



DIGITAL TECHNOLOGY IN DEVELOPING THE FOUR ARABIC LANGUAGE SKILLS

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Abstract

This research aims to explore the utilization of digital technology in the Arabic language learning process. In the era of modern education, technology integration serves as a solution to address challenges related to resource efficiency and assessment objectivity. Utilizing a library research method, this article analyzes the role of digital devices and technology in supporting instructional quality. The study's findings indicate that the use of digital technology enables personalized learning, efficiency, long-term data management, and increased student enthusiasm. Evaluation is conducted through a comprehensive approach encompassing the stages of orientation, exploration, consolidation, and conclusion. This implementation is expected to significantly enhance the Arabic language competence of students in Indonesia.

Keywords: Learning, Digital Technology, Arabic Language Skills.

Abstrak

Penelitian ini bertujuan untuk mengkaji pemanfaatan teknologi digital dalam proses pembelajaran bahasa Arab. Di era pendidikan modern, integrasi teknologi menjadi salah satu solusi untuk mengatasi tantangan yang berkaitan dengan efisiensi sumber daya dan objektivitas penilaian. Penelitian ini menggunakan metode studi kepustakaan (library research) dengan menganalisis peran perangkat digital dan teknologi dalam mendukung kualitas pembelajaran. Hasil penelitian menunjukkan bahwa pemanfaatan teknologi digital memungkinkan pembelajaran yang lebih personal, meningkatkan efisiensi, mendukung pengelolaan data jangka panjang, serta meningkatkan antusiasme peserta didik. Evaluasi pembelajaran dilakukan melalui pendekatan komprehensif yang meliputi tahap orientasi, eksplorasi, konsolidasi, dan penarikan kesimpulan. Implementasi teknologi digital diharapkan dapat meningkatkan kompetensi berbahasa Arab peserta didik di Indonesia secara signifikan.

Kata Kunci: Pembelajaran, Teknologi Digital, Keterampilan Berbahasa Arab.



A. INTRODUCTION

Arabic is one of the foreign languages that has recently gained significant interest among the public for study and analysis. This interest is driven either by normative and spiritual approaches—rooted in the belief that Arabic is a sacred language as the Quran was revealed in it—or through educational and consumptive approaches, which view Arabic as a language deserving of in-depth study to uncover its historical and aesthetic values.(Taufik, 2019)

Given that Indonesia has the world's largest Muslim population, learning the Arabic language is of paramount importance. One of the primary objectives of Arabic language education in Indonesia is to comprehend Islamic scholarly references, the majority of which are written in Arabic. Since numerous *kitab kuning* (classical Islamic texts) and classical Islamic literature are only accessible in this language, mastering it becomes an essential prerequisite for a comprehensive study of religious fields. Arabic is studied not only for religious purposes but also to facilitate effective communication in daily interactions within religious and educational environments.(Maryam Nur Annisa, 2023)

In studying Arabic, one must master the four language skills, collectively known as *Al-Maharat Al-Lughawiyah*. The term *Maharat* signifies skills, while *Lughawiyah* pertains to language. The four skills studied in Arabic naturally encompass *Maharah Istima'* (Listening Skills), *Maharah Kalam* (Speaking Skills), *Maharah Qiro'ah* (Reading Skills), and *Maharah Kitabah* (Writing Skills). The primary objective of language instruction is to foster and develop these four linguistic proficiencies.(Lady Farah Aziza, 2020)

In the context of Arabic language learning in Indonesia, these four skills require balanced attention. Educators frequently integrate listening with speaking, or reading with writing, as a unified approach to enhance learning effectiveness. Previously, teachers employed conventional face-to-face methods within the classroom.

However, over time, various advanced technologies have emerged that can be utilized to develop *Al-Maharat Al-Lughawiyah*. This represents a positive advancement in the field of Arabic language education. Digital technology assists both teachers and students in achieving a more effective and efficient teaching and learning process. It exerts a profound influence on instructional development, leading to the creation of innovative teaching methods and the ease of accessing instructional materials.



