

DIGITALIZATION IN ARABIC LANGUAGE TEACHING

Wati Susiawati *

State Islamic University of North Sumatra

ABSTRACT

The internet is a media as well as a warehouse of information that greatly helps human activities in this modern era. It is hoped that with the help of this internet media, Arabic language learning can run effectively and efficiently. Realizing and facing the above reality, the author intends to develop and try to optimize the Arabic language learning system by utilizing the rapid development of internet technology in this case using the Dokeos program (software), which is a program designed to create an online learning system (e-learning) be it online schools, online campuses or online courses and so on. Dokeos is one of the largest and most well-known companies dedicated to open source Learning Management Systems. After the author conducted a search (browsing) to various e-learning sites, the author found one site that provides online learning, namely www.kursus.arabic.web.id which is the only site that provides online Arabic language learning course services using Dokeos software.

This is an open access article below CC-BY-NC 4.0 license.



ARTICLE INFO

Keywords:

Arabic, On-line, DOKEOS.

Article History:

Received: January 1, 2025

Revised: February 3, 2025

Accepted: April 4, 2025

Published: May 12, 2025

How to Cite in APA Style:

International Journal of
Dirāsāt Al-'Arabiyya:
Arabic Education and
Arabic Literature

خلاصة

إن الإنترنت هو وسيلة إعلامية ومخزن للمعلومات التي تساعد بشكل كبير الأنشطة البشرية في هذا العصر الحديث. ومن المأمول أنه بمساعدة هذه الوسائط عبر الإنترنت، يمكن أن يتم تعلم اللغة العربية بفعالية وكفاءة وإدراكاً للواقع المذكور أعلاه ومواجهته، يعتزم المؤلف تطوير ومحاولة تحسين نظام تعلم اللغة العربية باستخدام التطور السريع لتكنولوجيا (البرنامج)، وهو برنامج Dokeos الإنترنت في هذه الحالة باستخدام برنامج مصمم لإنشاء نظام تعليمي عبر الإنترنت (التعلم الإلكتروني) (سواء كان مدارس عبر الإنترنت أو حرمًا جامعيًا عبر الإنترنت أو دورات عبر الإنترنت هي واحدة من أكبر وأشهر الشركات المخصصة Dokeos. وما إلى ذلك لأنظمة إدارة التعلم مفتوحة المصدر. وبعد أن قام الكاتب بالبحث (التصفح) في مواقع التعليم الإلكتروني المختلفة، وجد الكاتب موقعاً واحداً

الكلمات الرئيسية:

عربي، اون لاين

كيفية الاستشهاد بأسلوب

المجلة الدولية للدراسات العربية
التربية العربية والأدب العربي

يقدم خدمات التعليم عبر الإنترنت، وهو الموقع الوحيد الذي يقدم خدمات دورات تعليم اللغة العربية عبر الإنترنت باستخدام برنامج

Introduction

There are many obstacles experienced by all parties in the process of learning foreign languages, especially Arabic. Seeing this reality, the author feels that he sees a gap to try to conduct research on how Arabic language learning can be further optimized. One of them is to utilize advances in information technology/internet.

We can publish information that can be accessed from anywhere in the world in a very short time. We can communicate directly (real time) via telephone and video processing units. We can "chat" through a very wide free "chat" network, namely mIRC

Association for Education and Communication Technology (AECT) defines media as all forms used for an information process. While the Education Association (NEA) defines it as objects that can be manipulated, seen, heard, read or talked about along with instruments that are used properly in teaching and learning activities, can influence the effectiveness of instructional programs.

According to Oemar Hamalik, learning media are tools, methods, and techniques used in order to make communication and interaction between teachers and students more effective in the education and teaching process at school. The advancement of ICT, this process is possible by providing online learning facilities via the internet and electronic media. The concept of ICT-based learning like this is better known as e-learning. In this study, the problem is focused on one of the e-learning programs, namely DOKEOS.

