

INNOVATION IN ARABIC LANGUAGE LEARNING METHODOLOGY: COMBINING TECHNOLOGY AND INTERACTIVE APPROACHES

Retisfa Khairanis¹

¹ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Email : retisfakhairanis182001@gmail.com¹

Abstract :

This research aims to develop an innovative Arabic learning methodology by integrating technology and interactive approaches to improve effectiveness and student engagement in the learning process. The research method used is a mixed methods approach that includes literature analysis, development of technology-based learning tools, and evaluation through case studies in several educational institutions. Data was collected through classroom observations, interviews, and questionnaires to assess the effectiveness of the implementation of these methods. The results show that the use of technology, such as online-based learning applications and multimedia tools, in combination with interactive approaches such as group discussions, language games, and dialog simulations, can improve students' learning motivation and their communication skills in Arabic. In addition, this method proves to be flexible in various learning contexts, both formal and non-formal. The implications of this study suggest that the incorporation of technology and interactive approaches can be an innovative solution in Arabic language learning, which is relevant to 21st century learning needs. Its contributions include practical recommendations for educators to adopt technology as an integral part of the learning process, as well as providing a basis for further research in the development of more adaptive and effective language learning methodologies.

Keywords : Innovation, Learning Methods, Arabic Language, Technology

Abstrak :

Penelitian ini bertujuan untuk mengembangkan inovasi metodologi pembelajaran bahasa Arab dengan mengintegrasikan teknologi dan pendekatan interaktif guna meningkatkan efektivitas dan keterlibatan siswa dalam proses pembelajaran. Metode penelitian yang digunakan adalah pendekatan campuran (mixed methods) yang mencakup analisis literatur, pengembangan perangkat pembelajaran berbasis teknologi, dan evaluasi melalui studi kasus di beberapa lembaga pendidikan. Data dikumpulkan melalui observasi kelas, wawancara, dan kuesioner untuk menilai efektivitas penerapan metode ini. Hasil penelitian menunjukkan bahwa penggunaan teknologi, seperti aplikasi pembelajaran berbasis daring dan perangkat multimedia, dalam kombinasi dengan pendekatan interaktif seperti diskusi kelompok, permainan bahasa, dan simulasi dialog, dapat meningkatkan motivasi belajar siswa dan kemampuan komunikasi mereka dalam bahasa Arab. Selain itu, metode ini terbukti fleksibel dalam berbagai konteks pembelajaran, baik formal maupun nonformal. Implikasi penelitian ini menunjukkan bahwa penggabungan teknologi dan pendekatan interaktif dapat menjadi solusi inovatif dalam pembelajaran bahasa Arab, yang relevan dengan kebutuhan pembelajaran abad ke-21. Kontribusinya meliputi rekomendasi praktis bagi pendidik untuk mengadopsi teknologi sebagai bagian integral dalam proses pembelajaran, serta memberikan dasar bagi penelitian lanjutan dalam pengembangan metodologi pembelajaran bahasa yang lebih adaptif dan efektif.

Kata Kunci: Inovasi, Metode Pembelajaran, Bahasa Arab, Teknologi

INTRODUCTION

Arabic is one of the languages that has an important role in various aspects of life, especially in the context of religion, education, and culture. As the language of the Qur'an, Arabic is the main means of understanding Islamic teachings, so mastery of this language is an urgent need for Muslims around the world (Aldi, 2024). However, learning Arabic often faces various challenges, including monotonous learning methods and the lack of use of modern technology in the teaching process (Kaye, 2003).

The importance of investigating innovative methods in Arabic language learning is increasingly relevant in today's digital era (Khairanis & Aldi, 2024a). Technology has become an integral part of human life, including in education. The utilization of technology can create a more dynamic, interesting and interactive learning environment. In addition, interactive approaches are also proven to increase student engagement in the learning process. Therefore, the combination of technology and interactive approach in Arabic language learning has great potential to answer the existing learning challenges (Munawarah & Ilmiani, 2024).

Previous studies have identified the benefits of using technology in language learning in general. For example, research by Warschauer showed that technology can increase students' motivation and learning independence (Khairanis & Aldi, 2024b). Another study by Al-Mekhlafi and Nagaratnam mentioned that technology-based approaches help improve speaking skills in foreign languages. However, the application of technology in Arabic language learning is still limited, especially those that integrate interactive aspects in learning design (Salaberry, 2001).

