



The Application of Digital Technologies in Arabic Language Learning: An Analytical Review of the Literature

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Abstract:

Technology in education refers to the use of various digital tools and innovative approaches to enhance the effectiveness and quality of learning. In Arabic language learning, technology has undergone significant development, beginning with audio-visual media and evolving into e-learning platforms, mobile applications, artificial intelligence, and internet-based interactive learning environments. This progression reflects the increasing need for more flexible, engaging, and learner-centered instructional practices. This study aims to examine the roles, utilization, challenges, and technological innovations in Arabic language learning through a library research method. The focus of the study is the analysis of scholarly articles published in academic journals that discuss the integration of technology in the Arabic language learning process. Data are collected from various credible sources, including scientific journals, academic books, and relevant scholarly documents. The findings indicate that technology plays an essential role in improving Arabic language learning by making it more engaging, effective, and responsive to learners' needs. Digital learning media such as educational applications, e-learning platforms, and interactive tools contribute to increased student motivation and learning interest. Moreover, recent technological innovations—including AI, virtual reality, augmented reality, podcasts, and interactive videos—have enriched teaching strategies and expanded learning opportunities. Applications such as Duolingo, Mondly, Google Classroom, and Quizizz support flexible, accessible, and enjoyable learning experiences. Overall, the integration of technology provides positive contributions not only to the learning process but also to the assessment and evaluation of Arabic language learning outcomes.

Keywords: *Digital Technology, Arabic Language, Learning Innovation.*

Introduction

Advances in information and Communication Technology have had a significant impact on the education sector, thus encouraging educational institutions to adapt and make various innovations in the implementation of the learning process.¹ Utilization of technology becomes a fundamental aspect in answering the demands of the Times. In the context of Arabic language learning, the use of technology is not only seen as a form of renewal, but also a need to expand the range and increase the effectiveness of learning. This change gives birth to a more varied and interactive

¹ Fawzi Eltayeb Yousuf Ahmed et al., "Word Choice Errors in EFL Undergraduates' Written Language," *Eurasian Journal of Applied Linguistics* 11, no. 1 (2025): 79–86.



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learning strategy, so that learners can feel the real benefits in mastering the skills of listening, speaking, reading, and writing Arabic that can be applied in everyday life.²

The utilization of technology opens the door to explore a variety of innovative methods and allows wider access to learning resources. Smart phone apps and e-learning platforms have revolutionized the way students acquire Arabic language skills by providing instant access to learning materials, exercises, and quizzes specifically designed to improve grammar comprehension, vocabulary, and speaking skills.³

Several previous studies on the use of technology in Arabic language learning have produced significant and relevant findings. The results of research conducted by Malihtusolihah show that the use of Wordwall application contributes positively to the learning process. This application is proven to improve student learning outcomes, foster motivation and active participation in learning activities, encourage students to be more active in asking questions and providing feedback, and help improve students' memory of the material and concepts learned.⁴ Sahrul Muhamad in his research stated that Interactive Learning media based on Lectora Inspire application can improve learning reading skills and can attract students.⁵ Furthermore, research states that Augmented Reality (AR) which is a technology-based application that is used as one of the interactive media, fun, and can help students to learn mufrodat easily.⁶ Then in another study which states that the use of the Plotagon Studio application can increase students' understanding and interest in learning listening skills.⁷

Although technology in Arabic learning provides many benefits, significant challenges remain faced by teachers and educational institutions, such as limited technological infrastructure,

² Muhammad Azhar et al., "Arabic Language Learning Progress in Darussakinah Batu Bersurat Islamic Boarding School," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 2 (2022): 285–307, <https://doi.org/https://doi.org/10.32699/liar.v6i2.3499>.

³ Fazri Nur Insan Tamami and Acep Hermawan, "Perkembangan Teknologi Media Pembelajaran Bahasa Arab," *Al-Fakkar: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 158–78, <https://doi.org/https://doi.org/10.52166/alf.v4i2.4795>.