Method

This study uses a library research method or literature study with a descriptive qualitative approach. Library research is a research method carried out by reviewing various literature, documents, scientific journals, books, and other written sources that are relevant to the topic of study, namely digitalization in Arabic language teaching. A qualitative approach is used to explore, understand, and describe the phenomena studied in depth through interpretation of available text data. The purpose of this approach is to gain a holistic understanding of the dynamics, challenges, and strategies of digitalization in the context of Arabic language learning.

According to Zed (2004), literature study is a series of activities related to the method of collecting library data, reading, recording, and processing research materials originating from literature sources. Thus, all data studied in this study comes from secondary documents, not from direct observation or interviews. This approach is considered appropriate for exploring theories, concepts, and previous research results that are relevant in analyzing the transformation of Arabic language learning in the digital era (Moleong, 2017).

Results

E-Learning is an education system that uses electronic applications to support teaching and learning using the Internet, computer networks, or standalone computers. To be able to use this media, high technological skills are not required, but the most important thing is the strong will that will lead someone to be able to use it.

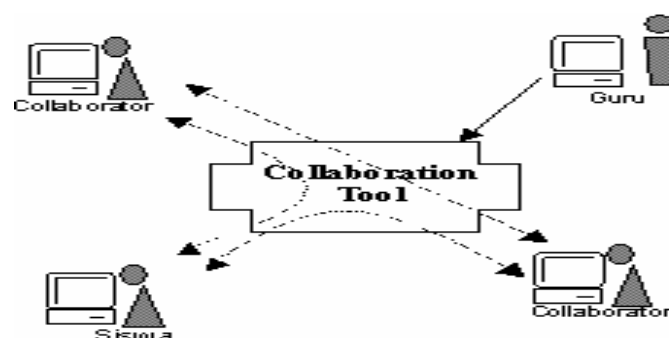


Image of Online Arabic Language Learning Pattern (e-Learning)

Arabic Language Teaching through DOKEOS

Dokeos is an e-learning tool for web-based applications. Dokeos is free software released by GNU GPL and its development is supported by the international world. Its operating system is certified and can be used as content for management systems for education⁷. Its content includes distribution of learning materials, calendars, learning progress, conversations via text/audio or video, test administration, and saving notes⁸.

The Arabic language learning system through the Internet media using Dokeos on the site www.kursus.arabic.web.id in this study uses a development model based on the Alessi and Trollip model which consists of 10 stages of development which include the stages of determining needs and objectives, collecting sources, studying materials, generating ideas, designing learning, making lesson flow charts, displaying storyboards in writing, programming lessons, making supporting materials, and evaluating and reviewing. The results of the study are in accordance with the objectives of the study, namely to determine the steps for using the Arabic language learning system with the Internet media using Dokeos. The following are the author's findings:

Steps for Using the Arabic Language Learning System through Dokeos

1.Registration

After opening the front page, registration can be done automatically by:

- a. Select (click) Registration
- b. Enter our personal data (password must be the same twice and e-mail address is required)
- c. Select 'Create course websites' for 'Status'
- d. Click 'Ok'

2.Create a Learning Website

After registering, we can continue by creating learning website by means of:

- a. Type the title of the lesson
- b. Select category (School) from the menu
- c. Type the subject code, for example UNU101
- d. Type the name of the teacher in the 'Teacher' section.
- e. Select the desired language, for example Indonesian.
- f. Click 'Ok'.

Next, follow the link that appears to return to the 'My courses' page by: Clicking 'back to my courses list'

- a. To view the front page of the newly created subject.

- b. Click on the subject title.
- c. We can create other subject websites as desired by clicking 'Create a course area' on the right frame. An explanation of the management of the subjects that have been created will be presented in the 'Subject Administration' section.

3.Login / Logout

Every time we visit an e-learning website, we need to enter the username and password located on the right frame, then click 'Enter'. After finishing visiting the subject, we must exit by clicking 'Logout' located at the top.

Discussion

Learning Management

After logging in to the system and creating a school website, we can manage learning by starting by clicking on the title of the subject we want to manage, so that a list of menus appears as shown in table 4 as attached.

