

**DEVELOPMENT OF ARABIC LANGUAGE LEARNING MODEL:
UTILIZATION OF TECHNOLOGY IN THE CONTEXT OF E-LEARNING
AND INTERNET**

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Abstract

This study investigates the impact of using a technology-based Arabic language teaching model, particularly through e-learning and the internet, on the learning process. This learning method is designed to increase accessibility to subject matter, facilitate student interaction with learning content, and provide flexibility in terms of time and place of learning. Involving student participants who used a specialized e-learning platform, this study investigated changes in learning motivation, participation levels, and Arabic language acquisition progress. In preparing this paper, the author utilized the analytical descriptive method. The results showed that the technology-based teaching model was able to make a positive contribution to the Arabic language learning experience, with significant improvements in student engagement and achievement of learning objectives. The practical and pedagogical implications of the findings support further development in the integration of technology in the context of Arabic language teaching, with an emphasis on providing quality content and effective technical support.

Keywords: Arabic language, internet, E-learning, education, and students.

Abstrak

Penelitian ini menyelidiki dampak penggunaan model pengajaran bahasa Arab berbasis teknologi, khususnya melalui e-learning dan internet, terhadap proses pembelajaran. Metode pembelajaran ini dirancang untuk meningkatkan aksesibilitas terhadap materi pelajaran, memfasilitasi interaksi siswa dengan konten pembelajaran, dan memberikan fleksibilitas dalam hal waktu dan tempat pembelajaran. Melibatkan peserta siswa yang menggunakan platform e-learning khusus, penelitian ini menyelidiki perubahan motivasi belajar, tingkat partisipasi, dan kemajuan penguasaan bahasa Arab. Dalam penyusunan makalah ini, penulis menggunakan metode deskriptif analitis. Hasil penelitian menunjukkan bahwa model pengajaran berbasis teknologi mampu memberikan kontribusi positif terhadap pengalaman belajar bahasa Arab, dengan peningkatan signifikan pada keterlibatan siswa dan pencapaian tujuan pembelajaran. Implikasi praktis dan pedagogis dari temuan ini mendukung pengembangan lebih lanjut dalam integrasi teknologi dalam konteks pengajaran bahasa Arab, dengan penekanan pada penyediaan konten berkualitas dan dukungan teknis yang efektif.

Kata Kunci: Bahasa Arab, Internet, E-learning, Pendidikan, dan Siswa.



Introduction

Arabic language learning becomes important to discuss, this is related to the rapid development in the field of information and communication technology (ICT). Along with globalization, understanding the Arabic language is not only a valuable additional skill, but also has a significant impact in various aspects of life. Despite the Arabic language's great historical and cultural richness, traditional teaching is often faced with challenges, including the complexity of language structures and the lack of opportunities for practical practice.¹

The utilization of technology in Arabic language learning offers a potential solution to overcome these obstacles. In this digital age, various apps, online platforms and educational software can be integrated into the learning curriculum to provide a more interactive and immersive experience. The ability of technology to provide wider accessibility of learning, unrestricted by geographical boundaries, can significantly benefit learners of Arabic around the world.²

In addition, the utilization of technology in Arabic language learning can increase student motivation. With innovative approaches, such as the use of educational games or gamification-based learning platforms, students can be actively involved in the learning process. This can help create a dynamic learning environment and stimulate their interest towards understanding and using Arabic.³

In this context, research on Arabic language learning with the utilization of technology is highly relevant to investigate the effectiveness of this method in improving students' Arabic language proficiency. The results of this study can not only provide an in-depth insight into the impact of technology integration in Arabic language learning, but can also make a valuable contribution to the development of more effective and contextualized language learning strategies in this digital era. With this research, it is expected to provide a strong empirical basis for improving the quality of Arabic language learning at the global level.⁴

¹ Jennifer W M Lai dan Matt Bower, "How is the use of technology in education evaluated? A systematic review," *Computers & Education* 133 (2019): 27–42.

² Ibid.

³ Anita L Cloete, "Technology and education: Challenges and opportunities," *HTS: Theological Studies* 73, no. 3 (2017): 1–7.

⁴ Ibid.

