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The Existence of the Mu'askar al-Lughah al-'Arabiyah Program in the Context of Digital Integration at Ma'had Aly As'adiyah Sengkang / Eksistensi Program Mu'askar al-Lughah al-'Arabiyah Dalam Rangka Integrasi Digital di Ma'had Aly As'adiyah Sengkang

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Abstract: This paper examines the existence of Mu'askar Al-Lughah Al-Arabiyah Program at Ma'had Aly As'adiyah Sengkang. The research objectives are: (1) To understand the perceptions of the administrators and participants regarding the existence of the Mu'askar al-Lughah al-'Arabiyah program at Ma'had Aly As'adiyah Sengkang in the digital era; (2) To investigate the efforts of the Mu'askar al-Lughah al-'Arabiyah program in adapting to the digital era to sustain its relevance at Ma'had Aly As'adiyah Sengkang; (3) To assess the impact of digital technology adaptation on the learning outcomes and achievements of the participants. This study uses a descriptive qualitative approach to analyze the Mu'askar al-Lughah al-'Arabiyah program's response to digital challenges. Descriptive research describes existing phenomena in the field, while qualitative research analyzes and interprets social activities, attitudes, beliefs, and perceptions of individuals or groups. The findings reveal: (1) The program at Ma'had Aly As'adiyah Sengkang aims to enhance Arabic language skills and should continue despite technological adaptation challenges; (2) It combines traditional teaching with interactive and digital methods; (3) Digital technology adaptation has improved participants' language skills and comprehension of the material.

Abstrak: Tulisan ini mengkaji tentang eksistensi Program Mu'askar Al-Lughah Al-'Arabiyah di Ma'had Aly As'adiyah Sengkang. Tujuan penelitian ini adalah: (1) Untuk mengetahui persepsi pengurus dan peserta tentang eksistensi program Mu'askar al-Lughah al-'Arabiyah di Ma'had Aly As'adiyah Sengkang di era digital; (2) Untuk mengetahui upaya program Mu'askar al-Lughah al-'Arabiyah dalam beradaptasi dengan era digital agar tetap relevan di Ma'had Aly As'adiyah Sengkang; (3) Untuk mengkaji dampak adaptasi teknologi digital terhadap capaian pembelajaran dan prestasi peserta. Penelitian ini menggunakan pendekatan kualitatif deskriptif untuk menganalisis respons program Mu'askar al-Lughah al-'Arabiyah terhadap tantangan digital. Penelitian deskriptif menggambarkan fenomena yang ada di lapangan, sedangkan penelitian kualitatif menganalisis dan menginterpretasi aktivitas sosial, sikap, keyakinan, dan persepsi individu atau kelompok. Temuan penelitian ini mengungkapkan: (1) Program di Ma'had Aly As'adiyah Sengkang bertujuan untuk meningkatkan keterampilan bahasa Arab dan harus terus berlanjut meskipun menghadapi tantangan adaptasi teknologi; (2) Program ini menggabungkan pengajaran tradisional dengan metode interaktif dan digital; (3) Adaptasi teknologi digital telah meningkatkan keterampilan bahasa dan pemahaman materi peserta.



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Introduction

Proficiency in Arabic is a fundamental requirement for anyone seeking an authentic understanding of Islamic teachings. As the language of the Qur'an, Hadith, and thousands of *turāth* (classical) texts that constitute the intellectual legacy of Muslim scholars, Arabic holds a central position in Islamic education. Mastery of the language is essential not only for reading and analyzing classical texts but also as a means to engage in contemporary Islamic discourse, which is increasingly disseminated across nations through various digital media platforms.¹

As one of the pesantren-based higher education institutions, Ma'had Aly As'adiyah Sengkang plays a vital role in preserving the Islamic scholarly tradition by strengthening *turāth* studies and enhancing the Arabic language proficiency of its students (*mahasantri*). However, this commitment faces considerable challenges. Many students are reluctant to speak Arabic due to fear of making mistakes, lack of confidence, and limited vocabulary. Some also perceive Arabic as a difficult language, which in turn weakens their motivation to learn

Another significant challenge is the limited availability of environments that support natural and interactive Arabic language practice. *Mahasantri* often struggle to find speaking partners with whom they can practice, both inside and outside the classroom. Ironically, this issue is further complicated by the fact that some instructors are not yet able to provide intensive guidance for Arabic language practice beyond formal class hours. This situation highlights the urgent need for an immersive, structured, and consistent Arabic-speaking environment.

