

## Breaking Barriers: A New Era in Arabic Language Learning Through Digital Platforms

Fadlan Masykura Setiadi

Sekolah Tinggi Agama Islam Negeri Mandailing Natal

E-mail: [fadlanmasykurastain-madina.ac.id](mailto:fadlanmasykurastain-madina.ac.id)

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**Abstrak:** Penelitian ini mengeksplorasi potensi transformatif dari platform digital dalam pembelajaran bahasa Arab, dengan fokus khusus pada bagaimana teknologi ini memecahkan hambatan tradisional dalam pembelajaran bahasa Arab. Penelitian ini menggunakan jenis penelitian kualitatif dengan pendekatan studi literatur. Sumber data utama dalam penelitian ini adalah buku, jurnal, sumber internet, dan literatur lainnya sebagai objek utama untuk memperoleh data mengenai integrasi platform digital dalam pembelajaran bahasa Arab. Hasil penelitian menunjukkan bahwa paradigma pendidikan dalam pembelajaran bahasa Arab telah mengalami perubahan signifikan menuju integrasi teknologi. Studi ini juga menyimpulkan bahwa platform digital memiliki potensi besar untuk mendobrak hambatan tradisional dalam pembelajaran bahasa Arab, terutama mengenai keterbatasan ruang kelas dan materi konvensional, sehingga membuka jalan bagi era baru pembelajaran yang lebih inklusif dan mudah diakses.

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**Kata Kunci:** Era Baru; Platform Digital; Pembelajaran Bahasa Arab; Teknologi

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**Abstract:** This study explored the transformative potential of digital platforms in Arabic language learning, particularly focusing on how these technologies break traditional barriers to Arabic language acquisition. This research employed qualitative research with a type of literature study. The primary sources of data for this study's data on the integration of digital platforms in Arabic language learning were a number of books, journals, websites, and other literary works. Meanwhile, data analysis techniques used the Miles and Huberman model, namely data collection, data reduction, data display, and data verification. The findings showed that the educational paradigm in Arabic language learning has undergone significant shifts towards technology integration. This study also concludes that digital platforms have great potential to break down traditional barriers in Arabic language learning, especially regarding the limitations of conventional classrooms and materials, thereby paving the way for a new era of learning that is more inclusive and accessible.

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**Keywords:** New Era; Digital Platforms; Arabic Language Learning; Technology

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## INTRODUCTION

Digital platform integration has become a revolutionary force in the constantly changing educational scene, changing conventional paradigms of language acquisition.<sup>1</sup> The dynamic change taking place in the field of Arabic language instruction as teachers adjust to the challenges and opportunities posed by digital technology. The objective is to investigate how the use of digital platforms is impacting Arabic teaching and learning strategies, student engagement, and results. In the era of Industrial Revolution 5.0, as technology continues to reshape global communication, language learning must change with the times. Arabic, with its extensive cultural and historical background, is no different.<sup>2</sup> The necessity for creative methods in Arabic language training and the shifting dynamics of the educational system are acknowledged in this study, which establishes the scene.

Traditional paradigms of language learning, particularly Arabic language learning, have changed as a result of the incorporation of digital platforms. Many advantages are provided to users of online self-learning platforms, such as cost savings, time and geographical flexibility, and the capacity to stay up to date with developments in the field of study. Some of the main online learning and self-learning platforms supporting the Arabic language include Edraak, Yanfaa, Mahara Tech, Almentor, and Rwaq.<sup>3</sup> The use of teaching platforms and accessible online materials is a response to the increasing demand for distance training courses and, accordingly, the need for digital technologies.<sup>4</sup> There are also user-friendly open resources for teachers and learners with free, up-to-date materials, such as Mawaridarabiyya.<sup>5</sup> Kamkalima is an Arabic e-Learning platform that provides high-tech and interactive educational content in line with modern academic systems.<sup>6</sup> Additionally, there are apps available for learning Arabic, such as Preply, TenguLogi, Drops, Memrise, Pimsleur, and 50 Languages Arabic.<sup>7</sup>

The integration of digital platforms in Arabic language teaching is becoming increasingly important as the use of Arabic online increases proportionally with the increase in internet users.<sup>8</sup> The complexity of Arabic, however, poses major challenges for natural language processing and speech technologies.<sup>9</sup> However, there is a right approach to learning

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<sup>1</sup>Lokwa Poshu, "Educational Technology : Transforming Learning in the Digital Age," *International Research Journal of Educational Research* 14, no. 4 (2023): 1–3, <https://doi.org/10.14303/2141-5161.2023.273>.