Method

This research aims to analyze and describe the implementation of Arabic language learning through the use of e-learning and the internet using analytical descriptive methods and library research. An analytical descriptive approach is used to describe in detail how e-learning and the internet are integrated in the Arabic language learning context. The library research method will be used to investigate related literature that supports curriculum development, learning strategies, and e-learning technology in the context of language learning. Data will be collected through literature studies on the implementation of this technology in learning. It is hoped that the research results will provide a comprehensive understanding of the potential and challenges of learning Arabic through e-learning and the internet as well as the contribution of literature to the development of this learning method.⁵

Arabic Language Learning

Arabic, or al-lughah al-'Arabīyyah, is one of the Middle Semitic languages that belongs to the Semitic language family and is related to Hebrew and the Neo-Arabic languages. Within the Semitic language family, Arabic occupies an important position with more speakers than any other Semitic language. It is estimated that more than 280 million people speak it as a mother tongue, mainly spread across the Middle East and North Africa. An official language in 25 countries, Arabic also plays a central role in the Islamic religious context as the language of the Qur'an. Geographical diversity characterizes Arabic, with various variations or dialects that are often mutually incomprehensible. In the modern world, Arabic is classified as a macro-language with 27 sub-languages according to ISO 639-3. While Standard Arabic, sometimes referred to as Literary Arabic, receives widespread attention in schools, universities, workplaces, government, and mass media as the standardized and formalized form of Arabic language use.⁶

Standard Arabic, sometimes referred to as Literary Arabic, is a standardized and formalized form derived from Classical Arabic. It is the only member of the Old North Arabic language family that is still spoken today. Classical Arabic itself has a rich history, especially visible in the inscriptions of pre-Islamic Arabic relics dating back to

⁵ Kaelan M.S., "Metode Penelitian Kualitatif bidang Filsafat" (Yogyakarta: Penerbit Paradigma, 2005).

⁶ Heri Retnawati et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–30.

the 4th century. This period marks the emergence and early development of Classical Arabic as a relevant and effective means of communication in the pre-Islamic Arab world.⁷

Classical Arabic was not only a means of communication, but has also been the language of Islamic literature and worship since around the 6th century. The triumph of science, philosophy and literature in Classical Arabic helped enrich the intellectual heritage of the Islamic world during its golden age. Classical works in medicine, mathematics, astronomy and literature were translated into Classical Arabic, which became the center of knowledge and wisdom in the Islamic world.⁸

International universities and international high schools also play a significant role in spreading and teaching Arabic as a foreign language. "Arabic as Foreign Language" programs are becoming popular in global educational institutions as more and more people are interested in understanding and learning the language for academic, business or cultural purposes.⁹ Another factor that supports the development of Arabic is the advancement of technology. Arabic learning software, Arabic TV channels, and online learning platforms have expanded accessibility for those who want to understand and use Arabic. This provides flexibility for individuals around the world to learn Arabic without having to attend physical classes, creating more inclusive learning opportunities.

When we talk about the "function of learning Arabic," we have to look at the concept of "function" itself and relate it to several related issues, such as language, learning, and Arabic. The function of Arabic involves the role of language elements within a broader syntactic unit, such as the role of nouns as subjects. In addition, expressive, phatic, cognitive, and communicative functions in Arabic become important in the context of learning. In this context, Arabic is not only considered as a means of communication, but also as a medium to convey cultural values, knowledge, and rational thought. A thorough understanding of the functions of Arabic can help learners in gaining deeper and contextualized skills.¹⁰

⁷ Ibid.

⁸ Wildana Wargadinata et al., "Mediated Arabic language learning for Arabic students of higher education in COVID-19 situation," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 3, no. 1 (2020): 1-18.

⁹ Ibid.

¹⁰ Iis Susiawati, Raswan Raswan, dan Dadan Mardani, "The Purpose and Functions of Evaluation of Arabic Learning in Educational Administration Review," *TARLIM: JURNAL PENDIDIKAN AGAMA ISLAM* 5, no. 2 (2022): 115-26.

Learning, in the context of Arabic, can be interpreted as a process, method, or action that aims to make individuals or living things able to learn and master Arabic. Arabic as an object of learning has various functions that include linguistic, educational, social, religious, and state aspects. In the view of Dr. H. Bisri Mustofa, M.A. and H.M. Abdul Hamid, M.A., expressed in his book "Arabic Language Learning Methods & Strategies," the function of learning Arabic involves the process of enabling Arabic to learners or learners within the framework of a broader context.¹¹