Consequently, this research focuses on digital technologies that have driven significant advancements and transformations in Arabic language skills, greatly facilitating both educators and students in mastering *Al-Maharat Al-Lughawiyah*.

B. METHOD

This research employs a library research method to explore the development of Arabic language skills through digital technology. The library research method is an approach that involves collecting and analyzing various relevant literatures to gain a profound understanding of the researched topic.(Agus Susilo Saefullah, 2024)

In this study, the researcher collected sources such as journal articles, books, and research reports focusing on the use of digital technology in the development of Arabic language skills. Library research is characterized by four distinct features. First, the researcher directly engages with texts or reading materials. Second, the library data is ready-to-use, meaning the researcher does not conduct field activities. Third, the data obtained is generally secondary, as it is acquired from second-hand sources rather than primary ones. Fourth, the acquisition of library data is not restricted by specific field conditions.(Zed, 2014)

The data sought pertains to the use of digital technology in developing Arabic language skills, its impact on such development, as well as the associated challenges and opportunities. Consequently, the results of this research will describe the integration of digital technology in the development of Arabic language skills, encompassing *maharah istima'* (listening), *qiro'ah* (reading), *kalam* (speaking), and *kitabah* (writing).

C. FINDINGS AND DISCUSSION

1. Developing *Maharah Istima'* (Listening Skills)

The integration of digital technology in developing *Maharah Istima'* aims to create a linguistic environment (Biah Arabiyah) that more closely resembles that of native speakers. In conventional learning, students are often limited to the teacher's voice in the classroom; however, digital technology significantly expands this access.

Various applications can be utilized for this purpose, such as:

Podcasts via Spotify



Podcasts are highly appropriate media for use in the educational sphere, as they are considered capable of increasing students' interest in learning, despite their still infrequent utilization. Beyond improving learning outcomes, podcasts can also enhance learning motivation and students' practical skills.

Podcasts can be used repeatedly according to the students' needs. Due to their re-usability and re-playing nature, they can be played anytime and anywhere (on the go). This provides a distinct sense of satisfaction because, by utilizing podcasts on the Spotify application, students are able to study materials independently—learning the content before the session begins so they are fully prepared to receive the instruction delivered by the lecturer in class. Furthermore, when students do not fully grasp a specific context, they can refine their understanding by re-listening to the studied material and attempting practice questions, thereby creating high-quality learning. (Rahmah & Ahsanuddin, 2023)

Watching Films via the YouTube Application

YouTube can be utilized by educators in various ways within the learning process. By consistently verifying video credibility and evaluating quality, lecturers can integrate YouTube into Maharah al-Istima' instruction by conducting collective screenings on smart TVs in the classroom and assigning tasks through several applications for home-based listening practice, considering that listening activities require substantial time.

Using films from YouTube in Maharah al-Istima' learning is highly beneficial, as it trains auditory skills, exposes students to authentic Arabic accents, familiarizes them with native speech patterns, and expands their knowledge. The benefits of utilizing films in this instructional context include increased interest and efficiency, enriched content, and enhanced understanding of concepts taught in class through highly accurate information presented in a useful format. Learning a foreign language on YouTube is considered more flexible, engaging, and interactive than formal classroom instruction. (Marsiah, 2021)

Utilization of Al Jazeera Learning Arabic

Al Jazeera Learning Arabic is a language learning hub based in Qatar that offers various vocalization features on its website. It provides a wide range of continuously updated content covering topics relevant to modern Arabic, including news, culture, and current issues. This allows users to study the Arabic language in a real-world context.