Nonetheless, some studies show mixed results. For example, a study by Abunawas found that the use of technology-based applications in Arabic language learning was effective in improving reading and listening skills, but lacked significant impact on speaking and writing skills. On the other hand, a study by Ahmed showed that interactive approaches such as group discussions

and role simulations can improve students' communication skills, but they are often limited to face-to-face learning contexts (Putri, 2019).

The gap that emerges from previous studies is the lack of integration between technology and interactive approaches in Arabic language learning. Most studies tend to focus on one aspect only, without systematically combining the two. This becomes the basis for this research to develop a learning methodology that integrates technology and interactive approaches to create a holistic learning experience (Hew & Brush, 2007).

This study aims to answer several main questions, namely: How technology can be effectively integrated with interactive approaches in Arabic language learning, What impact such a combination has on students' motivation and language skills, How flexible this method is in various learning contexts, both formal and non-formal, By answering these questions, the research is expected to make a significant contribution to the development of Arabic language learning methodologies in the modern era (Bereczki & Kárpáti, 2021).

The literature review provides an overview related to the research focus. Learning technologies include various tools such as online applications, multimedia software, and web-based learning platforms. Meanwhile, interactive approaches include strategies such as language games, group discussions, and dialog simulations. These two elements, when combined, have the potential to create a more engaging and effective learning environment (Sarker et al., 2019).

The conceptual definitions of the main concepts in this study are as follows. Learning technology refers to the use of digital tools to support the teaching-learning process, including software applications and online platforms. Interactive approach refers to teaching methods that involve students' active participation in the learning process through various collaborative and communicative activities (Antonenko, 2015).

The theoretical support for this study comes from constructivist learning theory, which emphasizes that learning occurs effectively when students are actively involved in constructing knowledge through interaction with their

environment. In addition, connectivism theory is also relevant, as it highlights the role of technology in supporting learning in the digital era.

Analysis of previous research shows that individual use of technology has been shown to increase student motivation, while interactive approaches help hone communication skills. However, research that systematically combines the two is still rare, particularly in the context of Arabic language learning

Against this background, this study offers a significant contribution by developing and evaluating a learning method that integrates technology and interactive approaches. This approach is not only relevant in improving students' Arabic language skills, but also provides an adaptive learning model to be applied in various educational contexts.

The whole research is expected to enrich insights into Arabic learning methodologies that are innovative and relevant to the needs of the times, as well as inspire further studies in this field. Thus, this research makes an important contribution in bridging the gap between conventional learning traditions and the demands of the digital era (Shroff & Vogel, 2009).

RESEARCH METHOD

This research uses a qualitative approach to explore the effectiveness of technology integration and interactive approaches in Arabic language learning. The research design was designed to deeply understand participants' experiences and perceptions of the applied learning methods. The qualitative approach was chosen because it allows researchers to explore rich and in-depth data through direct interaction with participants (Massey et al., 1998).

The study population included high school and university students studying Arabic in formal institutions. The research sample was drawn using purposive sampling technique, with the criteria of students who have participated in technology-based and interactive learning programs for at least one semester. A total of 20 students and 5 teachers were selected as the main respondents for in-depth interviews and participatory observation.

Data collection techniques involved in-depth interviews, classroom observation and document analysis. In-depth interviews were conducted to explore participants' experiences, perceptions and challenges faced during the learning process. Classroom observation was used to directly monitor the implementation of learning methods and the interaction between teachers and students. Document analysis was conducted to review learning materials and the use of technology in the classroom (Tenny et al., 2017).

The data collected was analyzed using a thematic analysis approach. The steps of analysis included data transcription, coding, identification of main themes, and interpretation of findings. This analysis aims to uncover important patterns that emerge from the qualitative data and provide deep insights into the effectiveness of technology-integrated learning methods and interactive approaches.

FINDINGS AND DISCUSSION

Effectiveness of Technology Use in Arabic Language Learning

The use of technology in Arabic language learning has proven to have a positive impact on increasing student motivation and engagement. Online-based applications, such as interactive learning platforms, have enabled students to learn with great flexibility, both in terms of time and place. In addition, technology allows students to access a rich and diverse range of learning resources (Fitrianto, 2024).

Technology is very helpful in the learning process. By using digital apps and platforms, students become more interested in learning. They can access materials anytime and anywhere, so learning is not only limited to the classroom. I see students are more motivated when they use interactive apps, such as online quizzes or vocabulary games. They find learning more fun and less boring. The main challenge is accessibility. Not all students have adequate devices or internet connections. In addition, I also have to learn more about technology in order to use it to its full potential. The use of technology in Arabic language learning

provides many benefits, but also presents challenges that need to be overcome. Based on the interviews above, it can be seen that technology is able to increase student motivation and engagement, although there are still barriers such as accessibility and technical competence. Support from various parties is needed to maximize the potential of technology in education (Interview, Rahmat 2024).