<sup>2</sup>Azkie Muharom Albantani and Ahmad Madkur, "Teaching Arabic in the Era of Industrial Revolution 4.0 in Indonesia: Challenges and Opportunities," *ASEAN Journal of Community Engagement* 3, no. 2 (2019), <https://doi.org/10.7454/ajce.v3i2.1063>.

<sup>3</sup>Team Rasmal, "Learn about 10 Platforms for Online Self-Learning That Support the Arabic Language," *Rasmal.Com*, 2023, <https://www.rasmal.com/online-platforms-courses-to-learn-arabic-language/>.

<sup>4</sup>Asmaa Abdelbary, Livia Panasci, and Cristina Solimando, "Digital Platforms in Teaching Arabic Dialects," *IntechOpen* 34, no. 8 (2023): 1–27, <https://doi.org/DOI: 10.5772/intechopen.110672>.

<sup>5</sup>External Relations Staff, "Online Platform Provides Open-Source Resources to Learn Arabic," *New York University Abu Dhabi*, 2022, <https://nyuad.nyu.edu/en/news/latest-news/global-learning/2022/february/online-platform-provides-open-source-resources-to-learn-arabic.html>.

<sup>6</sup>Nisrine EL Makkouk, "The State of Arabic Literacy: Schools and Online Arabic Learning," *ExecutiveMagazine.Com*, 2023, <https://www.executive-magazine.com/special-report/the-state-of-arabic-literacy-schools-and-online-arabic-learning>.

<sup>7</sup>Ben Perks, "The Best Apps to Learn Arabic in 2023," *Preply.com*, 2023, <https://preply.com/en/blog/best-apps-to-learn-arabic/>.

<sup>8</sup>Sherif Fahmy, "The New Battleground: Arabic Language And Speech Technologies," *IST Networks*, 2017, <https://www.istnetworks.com/blog/the-new-battleground-arabic-language-and-speech-technologies/>.

<sup>9</sup>Sherif Fahmy, "The New Battleground: Arabic Language And Speech Technologies,"

Arabic online in this digital era, for example a contextual approach.<sup>10</sup> The use of digital learning platforms to teach Arabic literacy is important and timely, especially in the post-pandemic mobile learning scenario in Saudi Arabia.<sup>11</sup> In this context, the Moodle (Modular Object-Oriented Dynamic Learning Environment) platform has been adopted to demonstrate how online resources can be employed.<sup>12</sup>

The pandemic has significantly impacted the use of digital platforms for learning Arabic. The shift to online learning due to the COVID-19 pandemic has led to a notable increase in the use of digital learning platforms for teaching Arabic literacy, particularly in a post-pandemic mobile learning scenario in Saudi Arabia.<sup>13</sup> This shift has accelerated the use of resources such as Moodle for teaching Arabic dialects.<sup>14</sup> However, challenges have arisen, as the limitations experienced by students during the pandemic have had a broad impact on learning output, and the use of learning platforms has not been maximized.<sup>15</sup> Despite these challenges, the use of digital platforms for communication and interaction between students has become crucial for learning Arabic during the pandemic.<sup>16</sup>

Effective strategies for using digital platforms for learning Arabic during the pandemic include adopting online media platforms to provide varied student experiences, despite the limitations experienced by students.<sup>17</sup> Additionally, the contextual approach has been identified as an appropriate strategy for learning Arabic online in the digital era.<sup>18</sup> Furthermore, the use of digital learning platforms for teaching Arabic literacy has become crucial, especially in a post-pandemic mobile learning scenario in Saudi Arabia.<sup>19</sup> Despite the challenges, the adoption of digital platforms for communication and interaction between students has become essential for learning Arabic during the pandemic.<sup>20</sup> These strategies aim to address the impact of the pandemic on Arabic language learning and to enhance the effectiveness of online learning platforms.

