

¹⁹Z. Gustiana dan W. Satria, *Meningkatkan Akses dan Kemampuan Literasi Digital di Era Informasi*, Jurnal Pengabdian Masyarakat (JAPAMAS) 3, no. 1 (2024): 20–27, <https://jurnal.unity-academy.sch.id/index.php/japamas>.

²⁰N. Hanifansyah, *Enhancing Maharah Kitabah in Arabic Language Education: Improving Arabic Typing Proficiency through Mnemonic Arabic Keyboard Techniques*, Lisanan Arabiya 8, no. 2 (2024): 272–291, <https://doi.org/10.32699/liar.v8i2.7959>.

²¹A. N. Putri dan T. Tatang, *Perbandingan Antara Google Translate dan Artificial Intelligence dalam Menerjemahkan dari Bahasa Arab ke Bahasa Indonesia*, Jurnal Pendidikan Tambusai 8, no. 2 (2024): 19690–19696.

²²A. Z. Haq dkk., *Technology Integration in Arabic Language Learning: A Literature Review on the Effectiveness of E-Learning and Mobile Applications*, Journal of Research in Instructional 4, no. 2 (2024): 481–494, <https://doi.org/10.30862/jri.v4i2.473>.

²³N. Hanifansyah, *Enhancing Maharah Kitabah in Arabic Language Education: Improving Arabic Typing Proficiency through Mnemonic Arabic Keyboard Techniques*, Lisanan Arabiya 8, no. 2 (2024): 272–291, <https://doi.org/10.32699/liar.v8i2.7959>.

correctly use Arabic keyboards. In fact, even some lecturers still struggle with effectively operating digital media for Arabic language teaching. Since Arabic education involves mastering grammar and vocabulary, the proper use of digital media can greatly enhance learning outcomes. Thus, improving these competencies is crucial to increase productivity and efficiency.²⁴ Adaptation and simulation practices for both lecturers and students are considered essential in facing these challenges.

Another challenge involves the lack of supervision by lecturers during students' independent learning activities. Digital media offers students the opportunity to engage in individual learning; however, not all students are professional and disciplined in self-directed learning without direct supervision. When learning from home through digital applications and media, lecturers often encounter anomalies or inconsistencies in students' work. For instance, when assignments are given to be completed at home and submitted the next day, lecturers often find students' answers identical to their peers', mainly due to a lack of proper supervision. In relation to digital media, some students also tend to simply copy paragraphs from websites or even directly paste outputs from AI tools without paraphrasing. Such practices can lead to a lack of critical thinking and produce poor-quality work. Lecturers need to encourage students not only to rely on AI-generated answers but also to develop critical and analytical thinking skills by validating information and applying it to more complex contexts.²⁵

Distractions from the digital world itself also represent an important challenge. It is common for students, during online learning, to be distracted by notifications from various platforms or applications on their devices while lecturers are delivering lessons. This significantly disrupts students' focus and leads to inattention during lectures, particularly affecting Arabic language learning, which requires full concentration for optimal understanding. Loss of attention results in students falling behind in grasping important material.

Finally, health issues arise as another challenge linked to the use of digital media. Frequent use of digital devices for learning purposes can lead to eye strain, headaches, and other health problems caused by prolonged exposure to electromagnetic

²⁴Wisnu, "15 Hard Skill yang Dibutuhkan Dunia Kerja Tahun 2023," MyRobin, Januari 30, 2023, diakses April 17, 2025, <https://myrobin.id/untuk-pekerja/hard-skill-yang-dibutuhkan-dunia-kerja-tahun-2023/>.

²⁵I. Farman dkk., *Transformasi Pendidikan di Era AI: Studi Kasus Penggunaan ChatGPT dalam Pembelajaran Daring*, Jurnal Review Pendidikan dan Pengajaran 7, no. 4 (2024): 16393–16398, <http://journal.universitaspahlawan.ac.id/index.php/jrpp>.

radiation. Students must learn to manage their screen time wisely, as this directly impacts their bright future and dreams. Excessive gadget use also reduces social interactions among students, leading to apathy toward their surroundings and behavioural changes influenced by intense gadget use.²⁶ Thus, maintaining a balance between digital engagement and real-world interactions is crucial for students' well-being and personal development.

Conclusion

Based on the findings discussed in this study, it was concluded that digital media is highly beneficial in the Arabic language learning process for students of the Arabic Language Education study program. The use of digital media in Arabic language learning certainly aids students in developing the essential skills they need to master.

The utilization of digital media offers numerous opportunities that students must be aware of. When these opportunities are recognized as significant and used appropriately, effective and optimal learning can be achieved. Students with strong Arabic language proficiency are also likely to emerge as a result of maximizing these opportunities.

The study identified several opportunities in the use of digital media for Arabic language learning among students of the Arabic Language Education program. These include expanded access to learning resources and information. Digital media, particularly through its integration with the internet, has significantly broadened access to information and learning materials. If students are able to utilize these resources effectively, it will stimulate the emergence of new ideas and innovative thinking. Another opportunity is the ability for individuals to learn Arabic anytime and anywhere without the necessity of physical presence in an educational institution. Furthermore, digital media provides platforms to practice *Maharat al-Lughah* (مهاراة اللغة), which refers to the core language skills that must be mastered by Arabic Language Education students, namely listening (*istima'*), speaking (*kalam*), and reading (*qira'ah*). Lastly, digital media enables learners to assess their Arabic proficiency online through various applications and platforms, such as Duolingo and Google Forms, as found in the results of this study.

²⁶ H. S. E. Putri, M. Firmansyah, dan A. A. Daeng, *Kecanduan Gadget Memengaruhi Stabilitas Emosi dan Masalah Interaksi Teman Sebaya pada Remaja di Kecamatan Lowokwaru Kota Malang*, Jurnal Kedokteran Komunitas 12, no. 1 (2024).

In addition to the many opportunities, digital media also presents its own set of challenges in application. The study revealed numerous challenges that both students and lecturers must recognize and address to achieve optimal learning outcomes. Some of these challenges include limited technological infrastructure, unstable network conditions particularly in rural or remote areas, and insufficient facilities. These issues represent a technological gap that negatively impacts the effective utilization of digital media. Other challenges include low digital literacy, limited competence in using technology, insufficient supervision of students' independent learning by lecturers, and distractions arising from the digital world itself.

Given the various opportunities and challenges outlined, it is crucial for both students and lecturers, as learners and educators, to be aware of these points in order to optimize the use of digital media in the learning process of Arabic Language Education students. Digital media reflects the progress of human civilization over time. For those who are able to manage themselves and act professionally, technological advancements will support their growth into increasingly successful individuals. Conversely, those who become complacent with the conveniences offered by technology risk being left behind in the future.

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