To respond to these challenges, Ma'had Aly As'adiyah has developed the Mu'askar al-Lugah al-'Arabiyah program a language camp designed to establish an Arabic-speaking environment that is immersive, interactive, and contextually relevant. This program aims to bridge the gap between theoretical learning and practical usage of the language. Yet, in light of the accelerated digital transformation in education, the existence and sustainability of such traditional language programs now depend on their ability to integrate with digital tools and platforms.

¹Aunur Shabur Maajid Amadi and Dina Wilda Sholikha, "Development of Arabic Language Education in the Digital Era: Systematic Literature Review", in the journal Education and Language Motivation, Volume 1, Issue 3, t.t: t.p, 2023, p. 300

The mu'askar al-lugah al-'Arabiyah program generally offers an immersive environment, where participants live and carry out activities in an atmosphere that is completely in Arabic. Through direct interaction with teachers and other participants, as well as involvement in various Arabic-based activities, participants can develop their speaking skills quickly. During this period, all communication, both formal and informal, was conducted in Arabic, which effectively encouraged participants to think and speak in the language naturally. Mu'askar al-lugah al-'Arabiyah in Islamic boarding schools also often involves cultural elements, such as an introduction to Arab traditions, customs and values. This introduction enriches students' understanding of the cultural context underlying the Arabic language, which is essential for effective communication. With cultural elements, students not only learn Arabic in terms of grammar and vocabulary, but also understand the nuances and context of its use in everyday life.²

However, the development of technology in various fields, including in the world of education, creates a different educational environment, where learning methods and access to information experience dramatic changes. Moreover, the impact of this digital revolution is not only limited to general education, but also affects language education, including Arabic.³ Although the potential of digital technology to improve Arabic language teaching and learning is very promising, there is still a need to dig deeper into how Arabic language development is taking place in this digital era.

Along with the rapid development of technology, educational institutions such as Ma'had Aly As'adiyah Sengkang need to integrate technology in the learning process, with the hope of increasing the effectiveness and efficiency of learning, as well as attracting the interest of the younger generation who are familiar with technology. This aims to offer relevant and quality education and produce graduates who are ready to face the challenges of the times, while maintaining the traditional values of Islamic boarding schools and developing human resources to continue to develop and adapt to technological developments

²Muf seenin, Siti Imaniatul, and Nur Hasanah, "Strategy for Growing Arabic Language Culture with Bi'ah Arabiyyah in Islamic Boarding Schools, Dewantara", in the journal Social Humanities Education Volume 1, Issue 1, 2022, p. 9.

Methods

In accordance with the research objectives, this research uses a descriptive qualitative approach to describe and analyze the existence of the mu'askar al-lughah al-'Arabiyah program in facing digital challenges. Qualitative research is research aimed at describing and analyzing phenomena, events, social activities, attitudes, beliefs, perceptions, thoughts of people individually and in groups. This research is inductive in nature, the researcher allows problems to emerge from the data or is left open to interpretation. Research patterns: survey, case study, causal comparative, correlational, and development. The research pattern used in this research is a case study.

Results and Discussion

Perceptions of the administrators and participants regarding The Existence of the Mu'askar al-Lughah al-'Arabiyah Program in the Context of Digital Integration at Ma'had Aly As'adiyah Sengkang

a. Administrators' Perceptions

Administrators' perceptions of the Mu'askar Al-Lughah Al-'Arabiyah Program refer to the views or understandings held by those directly involved in managing the program, based on their experiences and field data gathered during its implementation. The researcher found that program administrators hold varying perceptions regarding the effectiveness and relevance of the program within the context of Arabic language education.