In this regard, Arabic language teachers' perceptions of the use of digital platforms in their teaching have been explored in recent research. A study conducted in Saudi Arabia found that Arabic language teachers perceived the use of digital learning platforms, such as the IRA digital platform, to be advantageous in enhancing students' language skills and

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<sup>10</sup>Zainul Arifin, Suci Ramadhanti Febriani, and Hendri Yahya Saputra, "Arabic Learning In The Digital Era: Approach In Online System," *Lughawiyah: Journal of Arabic Education and Linguistics* 3, no. 1 (2021): 73–82, <https://doi.org/10.31958/lughawiyah.v3i1.2752>.

<sup>11</sup>Ahlan Mohammed Al-Abdullatif and Merfat Ayesh Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia," *Sustainability (Switzerland)* 14, no. 19 (2022), <https://doi.org/10.3390/su141911868>.

<sup>12</sup>Abdelbary, Panasçı, and Solimando, "Digital Platforms in Teaching Arabic Dialects."

<sup>13</sup>Al-Abdullatif and Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia."

<sup>14</sup>Abdelbary, Panasçı, and Solimando, "Digital Platforms in Teaching Arabic Dialects."

<sup>15</sup>Rahmawati and Suci Ramadhanti Febriani, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic," *International Journal of Language Education* 5, no. 4 (2021): 324–36, <https://doi.org/10.26858/IJOLE.V5I4.19732>.

<sup>16</sup>Nassima Kerras and Moulay Lahssan Baya Essayahi, "Education and COVID-19: Learning Arabic Language and Perspectives The Electronic Journal of e-Learning" 20, no. 1 (2022): 36–52, [www.ejel.org](http://www.ejel.org).

<sup>17</sup>Rahmawati and Febriani, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic."

<sup>18</sup>Arifin, Febriani, and Saputra, "Arabic Learning In The Digital Era: Approach In Online System."

<sup>19</sup>Al-Abdullatif and Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia."

<sup>20</sup>Kerras and Essayahi, "Education and COVID-19: Learning Arabic Language and Perspectives The Electronic Journal of e-Learning."

improving their learning outcomes.<sup>21</sup> However, the study also revealed that teachers faced challenges related to technical skills and the need for improved acquisition and management of digital tools.<sup>22</sup> Another study conducted by Ali Al-Musawi et al found that Arabic language teachers perceived the effectiveness of using Arabic language teaching software to be positive, emphasizing the importance of understanding teachers' perceptions of acceptance and adoption of these platforms.<sup>23</sup> These findings highlight the importance of understanding Arabic language teachers' perceptions of the use of digital platforms in their teaching, as well as the challenges and opportunities associated with digital learning in the context of Arabic language education.

The purpose of this study was to look into how digital platforms affected accessibility, engagement levels, and the general efficacy of learning Arabic. Exploring the significant changes brought about by the use of digital platforms into Arabic language instruction is another crucial aspect of this study. In order to create a dynamic and productive learning environment for Arabic language learners, educators must embrace the digital age by comprehending its implications and taking use of its opportunities.

## **METHOD**

This study employed a qualitative approach with a literature review method to explore the transformational impact of integrating digital platforms into Arabic language learning.<sup>24</sup> The primary data sources consist of various literature, including books, academic journals, articles, websites, and other relevant writings on the topic. Data were collected through a literature review, which involved identifying, evaluating, and synthesizing information related to the use of digital platforms in Arabic language teaching during the Industrial Revolution 5.0 era. Data analysis was conducted using the Miles and Huberman model,<sup>25</sup> which includes four stages: data collection, data reduction, data display, and data verification. The main focus of this research is to identify the opportunities and challenges in integrating digital technology into Arabic language teaching and to analyze the implications of this integration within the educational context.

## **RESULT AND DISCUSSION**

### **Enhance Engagement in Arabic Language Learning**

Digital platforms have proven effective in capturing the attention and interest of Arabic language learners. Interactive modules, multimedia content, and gamified elements contribute to a more engaging learning experience. As a result, students show increased motivation and participation in language activities.

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<sup>21</sup>Al-Abdullatif and Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia."

<sup>22</sup>Nurul Murtadho, "Digital Resources and Their Use in Arabic Language Classroom : A Mini-Narrative Review" 612, no. ISOLEC (2021): 242–48.

