



DIGITALIZATION LEARNING FOR PASSIVE SPEAKERS: A PHENOMENOLOGICAL APPROACH AT PKPBA UIN MAULANA MALIK IBRAHIM MALANG

Ahmad Tarmizi¹, Shofil Fikri², Rafiatun Najah Qomariah³, Shofia Lazregue⁴

¹*Universitas Islam Negeri Raden Fatah Palembang, Indonesia*

²*Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia*

³*Universitas Islam Negeri Antarsari Banjarmasin, Indonesia*

⁴*Hassiba Benbouali University of Chlef, Algeria*

ahmadtarmizi@uinradenfatah.ac.id¹, h_anada@uin-malang.ac.id²,
rafiatunnajah93@gmail.com³, s.lazregue@univ-chlef.dz⁴

Abstract

Digitalization in the 5.0 era indirectly requires educators to become promoters in the development of learning in an institution. The ease or the convenience of digitalization supported by smartphones really supports effective, innovative and fun learning. Therefore, in Independent Learning, it's necessary to make efforts to develop Arabic language learning, i.e. fun, easy and habitual, as is carried out by the Intensive of Arabic Language Program at UIN Maulana Malik Ibrahim Malang. This qualitative research used a phenomenological approach with the steps: Bracketing, Intuiting, Analyzing, and Describing. The results of this research; 1) Learning in the Digital Era can be done by designing textbooks that are equipped with applicable barcodes and application links. 2) Learning using smartphones becomes effective, innovative and fun. 3) Learning with digital devices can be done anywhere, not necessarily in the classroom. The novelty of this research is learning Arabic for non-Arab speakers by digitalizing learning to support the Indonesian government's independent learning program.

Keywords: Digitalization of Learning; Independent Learning; Phenomenological Approach.

INTRODUCTION

The recent phenomenon of learning Arabic is worth discussing as it has developed rapidly and includes various modern strategies and designs by taking advantage of developments and advances in various fields, including in the fields of technology, information and communication. This certainly has an impact on the dynamics of the world of Arabic language education which will become increasingly unavoidable, especially for students learning Arabic as the passive speakers as conducted by the Intensive Program for Arabic Language (PKPBA) of Maulana Malik Ibrahim State Islamic University (UIN) Malang. The efforts to digitalize the teaching and learning process in the 5.0 era will unconsciously require lecturers to become promoters of Arabic language learning. This process is supported by the presence of various types of advanced features on smartphones that can support effective, innovative and fun Arabic language learning. Therefore, apart from supporting the independent learning program launched by the Ministry of Education and Culture of the Republic of Indonesia, efforts are also being made to develop Arabic language learning that is fun, easy and habitual. (Marsidin, 2022).

PKPBA can be said as a conclusive evidence of the success of UIN Maulana Malik Ibrahim Malang in teaching Arabic to all students, both those with an Arabic language educational background, and new students in general. This has been designed in order to equip all students to master Arabic communication competencies consisting of four language skills, namely speaking skills (*maharah kalam*), listening skills (*maharah istima'*), writing skills (*maharah kitabah*), and reading skills (*maharah qiro'ah*). By this communication competency, it will at least be able to accommodate students in studying Arabic works and be able to develop them as Islamic academics who are able to speak a lot in science in this modern era. This program is able to indirectly support the formation of a scientific structure oriented towards the integration of Islam and science (Rahmawati, 2021).

However, the problem that often arises from the side of passive speaker students is linguistic problems, namely difficulty in digesting the language that is being heard or being studied. (Lecumberri et al., 2010). On the other hand, non-linguistic problems should also receive special attention. Especially in learning Arabic in Indonesia, non-linguistic problems are difficult to overcome because of various complex phenomena that can affect students' linguistic competence. Among these non-linguistic problems are: 1) motivation to learn Arabic; 2) inadequate learning facilities; 3) Educator competency in professional, pedagogical, psychological and social aspects; 4) inadequate learning model used; 5) language environment and time (Sofa et al., 2021). In this case, this problem can actually be overcome by applying learning methods and resources based on information and communication technology through digitalization of learning media. Because to convey knowledge effectively, apart from having to be informative and useful for

scientific development, in this era science must be fun, easy, and of course, enabling or getting used to.

This study is based on several previous studies that have been investigated on the implementation of the Intensive Arabic Language Development Program in the country. First of all is based on the research entitled "The Success of PKPBA as a Supporting Means in Learning Arabic for New Non-Ma'had or General Students" by Fitriani et al. This research described how PKPBA designs teaching for new students at UIN Maulana Malik Ibrahim Malang who are non-Ma'had graduates (passive speakers) to understand Arabic in basic terms while also having the motivation to learn Arabic (Fitriani et al., 2019).

