

STRATEGIES FOR CHOOSING ARABIC LEARNING TECHNOLOGY AT SMAIT BAITUL MUSLIM

Ian Antono¹, Ahmad Taufiq²

¹IAIN Metro

²UIN K.H. Abdurrahman Wahid Pekalongan

¹ianantonosaja@gmail.com; ²ahmad.taufiq@uingusdur.ac.id

ABSTRAK

Tujuan penelitian ini adalah untuk melihat pendekatan SMAIT Baitul Muslim dalam pemilihan teknologi pembelajaran bahasa Arab. Untuk lebih memahami metode yang digunakan dalam pemilihan dan penerapan teknologi pembelajaran, penelitian ini melibatkan wawancara dengan guru dan siswa serta tinjauan literatur untuk mendukung hasil observasi lapangan. Hasil penelitian menunjukkan bahwa SMAIT Baitul Muslim memilih teknologi pembelajaran menggunakan proses metodis yang mengutamakan kebutuhan siswa. Metode ini mencakup tindakan termasuk menentukan kebutuhan dan karakteristik sekolah, guru, dan siswa, menganalisis ketersediaan teknologi, dan mengukur potensi teknologi pembelajaran. Selain itu, salah satu aspek terpenting dalam keberhasilan penerapan pembelajaran berbasis teknologi adalah memberikan pelatihan dan pendampingan kepada guru dalam menggunakannya. Hasil penelitian ini menyoroti pentingnya strategi yang matang dan berjangka panjang ketika memanfaatkan teknologi untuk meningkatkan kualitas kegiatan belajar dan mengajar bahasa Arab di SMAIT Baitul Muslim.

Kata Kunci : *teknologi, strategi, pembelajaran, Arab*

ABSTRACT

The purpose of this study was to see the approach of SMAIT Baitul Muslim in the selection of Arabic learning technology. To better understand the methods used in the selection and application of learning technology, this study involved interviews with teachers and students as well as literature review to support the results of field observations. The results showed that SMAIT Baitul Muslim chose learning technology using a methodical process that prioritizes student needs. These methods include actions including determining the needs and characteristics of schools, teachers, and students, analyzing the availability of technology, and measuring the potential of learning technology. In addition, one of the most important aspects in the successful implementation of technology-based learning is to provide training and mentoring to teachers in using it. The results of this study highlight the importance of mature and long-term strategies when utilizing technology to improve the quality of Arabic learning and teaching activities at SMAIT Baitul Muslim.

INTRODUCTION

Technology is the result of human innovation in overcoming life problems. Through technology, humans get the right to live their lives. So that humans use it also in learning activities to make it easier to achieve learning objectives. However, if the selection of learning technology is not right, it will cause obstacles or disruptions in learning.

The learning technology used by teachers is increasingly diverse, ranging from simple technology to modern technology. However, it is unfortunate that the development of learning technology is not directly related to its use in learning activities. There are still many teachers who use learning technology without being based on knowledge in the use of learning technology. So it is only limited to teachers using the latest technology. Not from knowledge in the use of learning technology.

In the use of learning technology, teachers experience obstacles caused by not understanding the character of learning technology as a whole. These obstacles are in the form of difficulties in operating learning technology and solving obstacles that occur. Learning technology that is a tool is now a tool for disruption. This is because teachers focus on solving obstacles in operating learning technology rather than learning outcomes.

So researchers need to see how the learning technology selection strategy, then the focus of this study is the strategy of choosing Arabic learning technology at SMAIT Baitul Muslim.

RESEARCH METHODS

Penel Qualitative terms from literature reviews and events in the field are used in this research methodology. Interviews and observations were methods used to collect field data also used in this study. Observations were made at SMAIT Baitul Muslim in carrying out learning activities. Meanwhile, interviews were conducted with Arabic teachers and students at Baitul Muslim High School. In addition to making observations and conducting interviews, researchers also traced various publications and research reports on Arabic learning technology strategies. In

analyzing data, researchers collect data, reduce data, present data and draw conclusions (Yuliana, 2019).

DISCUSSION

Technology

Technology is the whole means of providing goods necessary for the survival and comfort of human life (Iswanto, 2017). The technology in question is technology as a system that is used to be able to provide convenience and comfort for human resources (Zulwisli et al., 2022). Technology as a whole is a way to provide the products needed for human life to continue and be comfortable. The first use of technology by humans was the creation of basic tools from natural materials. In general, technology is described as combining something through ideas and behaviors to produce a desired result. When we talk about technology, we are talking about devices and equipment that can be utilized to solve real-world problems.