<sup>23</sup>Ali Al Musawi et al., "Perceptions of Arabic Language Teachers toward Their Use of Technology at the Omani Basic Education Schools," *Education and Information Technologies* 21, no. 1 (2016): 5–18, <https://doi.org/10.1007/s10639-013-9305-5>.

<sup>24</sup>John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Singapore: Sage Publications, 2014).

<sup>25</sup>Matthew B. Miles and A. Michael Huberman, *Qualitative Data Analysis: A Methods Sourcebook*, Fourth Edi (Arizona State University, USA: SAGE Publications, Inc, 2019).

Digital platforms can enhance engagement in Arabic language learning in several ways. Firstly, they provide access to interactive and multimedia resources, which can make the learning process more engaging and effective. For example, a study on the impact of mobile digital games in learning Arabic language at the tertiary level found that digital game-based learning promotes student-centered learning, enhances student participation, and provides a joyful, fun, and active learning environment.<sup>26</sup> Additionally, digital platforms can facilitate communication and interaction with native speakers, which is crucial for improving productive language skills.<sup>27</sup> Furthermore, the use of digital learning platforms for teaching Arabic literacy has been shown to influence and improve learning outcomes, indicating the potential of digital platforms to enhance engagement in Arabic language learning.<sup>28</sup> Some examples of digital learning platforms used to enhance Arabic language learning include:

1) Edraak: A non-profit educational platform based in Jordan that offers free online courses in Arabic. It provides courses for continuing education for adults and K-12 education, with resources aligned with curricula in the Middle East and North African region.<sup>29</sup>



**Figure 1. Platform of Edraak**

2) Rwaq: The Arab Open Learning Platform, based in Saudi Arabia, offers free, high-quality academic material in Arabic in a variety of disciplines provided by distinguished academics from all over the Arab world.<sup>30</sup>



**Figure 2. Platform of Rwaq**

In addition, using digital platforms for Arabic language learning has several benefits compared to traditional methods. *Firstly*, digital platforms provide access to a wide range of

<sup>26</sup>Mohammad Taufiq Abdul Ghani et al., “The Impact of Mobile Digital Game in Learning Arabic Language at Tertiary Level,” *Contemporary Educational Technology* 14, no. 1 (2022): 1–18, <https://doi.org/10.30935/cedtech/11480>.

<sup>27</sup>Arifin, Febriani, and Saputra, “Arabic Learning In The Digital Era: Approach In Online System.”

<sup>28</sup>Al-Abdullatif and Alsubaie, “Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia.”

<sup>29</sup>Al-Fanar Media Reporting Team, “A Guide to Top Platforms for Online Courses,” *Al-FanarMedia*, 2022, <https://www.al-fanarmedia.org/2022/10/online-courses-learning-platforms-arabic-english/>.

<sup>30</sup>Rasmal, “Learn about 10 Platforms for Online Self-Learning That Support the Arabic Language.”; Al-Fanar Media Reporting Team, “A Guide to Top Platforms for Online Courses,”



interactive and multimedia resources, which can make the learning process more engaging and effective.<sup>31</sup> *Secondly*, digital platforms can facilitate communication and interaction with native speakers, which is crucial for improving productive language skills.<sup>32</sup> *Thirdly*, digital platforms offer flexibility in terms of time and location, allowing learners to access educational resources at their own pace and convenience. Additionally, digital platforms can provide cost savings by avoiding expensive travel expenses or tuition fees.<sup>33</sup> *Finally*, the use of digital platforms for teaching Arabic literacy has been shown to improve learning outcomes, indicating the potential of digital platforms to enhance engagement and improve language skills.<sup>34</sup> These benefits highlight the potential of digital platforms to create a more interactive, engaging, and effective learning environment for Arabic language learners.

### **Improved Accessibility in Arabic Language Learning**

The integration of technology has significantly improved the accessibility of Arabic language learning. Students can study Arabic more easily and conveniently anywhere at any time with the use of technology-based language learning.<sup>35</sup> Since ICT (information and communication technology) can lower access barriers and encourage social inclusion for students with impairments, this is especially advantageous for people with disabilities.<sup>36</sup> As the need for remote training programs has grown, digital platforms and freely available online materials have been used to make Arabic language instruction more accessible.<sup>37</sup> All things considered, the use of digital technology in Arabic language instruction has given students many chances to learn the language on their own and improve their proficiency.