Next is based on the research entitled The Arabic Learning Style at the State Islamic Universities during the COVID-19 Period (Study of Four State Islamic Universities in Indonesia). This research uses a content analysis approach, which aims to analyze Arabic language learning courses at four affiliated state Islamic universities in Indonesia, and one of them is the Intensive Program of Arabic Language Development of UIN Maulana Malik Ibrahim Malang. The four campuses of the State Islamic University generally had the same Arabic language learning methods during the Covid-19 pandemic. Namely using teaching methods using digital means as online learning media during COVID-19. During the pandemic, four State Islamic Universities implemented online and offline Arabic language learning (Batmang, 2023).

Regarding to the digitalization in language learning by using smartphone applications was also conducted by Fatima Nami. Her research entitles "Educational smartphone apps for language learning in higher education: Students' choices and perceptions" is worth considering in developing Arabic language learning. The researchers in this study have conducted a survey and explained it descriptively. The survey aimed to explore the types of language learning apps commonly used by 381 students of Amir Kabir University of Technology and their perceptions about the effectiveness of these apps in developing language learning skills (Nami, 2020).

The novel aspect in this research of the teaching of Arabic of The Intensive Arabic Language Program (PKPBA) of UIN Maulana Malik Ibrahim Malang for passive speakers is conducted through digitalization of learning as supporting the success of the Indonesian government's independent learning program. Hence, the researcher's perspective is as a practitioner in the Arabic language learning process for passive speakers at PKPBA UIN Maulana Malik Ibrahim Malang and has observed the existing phenomenon of digitalization of Arabic language learning.

METHOD

The researchers chose to apply qualitative methods presented descriptively to understand in depth the phenomenon of Arabic language learning at PKPBA UIN Maulana Malik Ibrahim Malang for passive speakers. Therefore, the research process is in accordance with the phenomenological approach, meaning that the researchers try to describe a phenomenon based on the empirical experience of the researcher after being involved in a phenomenon process (Arshad & Islam, 2018). Then the primary research data source is the Arabic language learning process at PKPBA UIN Maulana Malik Ibrahim Malang. Where researchers test and pay direct attention to the learning process. So the phenomenological approach in this research involves several processes, namely: 1) Bracketing, 2) Intuiting, 3) Analyzing, 4) Describing (Greening, 2019).

Therefore, the researchers applied the following steps: 1) bracketing, at this stage the researcher first collected the phenomenon of Arabic language learning at PKPBA UIN Maulana Malik Ibrahim Indonesia, and established assumptions as an effort to produce pure data; 2) intuitive, at this stage, the researcher has achieved an understanding of the Arabic language learning process at PKPBA UIN Maulana Malik Ibrahim Malang. To complete this process efficiently, researchers must provide data variables to meet common understanding; 3) analyzing, then the researcher can understand significantly about the existing phenomenon after participating directly for a certain period of time in the learning process or in an effort to teach Arabic to non-native speakers at PKPBA UIN Maulana Malik Ibrahim Malang to obtain a purer and more refined picture of the phenomenon, comprehensive; 4) and describing, namely at this stage the researcher begins to describe the learning phenomenon based on the process in the previous steps. The description of the phenomenon in this research is divided into three important points, namely freedom to learn, digitalization of learning, and Arabic language learning designs, i.e. fun, convenience, and enabling or in Indonesian can be Menyenangkan, Memudahkan, and Membisakan (3 M) in short.

FINDINGS AND DISCUSSION

Teaching Arabic to students in non-Arab Islamic countries, especially in Southeast Asia, is, of course, different from teaching Arabic to students in Arab countries. Apart from differences in environment and characteristics of society in general, the difference lies in the use of Arabic itself. In Arab countries, Arabic is taught and used as a standard language or as a mother tongue. Meanwhile, in non-Arab Islamic countries, Arabic is taught as a foreign or second language (Shamsuddin & Ahmad, 2019). For this reason, an intensive or special program is needed to teach Arabic to non-native speakers, such as the program conducted by PKPBA at UIN Maulana Malik Ibrahim Malang, Indonesia.

The results and discussions are explained using the researchers' interpretation using a phenomenological approach. It consists of three sub-chapters,

namely: independent learning, digitalization of learning, Arabic language learning design 3M.