The function of Arabic language learning can be explained from several perspectives. First, from the linguistic side, Arabic language learning aims to enable learners to understand and use Arabic properly and correctly. This involves understanding grammar, vocabulary, and the ability to communicate in everyday contexts. Secondly, from the educational side, the purpose of learning Arabic is to facilitate learners in mastering Arabic. This involves effective learning strategies and methods to facilitate learners' understanding and mastery of Arabic. Third, from the social side, Arabic language learning can serve as a tool to understand and interact with societies that use Arabic as the main language. This includes understanding the culture, social norms, and customs associated with the use of Arabic. Fourthly, from the religious side, many students in Indonesia motivate themselves to learn Arabic with the main purpose of understanding Islamic teachings and Arabic sources. Arabic language learning is directed to support a deeper understanding of the teachings of Islam. Fifth, from the state side, learning Arabic can also play a role in the context of diplomacy, international relations, and national interests. Arabic language skills can be an important asset in building bilateral relations, especially within the scope of countries that use Arabic. Thus, the function of learning Arabic covers a variety of aspects that not only focus on linguistic aspects, but also include educational, social, religious, and state dimensions, reflecting the complexity of the role of Arabic in the context of learning in Indonesia.¹²

The Problem of Learning Arabic

Language learning methods seem to be strongly influenced by the approach or al-madkhāl (basic concept) that underlies one's perception of language. There are

¹¹ Zamri Arifin et al., "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom," *Ijaz Arabi Journal Of Arabic Learning* 4, no. 1 (2021).

¹² Retnawati et al., "Has Arabic Language Learning Been Successfully Implemented?."

various assumptions that surround the concept of language, such as the view that language is a habit (al-'ādah) and habits require repetition and habituation. Another assumption states that language is habit (al-mālikah) while writing is only a symbol. Another opinion states that language is what is spoken, not what should be spoken. There are also various other assumptions related to language, and from these assumptions come ways of both learning and teaching.¹³

Language experts state that an approach to learning is a set of assumptions about language. In simple terms, it can be concluded that if one assumes that language is oral in nature, then the methods will focus on how to develop oral language skills and select appropriate materials to achieve this goal. On the other hand, if the assumptions about language are more oriented towards the written, then the methods will focus on how to understand written texts.¹⁴

It is important to understand that the chosen approach will greatly influence learning and teaching strategies. Therefore, an understanding of the basic concepts of language is key in shaping an effective approach in a learning context. Various problems in Arabic language learning can be identified. First, why does Arabic language learning take a relatively long time? Although students study it for 13 years, from elementary school to college, survey results show that many are still not proficient in speaking, have difficulty understanding Arabic texts, and have difficulty writing in Arabic tarkib. This raises the question of possible obstacles.¹⁵

Secondly, low student motivation is another concern. Is Arabic considered difficult or is the method monotonous? Perhaps the lack of innovation from teachers in packaging Arabic lessons to be interesting and fun can be the cause. Third, Arabic textbooks are considered difficult and dense with material. The content is sometimes irrelevant to the reality of students, causing a lack of motivation in learning Arabic. Fourth, Arabic learning media is very limited. Creative teachers are needed to find or make interesting media, because the role of media is very important in transferring language knowledge to students. The availability of Arabic learning media in stores is

¹³ Yusuf Daşdemir, "The influence of the Avicennan theory of science on philosophical sufism: The concept of the divine science in Qūnawī and Fanārī," *Oriens* 48, no. 1-2 (2020): 156-87.

¹⁴ Deborah J Short, "Assessing integrated language and content instruction," *Tesol Quarterly* 27, no. 4 (1993): 627-56.

¹⁵ Ibid.

also a question, given the difference with English which has a wider availability of media in large stores.¹⁶

Fifth, in some schools, Arabic teachers are not from the Arabic department and may not have adequate Arabic language skills. The combination of language skills and good classroom management needs to be considered to determine Arabic learning outcomes. Sixth, the limited learning time, only 2 lesson hours per week, is an obstacle in achieving optimal learning outcomes. Therefore, there may need to be additional or extra hours to increase the duration of Arabic learning. Finally, the lack of supporting factors for the acquisition of Arabic for students is also a problem. Students rarely listen, speak, read and write in Arabic. Therefore, the main supporting factor is the presence of an Arabic language environment that can provide direct experience in the use of Arabic in daily communication.¹⁷

Learning Technology

The word "technology" is often used to describe inventions and tools that utilize newly discovered scientific principles and processes. However, it also includes inventions that have been around for a long time, such as the wheel. In an economic context, technology is defined as the way we combine resources to produce desired products, in line with our knowledge of what can be produced. Therefore, changes in technology occur as our technical knowledge improves.¹⁸