Further improving accessibility in Arabic language learning, this digital integration has been implemented in response to the growing demand for remote training courses.<sup>38</sup> Additionally, differentiated learning resources, including texts, audios, videos, and photos, are now widely accessible through technology thanks to the utilization of digital platforms and freely accessible online materials.<sup>39</sup> Moreover, the digitalization of the learning environment has created a thriving digital learning environment for students, improving their overall language proficiency skills.<sup>40</sup> Overall, the integration of technology has enhanced the accessibility of Arabic language learning by providing opportunities for independent learning and access to diverse resources.

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<sup>31</sup> Abdelbary, Panasçı, and Solimando, "Digital Platforms in Teaching Arabic Dialects."

<sup>32</sup> Arifin, Febriani, and Saputra, "Arabic Learning In The Digital Era: Approach In Online System."

<sup>33</sup> Rasmal, "Learn about 10 Platforms for Online Self-Learning That Support the Arabic Language."

<sup>34</sup> Murtadho, "Digital Resources and Their Use in Arabic Language Classroom : A Mini-Narrative Review."; Al-Abdullatif and Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia."

<sup>35</sup> Samsuar. A Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)," *International Journal of Education, Language, and Social Science* 1(1), no. 1 (2023): 1–11, <https://ijclass.darulilmibinainsan.or.id/index.php/ijclass/article/view/4>.

<sup>36</sup> Abha Khetarpal, "Information and Communication Technology (ICT) and Disability," *Review of Market Integration* 6, no. 1 (2015): 96–113, <https://doi.org/10.1177/0974929214560117>.

<sup>37</sup> Abdelbary, Panasçı, and Solimando, "Digital Platforms in Teaching Arabic Dialects."

<sup>38</sup> Abdelbary, Panasçı, and Solimando.

<sup>39</sup> Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)."

<sup>40</sup> Nik Mohd Rahimi, Nurfarahin Nasri, and Siti Samihah, "Promoting Digital Learning Environment in Arabic Language Education: The Use of Animated Video (AV) For Vocabulary Acquisition among Primary School Students," *Ijaz Arabi: Journal of Arabic Learning* 4, no. 3 (2021): 548–56, <https://doi.org/10.18860/ijazarabi.v4i3.12941>.

## **Personalized Learning in Arabic Language Learning**

Personalized learning is a teaching approach that caters to individual student needs and learning styles. Digital platforms have enabled a more personalized learning experience, with adaptive algorithms, interactive quizzes, and customized learning paths contributing to a tailored approach that allows learners to progress at their own pace.<sup>41</sup> There are many personalized learning platforms available in the market, such as EdApp, Schoox, WalkMe, and Raptivity. These platforms use data analytics, artificial intelligence, adaptive learning, microlearning, and other techniques to provide customized learning paths that are engaging, interactive, and practical. In addition, there are many games, apps, and sites available for personalized learning, such as Goalbook Toolkit, Classkick, Kiddom, and Wizer. Digital Personalized Learning (DPL) is a technology that supports personalized learning and teaching at the level of the student, and it holds huge potential to address the global learning crisis. Then one of the NCAA-accredited comprehensive digital PreK–12 teaching and learning platform is called SchoolsPLP, which makes it simple for educators to organize and provide students with online, hybrid, and blended learning opportunities.<sup>42</sup>

Research was conducted by Mahyudin Ritonga et al related to personalized learning using a digital platform in Arabic language is entitled *"Learning for early childhood using the IcanDO platform: Breakthroughs for golden age education in Arabic learning"*.<sup>43</sup> This study discusses the usage of the IcanDO platform to support early childhood learning, improve memory, and create individualized Arabic language learning plans. The platform is intended to improve students' communication abilities, foster their capacity for critical and creative thought, and help them become cooperative learners. The study also makes the case that using technology to teach Arabic to kids can greatly aid in meeting learning goals. Arabic language learners now have the opportunity to learn a second language—or perhaps a new one—thanks to the IcanDO platform. The study encourages future researchers to improve the IcanDO platform, particularly with regard to vocabulary, sentence structure, and language proficiency in hearing, speaking, reading, and writing.