A. Findings

1. Independent Learning

In order to remain in line, the teaching and learning, with the demands of the times and in accordance with the needs of students, changes and renewal of the curriculum in an education system are very necessary. The educational curriculum needs to be evaluated and operated in an innovative, dynamic and cyclical manner in accordance with developments in human behavior, science, technology in an era, and the competencies required by society and students. Therefore, of course government bodies in the Republic of Indonesia have realized that changing and improving the curriculum is a necessity. National Higher Education Standards have changed three times in the last 9 years, namely: Regulation of the Minister of Research, Technology and Higher Education of the Republic of Indonesia No. 49 of 2014, No. 44 of 2015, Number 3 of 2020 Minister of Education and Culture Regulation Number 3 of 2020 is identical to the Independent Campus Learning policy. This reflects that changes and improvements to the curriculum require acceleration and accuracy, and speed as well (Suryaman, 2020).

Generally, the independent learning program is carried out in a blended learning manner, which can be offline and also combined with online learning or using digital devices. (Alawi et al., 2022). This can be meant that the learning achievement or the results from the series of teaching, the educational goals no longer only focus on the material that must be taught to students, but also outcomes. Hence, the two important things related to this form of lecture are shaping the quality of graduates and achieving integrated study programs. The quality of graduates is closely related to the extent to which students are able to apply what they learn. For instance, the quality of graduates in language education is to become translators, guides, language teachers/lecturers, writers, and other language professions. If the quality of graduate's declines, it can be evaluated that the study program has not been able to integrate optimally between the suitability of the demands of the independent curriculum, the campus vision and mission and the needs of students in the digital era.

Furthermore, the presence of the independent learning curriculum which coincides with the development of the digital era in the world of education also has an impact on teaching at PKPBA. Teaching, which was previously an activity dominated by lecturers and considered the main source of knowledge, has now changed. This is the impact of the majority of students' expertise who can easily access information and knowledge from the internet or other media. If the lecturers initially designed all plans for teaching certain courses for a certain duration, then teaching space and time can now be reallocated practically and flexibly. Hence, the independent learning curriculum, coupled with existing digital facilities, we will increasingly encounter lecturers at PKPBA who apply a variety of learning methods.

2. Learning Digitalization

Starting from all limitations in formal learning due to Pandemic Covid-19, and significant digitalization impacts on people's lives. Indirectly, educators are faced with an urgent need in adapting to the rapid development of Information and Communication Technologies (ICT). The competence of an educator in operating ICT devices plays an important role in producing an effective learning process (König et al., 2020). Therefore, many universities and academics are starting to combine innovative technology-based education methods both inside and outside the classroom in order to meet the needs of students who are diverse and to remain competitive in the world of educational field. (Chen et al., 2020).

The use of digital technology has proven to be quite effective, especially in learning Arabic throughout the world. Many studies prioritize the use of several media in the learning process so that they can overcome Arabic language learning problems (Aldhafiri, 2020). The blended learning model along with the digital means is useful in increasing learning independence, the role of educators as tutors based on theoretical and empirical studies in learning activities functions: 1) forming student motivation as learners and the importance of increasing independence in learning; 2) helping students as learners to be able to develop their potential according to their talents and interests; 3) increasing student motivation to improve their self-quality efficiently in order to achieve success (Hilmi & Ifawati, 2020).

Nonetheless, the convenience of digital technology can certainly result negative impacts. Henceforth, this allows students to feel dependent on internet sources, some of whose validity cannot be ascertained and to be reluctant to use teaching materials in the form of books prepared by teaching staff. For them, finding information just by searching on the internet can be much easier and faster than reading an entire book. So, libraries have to update their techniques from time to time according to and with the needs of future users (Rahaman, 2016). This unfavorable impact can at least be overcome by designing learning by adding QR codes to the books. The QR code will be directly connected to the website which contains all the material and practice questions as well as game-based questions. The main reason for using QR codes because it can be convenience to provide web addresses to students and allows them to be more independent, flexible and mobile in learning. (Widyasari et al., 2019).