Learning Technology

Learning Technology is a combination of three streams of mutual interest, namely media in education, learning psychology and systems approach in education (Haris, 2021). The use of various forms of technology in the teaching and learning process is known as educational technology, or learning technology. This includes the use of hardware, software, and various digital platforms and applications that are tailor-made to aid the learning process. Designing and creating efficient and successful learning experiences is done with the use of learning technology. Learning technology is expected to make the learning process run smoothly and provide the desired learning outcomes. Teachers can design a more engaging, dynamic, and student-focused learning environment by utilizing learning technology. Technology can also be used to monitor and assess student learning progress, giving teachers and students access to faster and more accurate feedback.

Arabic Learning Technology

Along with the times, Arabic language learning also continues to develop, such as the development of goals, methodologies and learning technologies (Wahida, 2021). Technology and media are two terms that cannot be separated in

the world of teaching. Even the media is one of the pillars that must be present in the learning process. Therefore, it is important to use suitable media. In addition, a good medium is one that integrates technology in it (Sholihah et al., 2019). Technology has helped improve listening, speaking, reading and writing skills in Arabic holistically (Amadi & Sholikha, 2023). The use of various software, applications, digital platforms, and other digital resources created to facilitate the process of learning and teaching Arabic is referred to as Arabic learning technology. Arabic learning technology is becoming increasingly important in an increasingly sophisticated digital age as it gives students faster, easier, and more exciting access to expand their knowledge and proficiency in Arabic. In addition, Arabic language learning also makes use of electronic gadgets including tablets, mobile phones, and wearable technology. With the help of these gadgets, children can learn Arabic wherever they are by using programs, watching videos, or listening to audio. As a result, Arabic learning technology allows students from diverse backgrounds to learn Arabic more quickly and successfully. Arabic learning technology offers learner-centered and customized teaching options based on a variety of teaching materials and strategies.

Benefits of Learning Technology

The impact of technology use on education has been investigated by a number of researchers in different settings and contexts. Most of those studies have general findings related to the effectiveness of the use of technology in education and how technology helps in developing students' teaching methods and knowledge (Arrabtah & Nusour, 2014). Arabic learning technology has enormous benefits in terms of increasing accessibility, improving quality, and accelerating the Arabic learning process. The ability to give students simpler and more flexible access to learning resources anytime and anywhere is one of the key advantages. Arabic learners can study independently without being limited by physical restrictions or tight schedules thanks to a wide variety of programs, online platforms, and digital resources. As a result, Arabic learning technology has great potential to revolutionize Arabic language teaching and learning by facilitating more accessibility, more attractive educational opportunities, and learning customization.

Arabic Learning Technology Selection Strategy

Strategy is a planned effort so that each transaction can occur independently and be applied more effectively (Arifin et al., 2020). The learning strategy is contained in government regulation No. 19 of 2005 Chapter IV Article 19. Learning in educational units is processed by organizing interactive, fun, challenging, motivating students to participate actively, and providing sufficient space for infrastructure, creativity, and independence in accordance with the talents, interests, and physical and psychological development of students (Taufik, 2020). This strategy of student concentration is able to create a classroom climate atmosphere that helps student creativity (Maimun Aqsha Lubis Abdin Lubis et al., 2019). Educators are a very important element in education in Indonesia. So educators must be equipped with strategies that can make better use of technology (Muhammad Husni, 2021). The strategy of utilizing information technology requires not only hardware but also software and intellectual resources that are able to manage technology and infrastructure (Indriati et al., 2023). The use and support of technological devices in the learning process in this digital era is needed. With the rapid development of technology, along with facilities that are increasingly cheap, easy, and flexible, it has become a necessity for teachers to utilize or even develop their own various ICT-based learning media and resources to improve the quality of their learning (Makruf, 2020). Training on the use of technology in learning is the right solution in the midst of conditions that do not allow face-to-face learning (Purnasari & Sadewo, 2020). There needs to be workshops and trainings that can increase the skills of Arabic language educators in utilizing technology (Haniah, 2014). A method is an overarching plan that deals with the regular presentation of learning material (including language learning), and no one part contradicts the other (Suib et al., 2022). At least before the start of the learning process, educators must formulate learning concepts to be used (Muin & Pratama, 2023). The commitment is based on that technology is expensive, but this assumption is not always true (Azzuhri, 1970). Teachers need to design Arabic language learning in accordance with global education goals, national education goals, institutional education goals to instructional goals in detail (Febriani et al., 2020). Regulation Number 19 of 2005 regulates education and stipulates that

learning strategies must be planned and successful. It is well known how important student-centered strategies are in developing innovative learning environments. However, teachers also need to be prepared with technology use strategies that require adequate equipment, software, and resources. In the era of distance learning, technology training is the solution. This is especially true for Arabic language learners, who need workshops and training to improve their technological proficiency. Technology is considered expensive, but dedication to its use is still important. In addition, creating Arabic learning that aligns with learning objectives is a priority, so learning strategies must be presented logically and consistently.