⁴ Enok Milhah Malihtusolihah et al., "Utilization of Wordwall Media to Improve Learning Outcomes of Madrasah Aliyah Students in Arabic Language Learning in Cianjur, West Java: Pemanfaatan Media Wordwall Untuk Meningkatkan Hasil Belajar Siswa Madrasah Aliyah Pada Pembelajaran Bahasa Arab Di Ci," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2023): 194–209, <https://doi.org/https://doi.org/10.14421/almahara.2023.092-02>.

⁵ Sahrul Muhamad, Alfarizi Farhan Mokoagow, and Munirul Abidin, "The Effectiveness of Lectora Inspire-Based Interactive Learning Media to Improve Students' Arabic Reading Skills," *Loghat Arabi* 4, no. 2 (2023), <https://doi.org/https://doi.org/10.36915/la.v4i2.76>.

⁶ Annisa Hafitria and Imam Asyrofi, "Pengembangan Media Augmented Reality Dalam Pembelajaran Mufrodat," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 1 (2024): 34–51, <https://doi.org/10.21154/tsaqofiya.v6i1.253>.

⁷ Alfin Khoiri Zulfanuria and Hasyim Asy'ari, "Tathwir Al-Mawad at-Ta'limiyah Li Maharah Al-Istima' Bi-Istikhdam Plotagon Studio," *Ijalt: International Journal of Arabic Language Teaching* 05, no. 01 (2023), <https://doi.org/10.32332/ijalt.v5i01.6653>.



lack of training in the use of digital devices for teachers, the characteristics of students, resistance to changes in traditional teaching methods, and policy support educational institutions.⁸

This study aims to examine the role, utilization, challenges, and technological innovations in Arabic language learning through the study of literature on various relevant scientific sources. This study focuses on the analysis of the contribution of technology in improving Arabic language skills, the obstacles faced in its application, as well as the forms of technological innovation used in the learning process. The results of the study are expected to present a comprehensive overview of developments, opportunities, and best practices in the use of digital technology in Arabic learning, so that it can be a reference for educators and researchers in designing effective learning strategies and appropriate context.

Methods

This study uses a qualitative approach to the type of research literature review. This approach was chosen to identify, evaluate, and interpret in depth a variety of relevant research in order to understand the phenomenon of the use of digital technology in Arabic learning.⁹

Data collection is done by searching and collecting various written sources that are relevant to the research topic. These sources include reference books, scientific journal articles, and other identified scientific publications. The main criteria for the selection of literature is relevance to the use of technology in Arabic language learning and published in the last five years, between 2020 and 2025.

The collected data is then analyzed using content analysis method. This process involves an in-depth discussion of the data by identifying, categorizing, and extracting the core ideas or key themes contained in the various literature that has been selected. Based on the analysis of the content, then a comprehensive conclusion is drawn to answer the research objectives.¹⁰

Results and Discussion

The role and benefits of digital technology in learning Arabic

The development of digital technology has had a significant impact on the field of education and opens up new opportunities to improve the quality and effectiveness of learning. In today's

⁸ Siti Fatimah, Jumriyah Jumriyah, and Mubasyiroh Mubasyiroh, "Integrasi Teknologi Dalam Pengajaran Bahasa Arab Di Madrasah," *Aphorisme: Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 164–82, <https://doi.org/10.37680/aphorisme.v6i1.7236> Integrasi.

⁹ Pradi Khusufi Syamsu, "Urgensi Pengembangan Media Berbasis Digital Pada Pembelajaran Bahasa Arab," *EL-IBTIKAR* 13, no. 2 (2024): 128–47, <https://doi.org/http://dx.doi.org/10.24235/ibtikar.v13i2.18700>.

¹⁰ Aidah Novianti Putri and Moh Abdul Kholiq Hasan, "Penerapan Kecerdasan Buatan Sebagai Media Pembelajaran Bahasa Arab Di Era Society 5 . 0," *Tarling: Jurnal of Language Education* 7, no. 1 (2023), <https://doi.org/https://doi.org/10.24090/tarling.v7i1.8501>.