Some consider it an effective means of deepening Arabic language proficiency, while others highlight challenges in the implementation process. These perceptions are influenced by multiple factors, including the administrators' management experience, the available facilities, and participant responses.

The Mudir (Director) of Ma'had Aly As'adiyah emphasized the importance of comprehensive Arabic language mastery for students. As an institution focused on tafsir (Qur'anic exegesis) based on classical Islamic texts (kitab kuning), the Mudir stated:

³Samsul Haq, "Learning Arabic in the Digital Era: Problems and Solutions in Media Development, Preface" in the journal Education, History and Social Sciences, Volume 7, Issue 1, 2023, h. 22.

“As an institution focused on tafsir grounded in classical texts, we at Ma’had Aly As’adiyah are fully aware of the importance of comprehensive Arabic language mastery for our students. We regard the Mu’askar program as a strategic initiative to equip them with complex language skills. Therefore, the existence of this program is of serious concern to us in our efforts to enhance the quality of our graduates.”⁴

The findings indicate that the existence of the Mu’askar program is viewed as highly important by the institution, not only for deepening Islamic knowledge, but also for improving the overall quality of Ma’had Aly graduates. Through this program, students are able to achieve comprehensive Arabic language proficiency, which is essential for a deeper understanding of tafsir and classical texts. This reflects Ma’had Aly As’adiyah’s commitment to integrating Arabic language learning as an inseparable part of its educational mission, aiming to produce graduates who are well-prepared for future global challenges.

The Mudir’s remarks on the importance of the Mu’askar Al-Lughah Al-‘Arabiyah Program in strengthening Arabic proficiency among students are echoed by the instructors:

“From our perspective as instructors, the Mu’askar program plays a very significant role in supporting the Arabic language teaching and learning process at Ma’had Aly. We have observed considerable improvement in language skills, particularly in spoken practice and oral interaction, after students participated in the program. This has made it easier for us to teach in formal classes.”⁵

The main findings indicate that administrators recognize the program’s strong potential to enhance participants’ Arabic skills, although the integration of digital technology into the learning process remains limited. The administrators’ perspectives on the existence of the Mu’askar Al-Lughah Al-‘Arabiyah Program will be further elaborated in the following sections, including views on its contributions, challenges, and adaptation strategies.

1) The Importance of the Mu’askar Program in Arabic Language Mastery

The administrators of Ma’had Aly As’adiyah Sengkang hold a highly positive perception of the existence of the *Mu’askar al-Lughah al-‘Arabiyah* program. They regard it as an effective strategy to develop students’ language competence, particularly in the areas of practical

⁴Idman Salewe, *Director of Ma’had Aly As’adiyah*, interview, Ujung Baru, February 7, 2025.

⁵Mustaswin Ahmadi, *Male Supervisor*, interview, Ujung Baru, February 10, 2025.

application and oral interaction. The improvement in active communication skills observed after participating in the *Mu'askar* is considered a primary indicator of the program's success.

This perspective can be theoretically explained through Stephen Krashen's framework on Second Language Acquisition, which emphasizes the importance of *comprehensible input* acquired naturally in a supportive environment. In the context of *Mu'askar*, activities such as Arabic Area immersion, daily conversations, and authentic interaction-based language practices are concrete forms of such natural input.⁶ This reinforces the assumption that language acquisition is not only effective through explicit classroom instruction but also through direct experience within a language community.

This discussion is further supported by Rahmawati's research findings on *bi'ah lughawiyyah* (language environment) at the Darul Huffadh Islamic boarding school, which showed that students immersed in intensive Arabic-speaking environments demonstrated significant improvements in their communicative competence. These empirical findings affirm the value of immersive environments such as those implemented in the *Mu'askar* program: the more authentic and frequent the language interactions, the greater the potential for linguistic competency development.⁷

Thus, the positive perception of administrators toward the *Mu'askar* program is not merely normative but reflects their awareness of its pedagogical value. The *Mu'askar* is viewed as a transformative medium that bridges the gap between theoretical knowledge in the classroom and real-life language use among students. This positions *Mu'askar* not as a supplementary activity, but as an integral component of Arabic language instruction grounded in theory, context, and empirical validation.