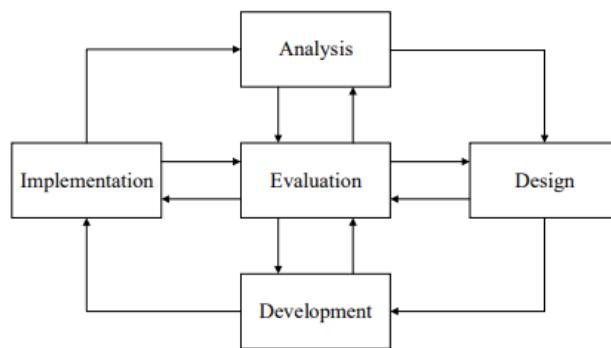
Within the learning design of PKPBA, teaching staff or lecturers have developed the Al-Arabiyah Lil Hayah textbook as the main source of teaching material in the PKPBA learning process which is equipped with a QR code on each page to help students in the learning process efficiently and make it easier for lecturers to evaluate progress students' Arabic language skills every day, as in the example of the following section in the textbook (Hamid et al., 2022):



Picture 1st: an example QR code for lesson

The process of preparing the Al-Arabiyah Lil Hayah textbook uses the ADDIE model, namely with continuous steps such as: analysis, design, development, implementation, evaluation. The analysis carried out by teaching staff regarding the situation and conditions of Arabic language learning at PKBPA. This step will later produce a design that will become the foundation or basis for the process of compiling the book Al-Arabiyah Lil Hayah as well as learning strategies, in accordance with the learning objectives. This situation and conditions are greatly influenced by the learning characteristics of students who are starting to use smartphones and digital tools that are applicable in various aspects of life. So, this is what underlies the design of the Al-Arabiyah Lil Hayah book which is equipped with a QR code.

The next step is the development and continued implementation which is the core of the learning process. At the development stage, teaching staff will sort and develop teaching materials and learning strategies that are appropriate to the situation and conditions of the learning process they experience, namely utilizing the QR code on each page of the book Al-Arabiyah Lil Hayah which is easily accessed by every smartphone, owned by students. Therefore, the process of digitizing Arabic language learning in the classroom (the implementation) can run as it should. Meanwhile, the evaluation stage is carried out to test all processes that have been implemented, especially since each previous stage can enter the evaluation stage at any time (Zhang, 2020). Hence, as based on these five stages, it can be described in the following scheme:



Picture 2nd: ADDIE model scheme in preparing the Al-Arabiyah Lil Hayah textbook

Based on this scheme, the preparation of the Al-Arabiyah Lil Hayah textbook at PKPBA was built with the aim of increasing the efficiency of continuous interaction between students and lecturers, students and students, as well as lecturers and lecturers. Therefore, the quality of Arabic language teaching and learning can continue to be improved. By scanning the QR code on each page, students can access any material and practice questions anywhere and at any time, as well as lecturers who can easily evaluate each student's learning outcomes. The QR code is directly connected to the Al-Arabiyah Lil Hayah application. This application was developed through the Moodle program application which is based on the Learning Management System (LMS).

In order to develop the application, there are several important steps can be conducted, namely: 1) Lecturers at PKPBA first prepare the online implementation of the Moodle application via Localhost; 2) The lecturer prepares questions according to the material categories in Al-Arabiyah Lil Hayah and includes various variations of questions such as essays and multiple choice, and includes the skills of listening, speaking, reading, or writing; 3) Then the lecturer prepares the rooms for students according to their study group classes; 4) Once the classroom is available, the lecturer selects and prepares test materials that can be tested on students when evaluating the development of students' Arabic language skills; 5) And the last thing that must be done before implementing this digitalization of learning is that every student must have an Al-Arabiyah Lil Hayah account, namely by first registering as a new user (Kirom & Fikri, 2022).

3. 3M Learning of PKPBA

As previously explained that the online learning systems and designs by using digital technology can really help achieve the success of the Indonesian government's independent learning curriculum. Then in order to follow up on this, Arabic language learning is carried out in a 3M manner, namely in a fun, easy and habitual way. The lecturers at PKPBA deliver various materials using the Learning Management System (LMS), namely in the form of various applications such as Moodle, Quizizz, Edmodo, Kahoot, and can also be website-based such as HATI (Hayah Arabiyah Tafauiyyah

Iliktroniyah) as a complement to the book al- Arabiyah Lil Hayah (ALH). Apart from that, the use of LMS is also widely used in PKPBA. This is effective as the students, nowadays, hardly ever be separated from Social Media Sharing Networks such as Instagram, TikTok, and YouTube.