Numerous materials are available as instructional media for mastering Maharah Istima' (listening skills). The instruction is primarily video-based, making it easier for beginner-level learners to comprehend the material. These educational videos feature diverse illustrations, ranging from animations to footage of native Arabic speakers. In addition to the video content, subtitles or transcripts are provided below, further facilitating the mastery of listening skills. For beginners with a limited Arabic vocabulary, supplementary vocabulary lists are available alongside the videos to assist in translating the text. Furthermore, the video playback speed can be adjusted—either accelerated or slowed down—according to the learner's preference. (Masyithoh & Alwi, 2025)

2. Developing Maharah Qiro'ah (Reading Skills)

The development of Maharah Qiro'ah in the digital era no longer relies solely on printed texts but involves the use of various platforms that offer interactive texts and extensive reading resources. The integration of technology into this skill enables students to access authentic reading materials that are often difficult to obtain through conventional means.

Numerous applications can be utilized for this purpose, such as:

The Utilization of Book Creator

Book Creator is a software application designed for developing digital-based interactive learning modules. In its application, it can integrate text, images, audio, video, and other interactive elements to create engaging and dynamic books. Beyond producing attractive materials, the creation process is also considered relatively straightforward.

Furthermore, Book Creator offers several advantages, including ease of distribution to students. By utilizing the smartphones owned by the students, Book Creator materials can be distributed simply by sending a link, making it highly practical and accessible anywhere. This accessibility is a key factor in enabling students to continuously hone their reading skills regardless of location. They can engage in self-directed learning or collaborate with peers, which ultimately enhances their learning motivation. (Taufik, Ahmad Rifki, Dina Faiqotul Ilmiyah, Charity Dinda Aghnia & Yani, 2023)

The Utilization of Quizizz

Quizizz is a web-based platform that enables users to create interactive games for educational purposes. In addition to its website availability, the application can be



downloaded via the Play Store for use on smartphones. Quizizz is renowned for being an intuitive and user-friendly application for educators, including teachers and lecturers, and it serves effectively as an online-based learning medium.

The application provides a comprehensive range of features for designing interactive assessments, including multiple-choice, essays, fill-in-the-blank, audio-response questions, video-call-based questions, drawing features, as well as the use of tables and percentages. The implementation of Quizizz in the learning process has been proven to enhance students' attention and concentration, particularly in developing reading skills. (Muhammad Azhar et al., 2025)

3. Developing Maharah Kalam (Speaking Skills)

Developing Maharah Kalam presents one of the greatest challenges in Arabic language learning, as it requires a supportive environment (Biah Arabiyah) and the courage to practice. Digital technology serves to overcome both geographical and psychological barriers—such as shyness or the fear of making mistakes—through various interactive platforms.

Numerous applications can be utilized for this purpose, such as:

The Utilization of TikTok

TikTok is a prominent social media platform renowned for its unique ability to deliver creative and entertaining short-form video content. With over one billion active users, TikTok has become an integral part of digital life, extending its influence into the educational sector. The accessibility offered by TikTok allows students to learn anytime and anywhere through their smartphones. The platform facilitates the delivery of instructional materials in a concise and creative manner.

In the context of Maharah Kalam (speaking skills), TikTok offers new opportunities to create more dynamic and interactive learning methods. Teaching speaking skills requires an innovative approach to enable students to develop effective communication and self-confidence. This medium is not only engaging but also effective in enhancing student motivation and engagement in Arabic language learning, particularly in the aspect of speaking proficiency. (INTAN SAYANG, KODERI, ZULHANNAN, 2022)

The Utilization of Duolingo



Duolingo features numerous innovative elements that make the learning process more efficient, interactive, and tailored to individual needs. Several features play a crucial role in enhancing speaking proficiency, such as Speaking Exercises, Spaced Repetition, and Duolingo Max. Duolingo is developed to interact naturally with users, allowing them to practice speaking in various daily contexts. The application can comprehend conversational content and respond relevantly, thereby assisting users in improving their language fluency. Additionally, Duolingo provides immediate feedback on grammatical or pronunciation errors, making the learning process more effective and rapid.