⁶Makinuddin, "Strategies for Creating an Arabic Language Environment in Pesantren", Academia Publication, 2021.

⁷Rahmawati, Sri Mulya, Kamaluddin Abunawas, dan Muhammad Yusuf, "The Role of Bi'ah Lughawiyyah in Supporting Arabic Language Learning at Darul Huffadh Tuju-Tuju Islamic Boarding School, Bone Regency", *Jurnal Inspiratif Pendidikan*, Vol. 11, No. 1, 2022.

2) The *Mu'askar* Program's Contribution to Formal Classroom Learning

The findings highlight a synergistic effect between the *Mu'askar al-Lughah al-'Arabiyah* program and formal Arabic instruction at Ma'had Aly As'adiyah. This phenomenon aligns with constructivist principles, which assert that learning is an active, experience-based process. Within this framework, students construct their own understanding through interaction and direct engagement with authentic language use. The *Mu'askar* program provides real-life experiences that allow students to construct meaning and connect grammatical concepts learned in class with real communication scenarios encountered in dorm life and daily activities.

In addition to constructivism, this finding can also be analyzed through the *transfer of learning* theory, which emphasizes that skills or knowledge gained in one learning context can be transferred and applied in another.⁸ In this case, oral and communication skills acquired in the *Mu'askar* environment support the application of linguistic content in academic tasks, such as reading classical Arabic texts, writing essays, or engaging in classroom discussions.⁹ This transfer does not occur automatically but is facilitated by contextual similarity and the relevance of the learning experience.¹⁰

3) Challenges in Integrating the Program with Digital Technology

A gap exists within the *Mu'askar* program, wherein infrastructure accessibility does not necessarily correlate with effective technology adoption in pedagogical practice. The concept of the *digital divide* is relevant to understanding this challenge. The digital divide is not limited to physical access to devices and connectivity but also includes disparities in skills, knowledge, and attitudes required to use technology productively in educational contexts.¹¹

⁸Saksono, Herie, et al., *Learning Theories in Education*, Cendikia Mulia Mandiri, 2023.

⁹Makinuddin, *Strategi pembentukan lingkungan bahasa Arab di Pesantren*

¹⁰Hari Wibowo, *Introduction to Learning Theories and Teaching Models*, Puri Cipta Media, 2020.

¹¹Aksenta, Almasari, et al., *Digital Literacy: Knowledge & Recent Transformations of Digital Technology in the Era of Industry 4.0 and Society 5.0*, PT. Sonpedia Publishing Indonesia, 2023.

The challenge of integrating digital technology in the *Mu'askar* program can be analyzed through the lens of *cognitivism*, which emphasizes the complexity of mental processes. Instructors must actively process new information about technology, alter their mental schemas of teaching, and solve problems related to implementing technology in the classroom. This process demands significant cognitive effort and can serve as a barrier to technology adoption.¹²

4) Adaptive Strategies by Program Administrators

The study reveals that administrators of the *Mu'askar al-Lughah al-'Arabiyah* program at Ma'had Aly As'adiyah Sengkang have developed several adaptive strategies to ensure the program's continuity and relevance in responding to the demands of the digital era. These strategies reflect an awareness of the importance of aligning program design with learner characteristics—primarily Generation Z—and the dynamic nature of educational technology.¹³

One notable adaptation is the extension of the program's duration, allowing for more intensive and in-depth learning. This strategy not only increases students' exposure to Arabic but also strengthens the creation of a robust *bi'ah lughawiyyah* (language environment). According to Vygotsky's sociocultural theory, the longer individuals engage in authentic linguistic interaction, the more likely language structures are internalized through social mediation. This strengthens the effectiveness of context-based and collaborative learning.