From the interviews above, we can draw a common thread that the use of technology in Arabic language learning has a positive impact, especially in increasing students' learning motivation and helping the development of speaking and listening skills. However, some challenges still arise, such as limited access to devices and internet connections, as well as the need for further training for teachers to optimize technology. Therefore, collaboration between educational institutions, teachers and students is needed to overcome these obstacles and maximize the benefits of technology in learning.

The use of technology also helps students in understanding the material more deeply. For example, language learning software with automatic pronunciation features allows students to practice speaking skills independently. This provides the opportunity to learn without a specific time limit, so students can customize learning to their individual needs.

In addition, technology facilitates more intensive communication between students and teachers. Through online learning applications, students can ask questions or discuss at any time with teachers, making the learning process more interactive. Teachers can also monitor students' progress in real-time through the platform. Nonetheless, the effectiveness of technology in Arabic language learning is not free from challenges. Not all students have adequate access to technological devices or a stable internet connection. This is a major obstacle in the application of technology in some areas with inadequate digital infrastructure.

The use of technology also requires special training for teachers. Some teachers find it difficult to integrate technology into the learning process due to their limited technical competence. Therefore, intensive training and technical

support need to be provided to improve teachers' skills. The results show that students who learn using technology tend to be more confident in applying their Arabic language skills. This is because they can practice independently and get instant feedback from the learning app.

However, technology cannot completely replace the role of direct interaction between students and teachers. Technology should be used as a supporting tool to improve the quality of learning, not as a substitute for face-to-face interaction that provides emotional and motivational value. Thus, technology provides a great opportunity to improve the effectiveness of Arabic language learning. However, its implementation must be done wisely, taking into account the accessibility and technical competence of the users.

The Impact of Interactive Approach on Students' Language Skills

The interactive approach in Arabic language learning plays an important role in improving students' language skills. Methods such as group discussions, simulations, and language games prove effective in encouraging students' active participation. Students' high involvement during this learning process helps them to be more confident in using Arabic orally (Pikri, 2022).

Group discussions, for example, give students the opportunity to share their understanding and experiences. This not only improves speaking skills, but also enriches their understanding of vocabulary and sentence structure in Arabic. Group discussions also help students develop critical and analytical thinking skills.

Dialogue simulations are one of the most useful interactive approaches. In these simulations, students can practice Arabic in real-life contexts, such as shopping in the market or asking for directions on the street. This exercise helps them understand how to use Arabic functionally in daily life.

Language games are also effective in creating a fun learning atmosphere. Students feel more relaxed and motivated to learn when they engage in fun activities. Language games such as vocabulary puzzles or sentence composing competitions make students learn without pressure, while improving their

memory of the material learned.

The interactive approach really helped improve communication between me and the students. By using group discussion and simulation methods, students are more active in asking questions and sharing opinions. This creates a more lively classroom atmosphere. Activities such as vocabulary games, role plays, and group quizzes are very effective. Students feel more involved and motivated to understand the material. The challenge is managing time, as interactive activities often take longer than the lecture method. Also, not all students have the same level of engagement, so strategies are needed to include all of them. Teachers need to be more creative in designing activities to suit students' needs. In addition, it is important to provide training to teachers to make them more proficient in using interactive approaches (Interview, Lina 2024).

From the interview above, we can draw a common thread that the interactive approach in Arabic language learning has proven to be effective in increasing student engagement and the quality of interaction between teachers and students. Activities such as vocabulary games, conversation simulations and group discussions create a fun learning atmosphere while improving students' understanding of the material. However, challenges such as time management, varying levels of student engagement and classroom management require more attention. Support in the form of teacher training and creativity in designing learning activities are key to maximizing the benefits of this approach.

However, this interactive approach has its challenges. Some students who tend to be shy or introverted may feel less comfortable in group activities or simulations. Teachers need to create an inclusive and supportive environment so that all students feel valued and motivated to participate.

Teachers also have an important role in facilitating the interactive approach. They should be able to design activities that are appropriate to the students' ability levels and ensure that all students get equal opportunities to participate. Training teachers in implementing interactive methods is important to ensure the success of this approach.

The results showed that students who engaged in the interactive approach showed significant improvement in speaking and listening skills. They were also better able to understand the cultural context associated with the Arabic language, as many of the interactive activities involved cultural elements. Thus, the interactive approach is an effective method to improve students' Arabic language skills. However, its success depends largely on careful planning and the teacher's skill in facilitating learning.