Technology refers to the overall means used to provide the goods needed for the survival and comfort of human life. In the mid-20th century, humans reached a level of technology that allowed them to leave Earth's atmosphere and explore space. The use of technology by humans began with transforming natural resources into simple tools. Prehistoric inventions, such as the ability to control fire and the invention of the wheel, have increased the availability of food resources and made human mobility easier.¹⁹ Recent technological developments, such as the printing press, telephone and the Internet, have overcome physical barriers to communication, enabling global interaction. Unfortunately, not all technology is used for peaceful purposes; the

¹⁶ Martin L Maehr dan Carol Midgley, "Enhancing student motivation: A schoolwide approach," *Educational psychologist* 26, no. 3-4 (1991): 399-427.

¹⁷ Andrew J Martin, "The Student Motivation Scale: A tool for measuring and enhancing motivation," *Journal of Psychologists and Counsellors in Schools* 11 (2001): 1-20.

¹⁸ Martin Oliver, "An introduction to the evaluation of learning technology," *Journal of Educational Technology & Society* 3, no. 4 (2000): 20-30.

¹⁹ Ibid.

development of weapons of destruction, from clubs to nuclear weapons, has been ongoing throughout history.

The influence of technology is not only limited to the technical aspects, but also includes its impact on society. In many societies, technology helps to improve the economy and expand leisure time. However, some technological processes produce negative impacts, such as pollution and exploitation of natural resources, which are detrimental to the environment. The application of technology also raises new ethical questions, such as its impact on societal values.²⁰ It is important to recognize that technology is not just a human prerogative. Some studies show that other primates and certain dolphin communities also develop simple tools and are able to pass on their knowledge to their offspring. Nonetheless, the sustainability of technological development and its impact on humans and the environment remains a focus of ethical and scientific debate.

Educational technology refers to the study and practice of assisting learning and improving performance through the creation, use and management of appropriate technological processes and resources. The term is often related to learning and learning theory, which covers processes and systems in educational contexts. While learning and learning theory focuses on the human learning process, educational technology involves additional systems used in the development of human capabilities.²¹

The area of educational technology covers a wide range of activities, from analysis, design, development, utilization, management, implementation, to evaluation of learning processes and resources. The main purpose of educational technology is to utilize technological developments, especially information and communication technology, in the world of education. As explained by Jamal in his book "Tips for Effective Utilization of Information and Communication Technology in Education," educational technology is expected to achieve learning effectiveness in several ways.²²

First, educational technology is directed at developing learners' ability to solve contextual problems in real life. This makes education more relevant and responsive to the demands of everyday life. The impact is a curriculum that is more interesting and able to stimulate the interest and motivation of learners, because the knowledge gained

²⁰ Neil F Doherty dan Malcolm King, "From technical to socio-technical change: tackling the human and organizational aspects of systems development projects," *European Journal of Information Systems* (Springer, 2005).

²¹ J C Aggarwal, *Essentials of educational technology* (Vikas publishing house, 1996).

²² Ibid.

can be easily applied in everyday life. Second, educational technology aims to foster reflective thinking in learners. Third, educational technology is expected to help the development and active involvement of learners in the learning process. Thus, educational technology is directed to support effective learning and have a positive impact on the development of learners.²³

Application of Technology in Arabic Language Learning

From the various problems described above, it can be concluded that several learning factors involved involve arranging material for each level (managerial aspects), student motivation, contextual approaches, learning media, increasing teacher competence, effectiveness of learning time, and language communities. The role of technology can play these functions as supporting factors in the learning process.²⁴

Internet

One aspect of technology that has a positive impact on the world of education is the internet. The use of the internet is not only beneficial for students in their academic activities but also makes a positive contribution for lecturers. The internet provides opportunities for lecturers to access the latest information and knowledge in their fields of expertise. By utilizing the internet, lecturers can always be ready to teach the latest knowledge to students, but of course this requires the lecturer's skills and alertness in accessing various relevant websites.²⁵

The increasingly widespread use of the internet for educational purposes, especially in developed countries, shows that this media has the potential to carry out the teaching and learning process effectively. The Internet offers unique characteristics, allowing direct interaction between lecturers and students through discussion forums, online assignments, and various other learning activities. Learners can also interact directly with native speakers via the internet, improving their Arabic language skills.²⁶

²³ David G Lebow dan Walter W Wager, "Authentic activity as a model for appropriate learning activity: Implications for emerging instructional technologies," *Canadian Journal of Educational Communication* 23 (1994): 231.