Another strategy is the development of the *Takallam* Program, designed as a foundational class that is communicative, enjoyable, and focused on speaking skills. This approach reflects the principles of *Communicative Language Teaching (CLT)*, which emphasizes language use as a tool for communication rather than merely an object of grammatical study. By focusing on interaction, self-expression, and the

¹²Sadriani, Andi, M. Ridwan Said Ahmad, dan Ibrahim Arifin, *The Role of Teachers in the Development of Educational Technology in the Digital Era*, in the 62nd National Dies Natalis Seminar, 2023

¹³Mardhiyah, Rifa Hanifa, et al., " The Importance of 21st Century Learning Skills as a Demand in Human Resource Development " *Lectjura: Jurnal Pendidikan* 12.1, 2021.

social context of language use, the program provides participants with the confidence to actively use Arabic.¹⁴

In an in-depth interview, an instructor shared:

“We designed the *Takallam* class as a fun introductory course, especially for beginners. The focus is on speaking, not theory. The learning activities are packaged in a communicative and relaxed setting. Participants are encouraged to speak from day one, and we also use outdoor areas to avoid monotony. This is one way we tailor the program to suit today’s generation, who prefer learning through practice and direct interaction.”¹⁵

Further support came from another instructor who highlighted the reflective process involved in redesigning the class:

“At first, we didn’t fully understand how to integrate approaches preferred by Generation Z. But after observing that students were more enthusiastic during practical sessions, we began changing our methods. Now, almost all our classes are designed like real-life simulations.”¹⁶

These statements indicate that the teaching team engages in internal evaluative processes in response to contemporary learning needs. This demonstrates that the approach employed is dynamic and responsive to the evolving characteristics of students.

b. Participants’ Perceptions

Participants’ perceptions of the *Mu’askar al-Lughah al-‘Arabiyah* program reflect how they view the program's existence, function, and relevance in the context of Arabic language learning, especially amid the challenges of the digital era. These perceptions are shaped by their direct experiences in the program, including their initial motivations, the learning methods applied, and the impact they felt on their Arabic language competence.

Based on the analysis of participants' perceptions of the *Mu’askar* program, their primary motivations for joining were diverse but predominantly centered on the desire to improve their active Arabic language skills. As one participant stated:

¹⁴Kaharuddin, *Innovative Arabic Language Learning Through the Ta’sisiyah Method*, IAIN Parepare Nusantara Press, 2019.

¹⁵Ishaq, “Instructor of Al-Azhar,” *Interview*, Ujung Baru, 07 Februari 2025.

¹⁶Nurul Hidayah, “Instructor of Al-Azhar,” *Interview*, Ujung Baru, 07 Februari 2025.

“I want to speak Arabic more fluently. In regular classes, I don’t get enough opportunities to practice.”¹⁷

This finding is reinforced by another participant who emphasized that the *Mu’askar* program provided continuous opportunities for daily interaction in Arabic.

The researcher also observed that while technology allows for quick access to information, the direct interaction facilitated by the *Mu’askar* creates a more intensive and holistic learning experience. As such, the program is considered highly relevant in building communicative and contextual Arabic-speaking abilities, even amidst technological advancements.

1) Participants’ Motivation to Join the Program

Participants’ motivation to take part in the *Mu’askar al-Lughah al-‘Arabiyyah* reflects a practical awareness of the importance of communicative competence in Arabic. They perceived the program as a solution to bridge the limitations of formal classroom learning, which tends to focus more on grammar and text comprehension. This motivation is also reinforced by academic relevance, particularly in Islamic studies such as *Tafsir wa Ulumuhu*, which require both active and passive mastery of Arabic.¹⁸

In the context of Maslow’s *need-based motivation* theory, this motivation can be categorized as self-developmental an effort to fulfill needs related to personal growth and academic achievement.¹⁹ From Stephen Krashen’s perspective, such high motivation increases the likelihood of successful language acquisition, especially when accompanied by meaningful input and a supportive learning environment.²⁰ The *Mu’askar* program, with its intensive practice and immersive language context, effectively facilitates this need.

¹⁷Fitrah Qalbi, “Partisipant,” *Interview*, Ujung Baru, 16 Februari 2025.

¹⁸Muin, Muhammad Yunus, " Arabic Language Learning and Strengthening the Scholarly Tradition of Pesantren at As’Adiyah Islamic Boarding School, Sengkang ", *Jurnal Shaut Al Arabiyyah*, 2018.