B. Discussion

Regarding to these phenomena, it can be seen that an educator is required to be a promoter who is in harmony with technological developments in developing his pedagogical abilities, who is then able to evaluate his students' abilities objectively and efficiently (Gazali & Saefuloh, 2019). The following is an overview of the 3M learning process or strategy which uses several digital technologies or software which are often used by PKPBA lecturers at UIN Maulana Malik Ibrahim Malang:

1. Teaching of LMS implementation

Innovation in learning procedures can certainly guarantee that students can be more motivated in learning. Online learning accompanied by educators directly can maximize interaction between lecturers and students. LMS is a programming application that includes online learning and teaching facilities. This is certainly a concern for educational institutions, especially universities, which have implemented online learning and teaching supervision. And start by providing guidance to staff and students to increase the speed and feasibility of educational procedures (Jagadeesan & Subbiah, 2020). The learning through the LMS computer system applied by teaching staff at PKPBA UIN Maulana Malik Ibrahim Malang is quite diverse. Among them are the Quizizz, Edmodo, Kahoot, Moodle, and also HATI applications which are being developed by PKPBA UIN Maulana Malik Ibrahim Malang.

Quizizz, Edmodo, and Kahoot are game-based learning media or applications. Therefore, these three applications are generally applied by lecturers in learning Arabic at PKPBA as ice breakers. Ice breaking is one of the ways that lecturers carry out reviews or evaluations of learning. Often held for around 10 to 15 minutes, without ignoring the material that has been presented. Furthermore, the application of Quizizz, Edmodo, and Kahoot as ice breaking media certainly aims to restore students' concentration and enthusiasm for learning after carrying out various activities before entering class, in addition to being a follow-up to learning Arabic at PKPBA which is fun, convenience or easy, and enjoyable.

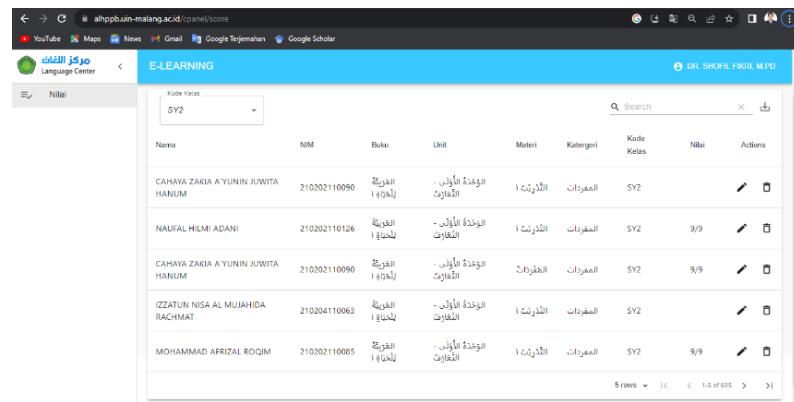
The management of Arabic language learning at PKPBA is based on Moodle and also HATI applies the basics of management as well as face-to-face learning in general. Namely programming by carrying out planning, implementation and evaluation (Makruf et al., 2022). In planning Arabic language learning, lecturers conduct various things related to creating an E-Learning account, determining time allocation, determining various types of material that will be implemented. This stage generally requires extra time for lecturers, where they are required to be promoters of asynchronous learning, such as determining video clips in listeing skills learning, sorting

PDF documents that support reading skills, preparing the voice note feature in evaluating speaking skills, exercises writing skills through the habit of writing in Arabic on students' smartphones, as well as other learning resources that can be provided. This concept can enable lecturers to bring informal learning methods into a formal atmosphere.

In its implementation, students can use e-Learning as a learning medium anywhere and anytime independently. So, there are concerns about the emergence of negative impacts from the lack of interaction between students and lecturers to accommodate the implementation of 3M learning at PKBPA. This interaction problem can actually be minimized with a technological approach. Where the interactive model focuses on a combination of synchronous and asynchronous learning. As is the case in flipped learning, where students are in class at the scheduled time and the lecturer delivers the material directly as an interaction which will later provoke students to participate actively based on the material they have learned in e-Learning before the teaching and learning started (Makruf et al., 2022). It can improve students' cognitive abilities to think creatively and communicate actively outside the classroom. The Moodle platform can even bridge institutions to control directed learning policies. This makes it possible to routinely evaluate the presence of lecturers and students in lectures. Control like this is needed to monitor the quality of learning pedagogy and determine appropriate technological developments and learning management systems (Estacio & Raga, 2017).

The learning evaluation at PKBPA is carried out online with various assessment modes, such as choice modules, essays, orally, both individually and in groups. In this case, the evaluation carried out by PKBPA lecturers utilizes e-Learning more thoroughly, because generally LMS-based E-Learning is only used in delivering material. Meanwhile, HATI as a complement to the book ALH is a web-based e-Learning application developed by PKBPA UIN Maulana Malik Ibrahim Malang using the Moodle program. This application covers the entire contents of books 1-4 of ALH and is equipped with audio and illustrations according to those in the book. This application is connected to the barcode code in each material in the book ALH.