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pedagogical approach, technology no longer simply serves as a means of support, but becomes an important element capable of changing the way learners acquire, understand, and instill educational values. By utilizing technology, educators can deliver learning materials in a more varied and interactive manner, for example through the use of audiovisual media, digital-based simulations, and a variety of multimedia content that is associated with the experiences and daily lives of learners.¹¹

The use of technology in learning activities can increase the interest and interaction of students through the use of multimedia, educational games, and online discussions. In addition, technology also allows for collaboration and exchange of ideas between learners without being hampered by distance or geographical location restrictions.¹²

Technology expands access to learning resources or materials that can be accessed anytime and anywhere and shapes the ability of learners to use technology wisely. Learning that utilizes technology also contributes to equipping learners with skills that are in accordance with the demands and needs of the world of work, especially in the field of technology, as well as supporting the implementation of innovative learning models such as website platforms, educational applications, digital quizziz, gamification, and project-based learning.

Digital technology makes room for personalized Arabic learning. Through adaptive algorithms and artificial intelligence, learning materials can be designed and adapted to the characteristics, interests, and level of understanding of each student.¹³ Technologies that can be used in learning Arabic include wordwall, quizziz, Kahoot, mondly, duolingo, busuu, memrise, and free and paid web platforms such as Madinah Arabic.

Through learning applications, online platforms, and interactive digital media, learners can choose materials, difficulty levels, and types of exercises that suit their abilities, such as vocabulary, grammar, listening, or speaking exercises. In addition, digital technology allows learners to repeat the material at any time if they do not understand, or proceed to further material when they have mastered the basics. Thus, learning Arabic becomes more flexible, effective, and centered on learners, so as to increase motivation and learning outcomes.

¹¹ Cham Is Na Uy, Nurul Afiqah, and Gusmaneli, “Pemanfaatan Teknologi Digital Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam,” *Ihsan: Jurnal Pendidikan Islam* 3, no. 4 (2025): 1031–39, <https://doi.org/https://doi.org/10.61104/ihsan.v3i4.2381>.

¹² B M R Bustam et al., *Inovasi Media Pembelajaran Bahasa Arab Berbasis Pemanfaatan Teknologi* (UAD PRESS, 2024), <https://books.google.co.id/books?id=3BADEQAAQBAJ>.

¹³ Uy, Afiqah, and Gusmaneli, “Pemanfaatan Teknologi Digital Dalam Pengembangan Desain Pembelajaran Pendidikan Agama Islam.”

Challenges of using technology in Arabic language learning

Based on the analysis of various library sources and implementation in the field, the use of digital technology shows significant opportunities in supporting Arabic learning. Nevertheless, its application is still faced with a number of obstacles. One of the main problems is the imbalance between the availability of technological facilities and the competence of users in operating them. Although most learners have access to digital devices and internet networks, the limitations of digital literacy cause the use of these technologies is not optimal in supporting the development of Arabic language skills.¹⁴

Cycle of Challenges in Technology-Enhanced Arabic Learning



Constraints on the use of digital technology in Arabic learning also come from educators who are still dominant in using conventional methods due to limited competence in the use and management of technology, lack of professional training, and low understanding of technology-based learning design. As a result, digital technology has not been optimally integrated and is still used as a complement in learning strategies.¹⁵

The success of the application of digital technology in Arabic learning is determined by the level of readiness and competence of educators as the main role in the learning process. Without an adequate understanding of the use of ICT and technology-based learning design, teachers tend

¹⁴ Samsul Haq, "Pembelajaran Bahasa Arab Di Era Digital: Problematika Dan Solusi Dalam Pengembangan Media," *MUKADIMAH: Jurnal Pendidikan, Sejarah, Dan Ilmu-Ilmu Sosial* 7, no. 1 (2023): 211–22, <https://doi.org/10.30743/mkd.v7i1.6937>.

¹⁵ Husnaini Jamil and Nur Agung, "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif," *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (2022): 38–51, <https://doi.org/10.19105/ajpba.v3i1.5536>.

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to use technology in a limited and unplanned manner, so that the impact on improving the quality of learning becomes less than optimal.