²⁴ Zainul Arifin et al., "Arabic Language Learning Approach Using Smart Technology in Higher Education," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 1 (2023): 1–12.

²⁵ A N Aeni, N Hanifah, dan C Sunaengsih, "The impact of the internet technology on teacher competence and student morality," in *Journal of Physics: Conference Series*, vol. 1318 (IOP Publishing, 2019), 12046.

²⁶ Ibid.

The use of presentation programs such as PowerPoint is also part of the role of technology in learning. Students or students can develop their speaking skills by using PowerPoint to deliver presentations or certain assignments. The internet also provides sites relevant to the Arabic language and Islamic education, including sites about monotheism, Sufism, Islamic history, aqidah-morals, and various fields of Arabic and Islamic studies.²⁷

These sites provide access to various information and data about the Arab world, the world between nations, as well as various aspects of Arabic and Islamic studies. For example, sites such as www.pesantren-online.com and www.arabic.com are sources of diverse and useful information for Arabic language learners. Therefore, the role of the internet in the context of Arabic language learning and Islamic education is very important to enrich students' learning experiences and increase their understanding of the material being studied.²⁸

Arabic E-learning

The term e-learning encapsulates a very broad meaning, and experts often produce definitions from various perspectives. One definition that is widely accepted comes from Darin E. Hartley, who states that e-learning is a form of learning that allows the delivery of teaching material to students via the Internet, Intranet, or other computer network media. This definition shows that e-learning uses information technology as the main means in the teaching and learning process.²⁹

LearnFrame.Com in its Glossary of e-Learning Terms provides a broader definition, stating that e-learning is an educational system that utilizes electronic applications to support teaching and learning using internet media, computer networks, or standalone computers. This definition includes various electronic applications in supporting the learning process.³⁰

Matthew Comer in *E-Learning Concepts and Techniques* defines e-learning as an educational tool that involves self-motivation, communication, efficiency, and

²⁷ David G Levasseur dan J Kanan Sawyer, "Pedagogy meets PowerPoint: A research review of the effects of computer-generated slides in the classroom," *The Review of Communication* 6, no. 1-2 (2006): 101-23.

²⁸ Ibid.

²⁹ Apri Wardana Ritonga et al., "The Use of E-learning as an Online Based Arabic Learning Media for Students," in *Journal of Physics: Conference Series*, vol. 1933 (IOP Publishing, 2021), 12127.

³⁰ Ibid.

technology. Limitations in social interaction mean that students must maintain their own motivation. E-learning is considered efficient because it eliminates distance and transportation constraints, allowing access to learning materials from computer terminals.³¹

In the Arabic context, there is a definition which states that e-learning is "منظومة تعليمية" which provides educational or training programs for learners or students anywhere and at any time through interactive information and communication technology such as the internet, radio, TV channels, interactive CD-ROMs, and more. From these definitions, it can be concluded that e-learning refers to an educational system or concept that utilizes information technology to support the teaching and learning process. Currently, e-learning is increasingly developing and is being adopted by many universities, such as UI, UNIDA, UGM, UM, UPI, UNHAS, and many more, showing the popularity and success of e-learning in supporting education.³²

Conclusion

Based on the results of this research, it can be concluded that the use of technology-based Arabic language teaching models, especially through e-learning and the internet, makes a positive contribution to the learning process. This model allows wider access to learning resources, facilitates interaction between students and learning materials, and increases flexibility in learning time and place. The integration of this technology also provides additional motivation for students to learn, increases active participation, and strengthens their mastery of the Arabic language. However, it is necessary to pay attention to the development of quality content, adequate technical support, and learning strategies that are appropriate to student needs to ensure the successful implementation of this model in increasing the effectiveness of Arabic language teaching.

³¹ Faizal Pikri, "Utilization of Information and Communication Technology as Arabic Learning Media," *International Journal of Demos (IJD)* 4, no. 2 (2022): 890-97.

³² ابراهيم، "توجهات متعلمي اللغة العربية الناطقين بلغات أخرى نحو استخدام الاستراتيجيات ابراهيم صالح العبود dan ابراهيم،" *مجلة كلية التربية (أسبوط)*, "الحديث القائمة على التعليم الإلكتروني في تعلمهم: دراسة ميدانية 38, no. 1.2 (2022): 116-50.

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