Another relevant resource is the e-Learning platform for Arabic language is Kamkalima. It is an e-learning platform for Arabic language education that provides high-tech and interactive educational content that is aligned with the modern academic system. It offers a holistic e-learning platform with purposeful technology and meaningful content to improve Arabic language skills. Kamkalima equips Arabic teachers with the resources and support to raise a generation of engaged and creative students driven by technology. The platform includes features such as a digital library for reading and listening, AI-powered writing help, performance reports, personalized suggestions, and curriculum-aligned assessments. More than 20,000 students and over 450 teachers in nine Arab countries have

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<sup>41</sup>Gabrielle Rivera, "10 Free Personalized Learning Platforms," *Edapp*, 2021, <https://www.edapp.com/blog/10-personalized-learning-platforms/>.

<sup>42</sup>Heba Ismail et al., "Survey of Personalized Learning Software Systems: A Taxonomy of Environments, Learning Content, and User Models," *Education Sciences* 13, no. 741 (2023): 1–21, <https://doi.org/10.3390/educsci13070741>.

<sup>43</sup>Mahyudin Ritonga et al., "Learning for Early Childhood Using the IcanDO Platform : Breakthroughs for Golden Age Education in Arabic Learning," *Education and Information Technologies* 28, no. 7 (2023): 9171–88, <https://doi.org/10.1007/s10639-022-11575-7>.

benefited from Kamkalima, and the team is focused on expanding its reach throughout the Arab world to ensure effective and engaging Arabic language learning.<sup>44</sup>

Apart from that, there are several free online Arabic courses available, catering to different learning needs and preferences. Some of the notable resources include:

1. First Steps in Arabic – A free online Arabic course for complete beginners, offering useful phrases, important vocabulary, and a focus on communication skills.
2. Busuu – Offers a free online Arabic language course with reading and audio lessons, designed to help learners start speaking Arabic in just 10 minutes a day.
3. Fluent in 3 Months – Provides a list of free resources and online Arabic classes, including audio and podcasts, structured courses, and video lessons available on platforms like YouTube

These resources offer valuable opportunities for individuals to learn Arabic online at no cost, providing access to foundational language skills, cultural insights, and interactive learning experiences. However, digital platforms are very important in the current era, because they enable a more personalized learning experience, meeting the needs and learning styles of each student. Adaptive algorithms, interactive quizzes, and customized learning paths contribute to a personalized approach, allowing learners to progress at their own pace.

Thus, personalized learning platforms use data analytics aim to personalize learning by collecting, analyzing, and interpreting data from various sources to gain valuable insights into student performance, preferences, and needs. This allows educators to create a more personalized and tailored learning experience for each student by identifying individual learning profiles for each student and creating personalized learning plans based on the data.<sup>45</sup> Data analytics enables the development of adaptive learning platforms that customize content delivery to each student's progress and performance, resulting in more effective and efficient learning outcomes.<sup>46</sup> By harnessing the power of data, learning analytics enable educators to gain deeper insights into the learning process, leading to more effective and personalized learning experiences for students.<sup>47</sup> Additionally, data analytics in eLearning allows for the identification of learning gaps and the offering of personalized learning paths for students, ensuring that learners receive targeted support and making their eLearning journey more efficient and effective.<sup>48</sup>

### **Implementing Digital Platforms in Arabic Language Learning: Challenges and Opportunities**

The integration of digital platforms in Arabic language learning presents both challenges and opportunities. Some of the challenges and opportunities include:

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<sup>44</sup>Siroun Shamigian, "Transforming Arabic Language Education: Kamkalima's Impact Report 2023," *LinkedIn*, 2023, [https://www.linkedin.com/pulse/transforming-arabic-language-education-kamkalimas-impact-shamigian?utm\\_campaign=articles\\_sitemaps&utm\\_medium=google\\_news&utm\\_source=rss](https://www.linkedin.com/pulse/transforming-arabic-language-education-kamkalimas-impact-shamigian?utm_campaign=articles_sitemaps&utm_medium=google_news&utm_source=rss).