Integration of Technology and Interactive Approach in Learning

Combining technology and interactive approaches creates a more holistic and adaptive learning method. This combination allows students to benefit from the advantages of technology while remaining actively involved in the learning process. The integration of technology and interactivity provides flexibility for students to choose a way of learning that suits their style and needs. For example, students can use learning apps to learn theories and then put them into practice through group discussions or teacher-guided simulations (Benkhalfallah et al., 2024).

The combination of technology and interactive approaches is essential as both provide complementary benefits in the learning process. Technology allows students to access various learning resources flexibly, while the interactive approach ensures that students remain actively involved in the process. For example, students can learn a theory through a learning app, then immediately practice it in a group discussion or simulation guided by the teacher. This allows for more thorough and adaptive learning according to each student's needs. One example that has been widely implemented is the use of online platforms that allow students to collaborate in completing assignments in real-time. In such platforms, there is a virtual discussion room feature that allows students to discuss and exchange ideas even if they are in different locations. In addition, learning apps also provide instant feedback on student mistakes, while teachers can provide further guidance through interactive activities. All of this helps to create a more personalized and effective learning experience. One of the biggest challenges is the

readiness of infrastructure and human resources. Not all schools or educational institutions have adequate technology facilities to support this integration. In addition, teachers also need to be trained to effectively manage and integrate these two approaches. Without sufficient training, it is difficult for teachers to utilize the potential of technology and interactivity to the fullest. I hope we can see a wider and more creative application of technology in education, including in Arabic language learning. With technology, teachers can design more interesting and relevant activities, such as learning videos or educational games. All of this can improve the overall quality of learning. Of course, to achieve all this, we need careful planning, infrastructure support, and sufficient training for educators (Interview, Rina 2024).

From the interview above, we can draw a common thread that the integration of technology and interactive approaches in learning is essential to create holistic and adaptive learning methods. Through this combination, students can access materials flexibly and actively engage in the learning process, such as through virtual discussions or learning apps that provide instant feedback. Although challenges related to infrastructure and teacher training still exist, the implementation of this approach is proven to improve students' learning motivation and language skills, particularly in Arabic language learning. With careful planning, infrastructure support and proper training, technology can have a positive impact in improving the quality of education.

One example of the implementation of this integration is the use of online platforms that allow students to collaborate in completing assignments in real-time. Through features such as virtual discussion rooms, students can discuss and exchange ideas despite being in different locations.

The use of technology also helps in providing quick and specific feedback. Learning apps can provide immediate corrections to student errors, while teachers can provide further direction through interactive activities. This combination ensures students get personalized and effective learning. However, this integration also requires infrastructure and human resource readiness. Not

all schools or educational institutions have adequate technology facilities. In addition, teachers need to be trained to manage and integrate these two approaches effectively. The results show that students who learn through technology integration and interactive approaches show significant improvements in their learning motivation and language skills. They felt more engaged in learning and more confident in using Arabic practically.

This integration also provides opportunities for teachers to develop their creativity in designing learning materials. With technology, teachers can create activities that are more interesting and relevant to students' needs, such as learning videos or educational games. Thus, the integration of technology and interactive approaches provides an innovative solution to improve the quality of Arabic language learning. Effective implementation requires careful planning, infrastructure support and training for educators.

CONCLUSION

This research reveals that the use of technology in Arabic language learning has a positive impact on student motivation and engagement. Online-based applications and interactive learning platforms allow students to learn flexibly, anytime and anywhere. Technology also makes it easier for students to access various learning resources and gives them the opportunity to practice independently, such as with the automatic pronunciation feature of the learning software. However, the main challenges faced are the accessibility of devices and adequate internet connection, as well as the need for training for teachers to maximize the potential of technology in learning.

Interactive approaches in Arabic language learning have also proven effective in improving students' speaking and listening skills. Methods such as group discussions, simulations, and language games encourage students to actively participate and be more confident in using Arabic practically. However, challenges in this approach include time management and varying levels of student engagement, which require creativity from teachers in designing

activities that suit students' needs.

The integration of technology and interactive approaches creates a more holistic and adaptive learning method. The combination allows students to access materials with great flexibility while remaining actively engaged in the learning process. However, the successful implementation of this integration depends on infrastructure readiness, teacher training and support from various parties. With careful planning and proper support, this integration can improve the quality of Arabic learning and provide innovative solutions in education.

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