¹⁹Rismawanti, Erni, Ninah Wahyuni Amaliah, and Fandi Ahmad, *Student Development*, CV. Ruang Tentor, 2024.

²⁰Badi’ah, Zahrotul, " Implications of J. Piaget’s Cognitive Learning Theory in Arabic Language Learning Using the Audiolingual Method ", *Attractive: Innovative Education Journal* 3.1 (2021).

2) Participants' Satisfaction with the Learning Methods

The majority of participants expressed a high level of satisfaction with the instructional approach used in the *Mu'askar* program. The methods applied were communicative, interactive, and experience-based. Activities such as group discussions, presentations, and everyday conversational practice were seen as effective in developing active language competence.²¹

This approach aligns with *Communicative Language Teaching* (CLT) and constructivist principles, which emphasize that learners construct meaning through social interaction within relevant contexts. When participants are actively engaged, they not only absorb the language but also internalize its structure and meaning in real-world use. This satisfaction is a key indicator that the *Mu'askar* approach is not only effective but also well-suited to the learning preferences of Generation Z, who favor participatory and application-based learning.

3) Program Relevance in the Digital Era

Participants considered the *Mu'askar* program to remain relevant in the digital era, even viewing it as a counterbalance to online learning, which tends to be static and individualistic. Although participants are accustomed to digital learning resources, they perceived the direct interaction and immersive experiences offered by the *Mu'askar* as irreplaceable.

This approach can be analyzed using Vygotsky's *social interaction* theory, which highlights the role of social engagement and environmental context in cognitive and linguistic development. The *Mu'askar* program creates a *zone of proximal development* in which participants grow through collaborative interaction and scaffolding provided by instructors and peers. In language learning, the intensity and meaningfulness of such interactions are crucial in fostering contextual oral proficiency.

²¹Al-Arif, Adin Hamzah, and Septi Gumindari, "Arabic Language Learning in the Digital Era: Challenges, Implementation, and Opportunities", *Jurnal Ilmu Pendidikan*, Volume 2, Edisi 7, 2024.

Mu'askar Al-Lughah Al-'Arabiyah Program Efforts to Adapt to the Digital Era to Maintain Its Existence at Ma'had Aly As'adiyah Sengkang

Program adaptation in the digital era refers to the efforts undertaken by educational programs to adjust their methods, materials, and instructional approaches in line with rapid technological developments. In the context of the *Mu'askar al-Lughah al-'Arabiyah* program, such adaptation is crucial to ensure its continued relevance and effectiveness in teaching Arabic, especially as the use of technology becomes increasingly prevalent in daily life.²²

Since its initial implementation in 2022, the *Mu'askar* program at Ma'had Aly has undergone several changes in both activity structure and teaching methods. With the advent of the digital era—characterized by the widespread penetration of information and communication technologies post-2010—the researcher found that adaptation to digital developments has not yet been fully and consistently integrated into the program. Nonetheless, there are positive signs that technology has become part of the formal learning ecosystem at Ma'had Aly. This is evidenced by the following statement from the *Mudir* of Ma'had Aly:

“We’ve observed that every institution we invite to provide Arabic instruction has different characteristics and approaches. For example, an instructor from Pare-Pare who taught in the area around 2016 once used a projector to show Arabic-language videos to the participants. However, the current instructor from Al-Azhar Kediri no longer uses such media in the learning process.”²³

This statement suggests that the use of technology in the *Mu'askar* program is situational, depending on the readiness and teaching habits of the instructors rather than being guided by institutional policy or curriculum. This is further supported by historical documentation indicating the use of projectors to present visual materials relevant to Arabic language learning. The lack of instructor readiness in utilizing digital tools is a major contributing factor, despite the fact that participants themselves are already familiar with technology, as formal classes at Ma'had Aly frequently use TVs and projectors.