In addition, infrastructure and institutional support factors also influence the effectiveness of digital technology implementation. Limited internet networks, supporting facilities, and institutional policies that do not fully support technology-based learning innovation are obstacles to sustainable implementation.¹⁶

Digital technology-based learning is highly dependent on the availability of infrastructure and institutional support. Limited internet access, devices, and supporting facilities can hinder the use of technology in learning Arabic. In addition, the lack of institutional policy support also limits the innovation of educators. Therefore, institutional support through regulation, funding, and professional development is needed so that technology-based learning can run optimally and sustainably.

In addition to limited infrastructure, the challenge faced is the ease of access to various information and entertainment in the digital age can be a source of distraction for students, so they are difficult to focus and concentrate on the process of learning Arabic.¹⁷ This results in a decrease in the level of concentration and focus of students, a decrease in the quality of understanding and mastery of Arabic material, and an increase in the potential for misuse of technology for unproductive things.

Accessing or logging in to some applications or websites often involves collecting personal data from students and teachers, such as names, email addresses, passwords, dates of birth and other personal information. If the platform or application used is not secure, the data may be leaked or misused by irresponsible parties.¹⁸ Misuse of personal data may pose risks, such as identity theft or misuse of personal information.

The need for cost is also one of the challenges of using technology, because when accessing paid applications, premium learning platforms, or software licenses costs money so not all students can access them and that can limit the optimal use of technology.¹⁹ With this causes the digital learning access gap between economically capable and underprivileged students.

¹⁶ Mita Atiqah Br Ginting, Nina Wandana, and Siti Rahma, "Penerapan Metode Bernyanyi Dalam Meningkatkan Penguasaan Mufrodat Dalam Pembelajaran Bahasa Arab Di Mts Al-Jam'Iyatul Washliyah Tembung," *Jurnal Sathar* 1, no. 2 (2023): 66–75, <https://doi.org/10.59548/js.v1i2.94>.

¹⁷ Elgy Sundari et al., "Cendikia Pendidikan," *Sindoro: Cendikia Pendidikan* 4, no. 4 (2024), <https://doi.org/https://doi.org/10.9644/sindoro.v4i5.3325>.

¹⁸ Vivi Sutinalvi et al., "Tantangan Dan Peluang Pembelajaran Bahasa Arab Di Era Digital," *Mutiara: Jurnal Penelitian Dan Karya Ilmiah* 3, no. 1 (2025): 987–98, <https://doi.org/https://doi.org/10.59059/mutiara.v3i1.1969>.

¹⁹ Mario Bagus Sanjaya, "Mengoptimalkan Media Teknologi Dalam Pembelajaran Bahasa Arab : Analisis Tantangan Dan Peluang Di Era Digital" 4 (2024): 1–17.



In the digital age, access to technological learning is also influenced by economic capabilities. Many Arabic learning apps are paid so not all students can access them. This condition has the potential to create a learning gap between capable and underprivileged students. Therefore, a policy of providing affordable access to technology is needed so that digital-based Arabic learning can run fairly and evenly.

Innovation and application of Technology in Arabic language learning

The use of digital technology in learning Arabic has a significant contribution to improving the quality of learning. The presence of interactive applications, online learning platforms, artificial intelligence (AI), and audio-visual media is able to create a more interesting, diverse, and interactive learning process, thereby encouraging increased motivation to learn students. In addition to not relying on textbooks, students can access a variety of digital resources that help with vocabulary understanding, sentence structure and pronunciation, and encourage independent learning because they can be learned anytime and anywhere.²⁰

Arabic learning requires continuous practice, particularly in listening and speaking skills, which are often difficult to achieve through conventional methods. The use of applications such as Duolingo, Mondly, and Busuu is an effective solution because it can improve students' vocabulary and speaking skills. Through tiered exercises, speech recognition, conversation simulation, and gamification elements, students can practice repeatedly with direct feedback so that learning becomes more engaging and effective.

The use of digital technologies allows implementing more interesting methods and actively involving students in the learning process. Based on research, it was found that students who engage in interactive activities in the classroom, they more quickly understand the new concepts taught, which makes the class more dynamic and interesting.²¹ Interactive Media based technology is a solution to create more interesting learning including platforms such as Kahoot! and Quizlet provides interactive exercises and Arabic quizzes that help students reinforce vocabulary and grammar in a fun way.