The homepage of learning contains all the features that students can see, but there are a few more options available, and two additional sections on this screen. If we view learning from the student's perspective (i.e. we can see the learning homepage but cannot edit, change, deactivate or delete its contents), then the login we entered is not valid for teacher login. The solution is to register again and inform the system administrator so that the username or password is deleted).

a. Viewing Learning from the Student/Teacher's Perspective

We need to know what we are doing if students access it. In the upper right corner, we can change between profiles for teachers and students in viewing this learning website.

- 1) If we are teachers, change to the profile for students by clicking "Student view".
- 2) Return to the profile for the teacher by clicking "Teacher view".

b. Learning Introductory Text

At the top of the screen is the introduction to the lesson:

- 1) Click 'Modify' (pencil image) to change the text that will be displayed. Change or add text, then click 'Ok' to update the foreword.
- 2) Links start with 'http://' and email addresses contain '@' can be clicked automatically.

- 3) Click 'Delete' (cross) to delete the introductory text from the learning website.

Archiving, Restore and Delete

Teachers can create backups from online subject websites. After being backed up, we can download the backup file to a local computer. This is very good and safe and makes it easier to move files from one computer (server) to another (local). However, teachers cannot restore subjects that have been backed up to their own server, but must go through the administrator.

- a. Create an archive (backup)

To create a subject website archive:

- 1) Click "Course settings" or "Lesson Settings".
- 2) Click "Archive this lesson" or "Archive this course area" to archive.
- 3) Confirm that we want to archive.
- 4) The system will provide feedback about the archiving process and ask us to download the archived files to the local computer.
- 5) Download the archive file if necessary.
- 6) Once archived, the system will provide information about the process and location of the file.

- b. Delete subjects

To delete a subject website, do the following steps:

- 1) Click "Course settings" or "Lesson Settings".
- 2) Click "Delete course site" or "Delete the whole course"
- 3) Confirm that we really want to delete it.

6. Chat/Discussion

Chat/Discussion allows us to discuss in real time with school participants and teachers. This Chat facility is not the same as what we usually find, such as on MSN® or Yahoo Messenger® because this facility is web based. The disadvantage is that the chat here will only be refreshed after 10 seconds and not instantly. The advantage is that this chat is integrated with our school, it will archive our discussions in Documents. If the user enters a photo in 'My Profile', then this photo will appear in the discussion to help identify the discussion participants. Only teachers are allowed to delete this.

- a. Using Chat/Discussion

Invite school participants to take part in a Chat session, at the appointed time, enter the Chat area.

- 1) Write a short message in the message writing section.
- 2) Click the >> sign.
- 3) Wait for an answer.
- 4) Send the message again, wait and send again.
- 5) The teacher should close the discussion session and send a concluding remark (for example: something reminding that the results of this discussion can be viewed in the documents area).

Subject Description

Subject descriptions will help us describe our School subjects. This will help School participants get an idea of what they will get in this School subject.

To create a course description, select 'Create and edit course description', select the menu item, fill in the form, validate. We can always change or delete the content of each item by clicking on the pencil or cross icon.

Announcement

Announcements allow us to send emails to all participants or to some of them or to some groups. This is an efficient way to get participants to come back to the website.

To add an announcement, do the following steps:

- a. Enter text into the box.

This assignment tool is very simple. It allows our participants to upload documents into the learning. We can make the documents uploaded by a participant visible to other participants or not.

To delete a student, click 'Unregister'. The student's name will still be in the main database, but he/she will no longer be associated with our lessons. We cannot change student settings such as name or password because it is up to them to know who they are and fix their own profile.

Including Tutors in Our Lessons

The easiest way is to ask our tutors to register as students and then click 'Make Tutor' next to their name. We can also register tutors via 'Add a user', but it is risky because we do not know if they are already registered in the system for other lessons. Being a tutor does not give you administrator rights on the website but allows you to be a member of more than one group (while students can only be members of one group). This is useful if we divide groups, especially if we use manual editing of the group for tutors related to that group.