Ma'had Aly As'adiyah Sengkang has made several efforts to adapt the *Mu'askar* program in response to the dynamics of the digital era, although these adaptation efforts

²²Saputra, Andi Muh Akbar, dkk., *Technology and Information: The Role of IT in Various Fields*, PT. Sonpedia Publishing Indonesia, 2023.

²³Idman Salewe.

have yet to reach a comprehensive stage. Identified forms of adaptation in this study include the provision of basic technological infrastructure, the use of social media for documenting activities, and organizing Arabic language poster competitions.

The digital era presents a dual impact on the *Mu'askar* program—manifesting in both challenges and opportunities. One major challenge is the shift in learning preferences among participants, particularly Generation Z, who are digital natives and accustomed to technology-rich environments. The abundance of online Arabic learning resources also poses potential competition to traditional intensive programs. Understanding this shift in learning preferences is crucial, as Generation Z tends to favor interactive, visual, and digitally accessible learning, which contrasts with the traditional *Mu'askar* approach that emphasizes face-to-face interaction and printed materials.

Field findings indicate that although digital technology has been utilized in some aspects of the *Mu'askar* program, its use remains suboptimal. A key finding is that most instructors still rely heavily on conventional teaching methods, despite participants being highly receptive to the use of technology.

For instance, interviews with several participants revealed that they felt more engaged and enthusiastic when learning activities incorporated more advanced technology, such as online-accessible materials or applications that offer real-time feedback. One participant shared:

“We really benefit from this program, and we’d be even more excited if the *Mu'askar* used more technology. For example, if the materials could be accessed online, it would be easier to catch up or review later. And if there was a dedicated app for practicing *muhadatsah* with instant feedback. Even after the program ends, we could continue practicing with friends through social media groups.”²⁴

These interviews demonstrate that participants are highly enthusiastic about the *Mu'askar* and eager to see greater integration of technology in the learning process. They expressed a desire for accessible online materials, self-practice applications with instant feedback, and platforms for collaborative learning beyond the program’s official timeframe.

²⁴Danil, “Partisipant,” *Interview*, Ujung Baru, 16 Februari 2025.

The Impact of Adaptation to Digital Technology on Learning Outcomes and Achievements of Mu'askar Al-Lugah Al-'Arabiya Program Participants

a. Increased Interest and Motivation Among Participants

There is evidence that exposure to digital technology has enhanced participants' interest and motivation in the *Mu'askar* program, although this increase has not yet directly contributed to significantly measurable learning outcomes.²⁵

The increase in learners' motivation and engagement in response to digital integration can be understood through a conceptual approach that places affective factors as central elements in education, particularly in language learning. In this context, digital technology serves not merely as a technical tool but as a pedagogical medium capable of shaping learning experiences that are more interactive and immersive.

Darmawati and Ambo Dalle, in their work *Hypermedia: Aplikasi Pembelajaran Bahasa Arab di Era Digital*, note that the use of hypermedia in Arabic instruction can spark learners' enthusiasm and curiosity through multi-sensory engagement and visually stimulating content.²⁶ Conceptually, this highlights the role of technology as an external stimulus that activates learners' internal psychological mechanisms such as curiosity, enjoyment, and the desire for autonomous exploration.

This existential dimension supports the argument that learning motivation emerges not only from external influences but also as a manifestation of self-awareness, where learners engage as thinking, feeling, and meaning-making subjects within the educational process. Furthermore, theories on media integration within communicative approaches affirm that learner motivation and interest are significantly shaped by how effectively media can connect them with authentic and relevant language contexts.

As Muhammad Irwan suggests, instructional media used in language immersion environments such as the *Mu'askar* have great potential to strengthen formal education through intensified language practice in supportive settings.

²⁵Darmawati and Ambo Dalle, *Hypermedia: Applications of Arabic Language Learning in the Digital Era*, CV. Kaaffah Learning Center, 2019.

²⁶Ibid.

b. Minimal Impact on Learning Outcomes

Digital adaptation has yet to demonstrate a significant impact on learning outcomes, primarily due to the low level of integration in instructional processes. The use of technology remains unsystematic, while conventional methods still dominate.