The utilization of e-learning platforms, such as Google Classroom and Madinah Arabic, plays a significant role in enhancing the effectiveness of the learning process. These platforms enable teachers to organize learning materials, assignments, and assessments systematically, while

²⁰ Fara Suci Fadilla and Moh Syaifudin, "Inovasi Dalam Pengajaran Bahasa Arab : Menggunakan Aplikasi Dan Platform Online Untuk Pembelajaran Nahwu Yang Lebih Menarik" 4, no. 4 (2024): 322–29, <https://doi.org/10.58737/jpled.v4i4.319>.

²¹ Mardi Hadi and Hendri Abdul Qohar, "Peran Artificial Intelligence Dalam Meningkatkan Pembelajaran Interaktif Bahasa Arab" 6, no. 6 (2024): 3010–23, <https://doi.org/10.38035/rrj.v6i6.1543>.

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providing students with a more structured and transparent learning experience. In addition, features such as interactive quizzes and automatically generated learning reports support teachers in monitoring students' progress and implementing more targeted follow-up activities. At the same time, students become more familiar with technology-based learning environments that foster discipline, responsibility, and the development of digital literacy skills.

The integration of artificial intelligence (AI)-based chatbots, such as ChatGPT, has significantly transformed how learners interact with instructional content, including in the context of Arabic language learning. This Chatbot is able to provide explanations related to grammar rules, present examples of vocabulary use in the right context, and simulate conversations in various Arabic dialects.²² With the support of complex algorithms and databases, chatbots can present responses quickly and accurately, thus helping learners obtain immediate feedback and increasing the effectiveness of the learning process.

Conventional learning methods are often not enough to provide an effective learning experience in mastering the Arabic language. Methods such as lectures, rote learning, and writing exercises without visual support often leave students feeling bored and less motivated. In this context, the utilization of Virtual Reality (VR) and Augmented Reality (AR) technology provides a more contextual and authentic learning experience that is directly associated with real objects.²³ Simulated conversations in a virtual environment and the use of learning videos from native speakers help students understand the use of Arabic in real situations.

Language learning requires active involvement and experience that approximates real situations. Conventional one-way methods often limit interaction and hinder the development of language skills. In contrast, VR and AR technologies bring immersive learning through authentic simulation of situations, so that learners can practice Arabic contextually. This visual and interactive approach can improve understanding, memory, and motivation to learn, so VR and AR become effective solutions in learning Arabic.

Conclusion

Based on the literature review, it can be concluded that the use of digital technology has an important role in improving the quality of Arabic learning. Various innovations, such as learning applications, e-learning platforms, interactive media, artificial intelligence, podcasts, films, and AR

²² S Ikhwan and M Aan, *Artificial Intelligence (AI) Dan Pendidikan Bahasa Arab: Sebuah Revolusi Pembelajaran Bahasa Arab* (Penerbit Abdi Fama, 2025), <https://books.google.co.id/books?id=zLpAEQAAQBAJ>.

²³ Ningrum Fadillah Yuniadi, Riska Cintia, and Fadhlil Dzil Ikrom, "Penerapan Media Pembelajaran Augmented Reality Dalam Pembelajaran Matematika Untuk Siswa Sekolah Dasar," *Journal of Management Education Social Sciences Information and Religion* 1, no. 2 (2024): 437–44, <https://doi.org/https://doi.org/10.57235/mesir.v1i2.3020>.



and VR technologies, have proven to strengthen learning effectiveness, increase interaction, and foster learner motivation. In addition, digital technology supports the creation of more flexible, contextual, and learner-oriented learning, thus helping the development of Arabic language skills in a comprehensive manner.

However, the implementation of digital technology in learning is still faced with various obstacles, such as limited facilities and infrastructure, low competence of educators, lack of institutional support, high cost of access, and the existence of a digital literacy gap. Therefore, further studies are needed to design a technology-based learning model that is effective, sustainable, and inclusive, as well as examining the long-term impact of the use of digital technology on the achievement of Arabic learning outcomes.

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