One of the primary advantages of Duolingo is its flexibility; users can practice anytime and anywhere without the need for direct tutor supervision. This technology is also adaptable to each learner's proficiency level, enabling them to study at their own pace. With the continuous advancement of AI, the Arabic version of Duolingo has become a highly beneficial tool in accelerating language mastery in a practical and enjoyable manner.(Ibnu Fikri, 2025)

4. Developing *Maharah Kitabah* (Writing Skills)

The development of *Maharah Kitabah* in the digital era has shifted from merely copying text (*naskh*) toward the skill of producing ideas creatively and systematically using digital devices. Technology functions not only as a replacement for pen and paper but also as a collaborative space that accelerates the process of editing and publishing Arabic scientific or literary works.

Numerous applications can be utilized for this purpose, such as:

The Utilization of Canva

Canva is regarded as a visual learning medium capable of developing students' visual literacy. As an online-based design application, Canva provides various editing tools that support graphic design activities, such as creating posters, flyers, infographics, banners, invitations, presentations, and other visual materials. Furthermore, the application offers a wide array of templates that can be utilized as instructional media, particularly in Arabic language education.

Through Canva, both teachers and students can express their thoughts, creativity, and emotions by utilizing colors, themes, images, and symbols. Additionally, the resulting designs can be shared across various social media platforms, such as WhatsApp, Instagram,



and Facebook. This capability significantly enhances student motivation in mastering Maharah Kitabah (writing skills).(Mohammad Sofi Anwar, 2023)

The Utilization of Instagram

One method of utilizing Instagram in teaching Maharah Kitabah (writing skills) is through a product promotion-based approach. This process begins with students uploading posters previously designed and downloaded from the Canva application. Each student uploads the poster to their respective Instagram account, accompanied by a caption. The caption consists of paragraphs, expressions, or persuasive statements designed to engage the reader, written in proper and correct Arabic. Furthermore, students are required to create an Arabic-language video promoting the product, which is also uploaded to their Instagram accounts.(Mohammad Sofi Anwar, 2023)

D. CONCLUSION

The integration of digital technology into the development of *Maharah Istima'* (listening skills) aims to create a linguistic environment (*Biah Arabiyah*) that closely simulates interactions with native speakers. The utilization of applications such as Spotify to access podcasts is considered highly effective due to its re-usability, allowing students to engage with materials independently and repeatedly as needed. Furthermore, incorporating films via YouTube enhances auditory sensitivity to authentic Arabic accents and enriches instructional content through interactive visual formats. The Al Jazeera Learning platform also contributes significantly by providing reality-based videos and vocalization features that assist beginner learners in understanding modern vocabulary through contemporary news and cultural contexts.

Regarding *Maharah Qiro'ah* (reading skills), the digital era has shifted the focus from printed texts to broader interactive reading resources. Software such as Book Creator enables educators to develop dynamic digital modules that integrate text, audio, and video into a single, practical link accessible via smartphones. Meanwhile, the Quizizz platform introduces gamification elements into reading through various interactive assessments, ranging from multiple-choice to fill-in-the-blank questions.

The most significant challenge in *Maharah Kalam* (speaking skills)—psychological barriers such as shyness—can now be addressed through social media platforms like TikTok



and AI-based applications like Duolingo. TikTok offers a creative space for students to practice speaking skills through dynamic and engaging short-form videos. Conversely, Duolingo provides Speaking Exercises and immediate pronunciation feedback, enabling users to practice conversation naturally and flexibly.

Finally, the development of *Maharah Kitabah* (writing skills) has transformed into a creative idea-production activity through the use of Canva and Instagram. Canva serves as a visual medium that trains students' literacy in designing posters, infographics, and other visual materials integrated with Arabic text. These designs are subsequently uploaded to Instagram as a means of product promotion, where students are challenged to write captions in the form of paragraphs or persuasive expressions using correct grammar. Through this method, writing skills are no longer perceived as monotonous text-copying activities but have evolved into innovative digital communication tools with practical value.



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