<sup>45</sup>Rajeev Ranjan, "How to Personalize Learning with Data Analytics-Importance, Implementation and Challenges," *LinkedIn*, September 17, 2023, <https://www.linkedin.com/pulse/how-personalize-learning-data-analytics-importance-rajeev-ranjan>.

<sup>46</sup>"Top 10 Personalized Learning Platforms," *Getrapl*, 2023, <https://getrapl.com/blog/top-10-personalized-learning-platforms/>.

<sup>47</sup>Navcen Neelakandan, "The Importance Of Learning Analytics To Improve The Quality Of ELearning," *Elearningindustry.Com*, 2023, <https://elearningindustry.com/importance-of-learning-analytics-in-elearning>.

<sup>48</sup>Raj Dodiya, "How Can Data Analytics And Learning Management Systems (LMSs) Improve ELearning Courses?," *Elearningindustry.Com*, 2023, <https://elearningindustry.com/how-can-data-analytics-and-learning-management-systems-lmss-improve-elearning-courses>.



A. Challenges:

- 1) Time management: Students and teachers face difficulties in managing their time effectively during online learning.<sup>49</sup>
- 2) Uneven content quality: The quality of digital content varies, making it difficult for learners to access consistent and high-quality resources.
- 3) Need for stable internet access: Stable internet connectivity is essential for smooth operation of digital platforms, which can be a challenge in some regions.<sup>50</sup>
- 4) Lack of social interaction: Digital platforms may limit social interaction between learners and teachers, which can negatively impact language learning experiences.<sup>51</sup>
- 5) Online teaching language challenges: Teaching Arabic using online platforms comes with unique challenges, such as adapting to new teaching methods and tools.<sup>52</sup>

B. Opportunities:

- 1) Ease of access: Digital platforms make Arabic language learning more accessible to a wider audience, including those in remote areas or with busy schedules.<sup>53</sup>
- 2) Flexibility of time and place: Digital platforms allow learners to access learning materials and interact with teachers at their own pace and convenience.<sup>54</sup>
- 3) Diverse learning resources: Digital platforms offer a variety of resources, such as e-books, online courses, and multimedia content, which can enrich the learning experience.<sup>55</sup>
- 4) Mobile learning: The use of mobile devices in learning Arabic literature can improve learning outcomes and provide a more engaging experience for students.<sup>56</sup>

Based on the data above, it can be seen that the integration of digital platforms in Arabic language learning can lead to improved access to educational resources and enhanced learning experiences for students. However, addressing the challenges and leveraging the opportunities will require collaborative efforts from educators or lecturers, technologists, and policymakers in educational institution.

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<sup>49</sup>Al Muslim Mustapa, Mohd Faizulamri Mohd Saad, and Mohamad Zulkifli Abdul Ghani, "Challenges and Expectations of Online Arabic Language Teaching In The Covid-19 Pandemic Era," *Ijaz Arabi: Journal of Arabic Learning* 4, no. 3 (2021): 599–609, <https://doi.org/10.18860/ijazarabi.v4i3.11997>.

<sup>50</sup>Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)."

<sup>51</sup>Rani et al., "Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era)."

<sup>52</sup>Abdelbary, Panasçı, and Solimando, "Digital Platforms in Teaching Arabic Dialects."

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<sup>56</sup>Al-Abdullatif and Alsubaie, "Using Digital Learning Platforms for Teaching Arabic Literacy: A Post-Pandemic Mobile Learning Scenario in Saudi Arabia."

## CONCLUSION

This study reveals that the integration of digital platforms in Arabic language learning has brought significant changes to the teaching paradigm. The main findings indicate that the use of digital platforms, such as Edraak, Yanfaa, and Moodle, effectively overcomes traditional learning barriers, enhances accessibility, and creates a more inclusive and interactive learning environment. This aligns with previous literature emphasizing the importance of technology adoption in language education, especially in the era of the Industrial Revolution 5.0. The implications of this study highlight the need for educational institutions and educators to be more proactive in adopting and developing digital competencies to support technology-based learning. However, this study has limitations, particularly the reliance on secondary data sources and the absence of empirical field tests. Therefore, future research is recommended to conduct empirical testing through field experiments to directly measure the effectiveness of digital platform use.

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