Based on observations at Baitul Muslim High School, there are several approaches that can be taken into consideration in choosing the right educational technology. SMAIT Baitul Muslim begins by conducting a thorough investigation into the needs and characteristics of the school, teachers, and students. This includes knowing the level of technological proficiency possessed by teachers and students and the technological infrastructure accessible to schools in Arabic language learning. The next stage carried out at SMAIT Baitul Muslim is to identify the right Arabic learning objectives. Whether the ultimate goal is to get better at speaking, writing, listening, or reading. The next step is to assess schools' access to technological resources. This includes evaluating internet connections, software, hardware (computers, tablets, smartphones), and the availability of online learning resources. Next, let students choose the educational technology they want to use. Find out students' interests and preferences in using technology to learn Arabic by conducting surveys or holding discussions. This will increase the likelihood that the chosen technology will inspire students to learn. Furthermore, schools ensure that teachers have access to help and training when using educational technology. This includes instructions on how to use the learning platform and software as well as technical assistance if needed. Schools choose the right learning technology by considering needs analysis, learning objectives, availability of resources, and student engagement. It can be an online learning platform, an app for learning Arabic, multimedia tools, or a mix of different technologies. In addition, schools routinely assess how well learning technology is applied. Observe how engaged students are, how they learn, and how teachers handle technology use. Make

changes or improvements as necessary to improve learning effectiveness. This is how SMAIT Baitul Muslim selects and uses Arabic teaching technology that suits the needs and facilities of the school and can improve learning outcomes for students.

Here are some ways to choose learning technology that has been determined based on the findings of interviews conducted with teachers at Baitul Muslim High School. Teachers must pay attention to technical proficiency and talent. It can be seen from the interviews how involved teachers are with technology. The selection of learning technology is adjusted to the comfort level and ability of the teacher. Based on interviews with teachers, they need to determine the need for Arabic language instruction in the classroom. For example, whether improving speaking, writing, listening, or reading skills. Learning technology must be adapted to learning objectives. In addition to discussing skills, educators often talk about preferences in the use of technology in the classroom. It's possible that other educators have used or liked certain technologies that they think work well in the classroom. They can provide useful advice when choosing learning technology. Teachers who participated in the interviews revealed limitations and difficulties they encountered while using technology. For example, erratic internet connectivity issues or hardware constraints. Accuracy in choosing the chosen educational technology can reduce the impact or constraints in its use. Interviews show that schools offer adequate support and training to teachers. Teachers who receive training can improve their technological proficiency and expand their understanding of incorporating technology into Arabic language teaching. This is the result of teacher interviews about strategies for choosing Arabic learning technology at SMAIT Baitul Muslim, which allows more targeted in choosing learning technology and helps students progress in learning Arabic.

Interviews with Muslim students at SMAIT Baitul about the methods teachers use when choosing Arabic learning technology emphasize a methodical and focused approach to meet students' needs. They claim that when choosing educational technology, educators consider a number of important aspects, such as technology efficiency, accessibility, and alignment with curriculum and learning objectives. In addition to choosing appropriate technology, educators have a

responsibility to direct and assist students in utilizing it. They ensure that students are well-versed in the utilization of educational technology to achieve their goals in learning Arabic.

CONCLUSION

Government laws that require learning that is engaging, fun, and a space for innovation and student freedom must be followed by planned and efficient learning practices. Therefore, learning strategies in schools need to be well thought out and efficient. The use of technology is one way to improve learning strategies, but this requires more than just hardware but also requires software and the help of human resources personnel who are skilled in managing the equipment. SMAIT Baitul Muslim adopts a methodological approach in choosing learning technology, starting with analyzing the needs and facilities of schools, teachers and students, so as to evaluate the effective use of technology resources. The selection of learning technology must consider the needs of students, the accessibility of facilities, as well as the level of comfort and skills of teachers. The secret to successful learning implementation is to provide teachers with the training and assistance they need to use technology. To ensure that the adoption of learning technologies is effective and the necessary modifications can be made, they should be reviewed periodically. Adequate training and ongoing school assistance are important components of SMAIT Baitul Muslim's successful integration of technology into Arabic language teaching. Thus, to improve the quality of Arabic learning and teaching activities for its students, SMAIT Baitul Muslim demonstrates a methodical and results-oriented approach in the selection and application of learning technology.

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