Exercise

This section is the exercise question maker. It allows you to create multiple choice questions. However, it is formative in nature because the system is not secure enough to ensure that the person doing the exercises is a real person.

Conclusion

In online-based learning media, independence and discipline from both parties must be maintained and are very necessary, both from tutors and participants, besides the ability of tutors to motivate their students to be more enthusiastic about learning is also very necessary. Of course, with this research, it is hoped that various types, types and variations in the process of learning foreign languages, especially Arabic, will emerge. At the same time, motivating both parties to be able to create better, more effective and more efficient Arabic language learning.

Acknowledgements

With all humility, the author would like to express his gratitude to all parties who have provided support and contributions in the preparation of this journal. In particular, the author would like to thank

References

- Abdurahman, A., Budiarti, AT, Nisa, K., & Nasution, S. (2023). Digital Opportunities and Barriers in Arabic Language Learning: Teacher and Student Perspectives. *Karakter: Journal of Islamic Education Research*, 2(2). <https://doi.org/10.61132/karakter.v2i2.625>
- Aulia, AA, Arifina, DF, Batu Bara, MHB, Jabat, YJ, & Nasution, S. (2024). Transformation of Arabic Language Learning: Navigating Challenges and Opportunities in Indonesia in the Digital Era. *Perspektif: Journal of Education and Language Sciences*, 2(4), 158–168. <https://doi.org/10.59059/perspektif.v2i4.1885>
- Firdaus, FM, & Aziz, MT (2024). Utilization of Arabic Language Learning Applications: Changing the Way of Learning in the Digital Era. *Journal of Practice Learning and Educational Development*, 4(4), 273–278. <https://doi.org/10.58737/jpled.v4i4.312>
- Hasanuddin, H. (2024). Effectiveness of Using Digital Media in Arabic Language Learning at Darul Ikhlas Islamic Boarding School, Panyabungan, Mandailing Natal Regency. *Scientific Periodical of Education*, 4(3). <https://doi.org/10.51214/bip.v4i3.1155>
- Helty, H., Rahmadani, A., & Syayidi, M. (2024). Development of Digital Literacy in Arabic Language Learning. *Indonesian Research Journal on Education*, 4(2), 345–347. <https://doi.org/10.31004/irje.v4i2.532>

- Mahmudah, M., & Paramita, NP (2023). Transformation of Arabic Language Learning in the Digital Era: Challenges and Opportunities in Education. Proceedings of the International Scientific Meeting of Arabic Language. <https://www.prosiding.imla.or.id/index.php/pinba/article/view/396>
- Manurung, S.A., Jannah, R., Syahdina, M., & Nasution, S. (2024). Analysis of Digitalization Trends in Arabic Language Learning: A Study on the TikTok Account of Al-Azhar Arabic Course. *BLAZE: Journal of Language and Literature in Linguistics and Development Education*, 3(1). <https://doi.org/10.59841/blaze.v3i1.2255>
- Moleong, LJ (2017). *Qualitative Research Methodology*. Bandung: Remaja Rosdakarya.
- Ramadona, E., Fitria, A., & Irwandi, I. (2023). Digital Literacy in Arabic Language Learning at Madrasah Aliyah 2 Tanah Datar. *al Mahāra: Journal of Arabic Language Education*, 9(2). <https://doi.org/10.14421/almahara.2023.092-04>
- Sari, DR, & Millah, SN (2023). Implementation of Information and Communication Technology in Arabic Language Learning at MI Manarul Islam Malang. *Borneo Journal of Language and Education*, 3(1). <https://doi.org/10.21093/benjole.v3i1.6403>
- Sutinalvi, V., Harahap, A., Lubis, MYA, & Nasution, S. (2024). Challenges and Opportunities of Arabic Language Learning in the Digital Era. *Mutiara: Journal of Research and Scientific Work*, 3(1). <https://doi.org/10.59059/mutiara.v3i1.1969>
- Zed, M. (2004). *Literature Review: Initial Steps in Research*. Jakarta: Yayasan Obor Indonesia.