This finding reflects the broader condition that technological integration in Arabic language instruction has not yielded substantial improvements in participant outcomes. This aligns with findings by Darmawati and Ambo Dalle in *Hypermedia*, which assert that the impact of technology in language learning will only be felt when integration is systematic and supported by appropriate strategies. Unfortunately, in the context of this study, technology has not been incorporated as a deliberate and structured component of the learning process.

Moreover, digital transformation theory highlights that technological disruption requires a shift in educational paradigms not merely the adoption of digital tools, but the reconstruction of instructional processes to meet the needs of digital-native learners in the Society 5.0 era. In the absence of such a transformation, it is unsurprising that learning outcomes remain stagnant.²⁷

c. The Potential of Technology to Enhance Learning

Findings indicate that informants recognize the potential of digital technology to support Arabic language learning, particularly through digital media and online platforms. While its implementation remains suboptimal, technology is seen as a means of enriching the learning experience, making it more engaging and responsive to contemporary demands.

This perspective aligns with the theory of *communities of practice*, which underscores the value of learning through social participation within a community. In this context, technology is not merely a support tool but a vehicle for building interconnected learning communities in virtual spaces.

Additionally, Krashen's theory of second language acquisition emphasizes the importance of comprehensible input in the language learning process. Digital platforms offer diverse input forms videos, audio, and texts that

²⁷Syukur, Anshar, *Learning Transformation: Application of New Media Among Junior High School Students*, CV. Ruang Tentor, 2024.

can be understood contextually, representing a significant opportunity to enhance learners' language competence.

d. The Gap Between Learners' Digital Preferences and Program Design

The study reveals a mismatch between the learning preferences of Generation Z participants who are digital natives and the traditional approach employed in the *Mu'askar* program. Participants tend to favor more interactive, flexible, and tech-based learning models, yet the program's design has not significantly innovated to meet these expectations.

This condition highlights a digital gap between the generational characteristics of the participants and the curriculum design, which has not adequately adapted to the demands of the digital era. As previously outlined in Chapter II, Society 5.0 calls for learning models that are not only technology-based but also human-centered, emphasizing innovation aligned with learners' needs. Programs that retain outdated instructional patterns risk losing relevance, particularly in the eyes of learners accustomed to digital learning environments.

From a constructivist perspective, learners should be supported in constructing knowledge through active interaction with technology and their surroundings. When the program remains conventional and instructor-centered, opportunities for active learner participation are limited. This is unfortunate, considering that Generation Z learners seek meaningful, contextual, and collaborative learning experiences—often enabled through virtual interaction.

Conclusion

The *Mu'askar Al-Lughah Al-'Arabiyah* program is positively perceived by both administrators and participants as a flagship initiative that effectively enhances Arabic language skills, particularly in speaking (muhadatsah). Administrators view the program as a crucial pedagogical strategy supporting students' academic achievement in understanding religious texts. Meanwhile, participants regard it as an immersive and practical learning experience that is not typically available in formal classroom settings. The intensive environment and hands-on practice cultivated within the program are considered highly conducive to meaningful language acquisition.

The *Mu'askar* program has made several adaptation efforts in response to the dynamics of the digital era. These include the provision of basic infrastructure such as projectors, smart TVs, and Wi-Fi, as well as the development of communicative and contextual approaches such as the *Takallam* initiative. However, digital adaptation has not yet been fully integrated into the curriculum or instructional strategies. Key challenges in this adaptation process include the limited digital competencies of instructors, the absence of institutional policies promoting technology integration, and the suboptimal use of social media and online platforms to support learning.

The integration of digital technology has not yet demonstrated a significant impact on participants' learning outcomes. While there has been a notable increase in learners' interest and motivation to study Arabic, this enthusiasm has not translated into measurable improvements in language proficiency due to the limited and unsystematic implementation of technology. The gap between infrastructure readiness and instructional design remains a major obstacle to optimizing the benefits of digital tools. Nonetheless, both participants and administrators recognize the considerable potential of technology to enrich and expand language learning. Therefore, a more targeted, collaborative, and learner-centered digital integration strategy is required one that aligns with the characteristics of the digital generation.

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