The results of test questions taken by students in listening skills, speaking skills, reading skills, and writing skills will be automatically recorded into the teaching lecturer's e-learning account without the need to correct the student's work. As in the picture 3 below:



E-LEARNING											
Kode Kelas	Search										
Nilai		Nama	NIM	Buku	Unit	Materi	Kategori	Kode Kelas	Nilai	Actions	
		CAHAYA ZAKIA A'YUNIN JUWITA HANUM	210202110090	القرآن - للمبتدئين	الوحدة الأولى - المفردات	المفردات	المفردات	SY2	9/9		
		NAUFAH HILMI ADANI	210202110126	القرآن - للمبتدئين	الوحدة الأولى - المفردات	المفردات	المفردات	SY2	9/9		
		CAHAYA ZAKIA A'YUNIN JUWITA HANUM	210202110090	القرآن - للمبتدئين	الوحدة الأولى - المفردات	المفردات	المفردات	SY2	9/9		
		IZZATUN NISA AL MUJAHIDA RACHMAT	210204110063	القرآن - للمبتدئين	الوحدة الأولى - المفردات	المفردات	المفردات	SY2	9/9		
		MOHAMMAD AFRIZAL ROQIM	210202110085	القرآن - للمبتدئين	الوحدة الأولى - المفردات	المفردات	المفردات	SY2	9/9		

Picture 3rd: student training results are input into the PKPBA lecturer's account

As the efficiency and the mobility in teaching Arabic, another benefit that PKPBA lecturers will get is the convenience or ease of appreciating the best students at every meeting. Because based on the assessment standards set by PKPBA, students' abilities must be assessed and evaluated at each meeting. Hence, by adapting the LMS to the Arabic language teaching strategy at PKPBA, it will at least produce 3M learning, namely 1) Fun, because with behavioral learning the learning model will continue to be updated based on the learning content that students like; 2) Convenience or make it easy, with flexibility the resulting learning content can be very diverse, so that it can accommodate students' diverse learning styles; 3) To enable, because with an LMS lecturers can more easily analyze student weaknesses and modify learning strategies so they do not concentrate too much on areas they have already mastered.

2. Learning Social Media Sharing Network

Social media is developing along with the users who cannot be limited by range and time, for example WhatsApp, YouTube and Instagram. These platforms have become Social Media Sharing Networks which are commonly used by everyone across generations. Furthermore, how can learning Arabic be closely linked to the daily lives of PKPBA students at UIN Maulana Malik Ibrahim Malang. The social media is able to support 3M learning, namely 1) it is fun, because students can interact with anyone without any restrictions and there is also content that is not only informative but also entertaining; 2) convenience or it can be easier, because the students can exchange information and socialize easily; 3) getting used to, as according to Schumann's Acculturation Model, the closer students feel and quickly acculturate with the target language speech community, the better students will adapt, and the more successful language teaching will be (Zaker, 2016).

During the pandemic of Covid-19, WhatsApp apps is frequently used to support the Arabic language learning (Prihartini et al., 2022). The application has been implemented by the lecturer and the teaching staff of PKPBA as a learning medium easily because of its simple appearances as well as its flexibility since it can send various types of text messages, photos, documents, audio and video. Therefore, lecturers found it convenient as they

also implement the practical communicative strategy of using the WhatsApp Group feature to convey any information related to Arabic language learning. For example, when sending material or Arabic language tests, the lecturer only needs to announce it and distribute it to a WhatsApp group consisting of all students in the class. Furthermore, learning Arabic is made easier with the video call feature which lecturers have used several times to carry out evaluations on speaking skills. Hence, the use of WhatsApp in learning is one step to increase the efficiency of teaching strategies and their implementation within the COI (Community of Inquiry) framework which can be applied in other types of social networks. (Zulkarnain et al., 2020).

Another social media sharing network widely implemented in Arabic language learning at PKPBA is YouTube. YouTube has developed into a popular digital media platform used by young people because everyone in all corners of the world can create and experiment easily and for free so it is very easy to get unique and up-to-date information. However, concerns often arise around the content of the videos played and the time spent with YouTube. Hence, the proper assistance and direction from an educator will certainly make YouTube an effective learning application for young people (Neumann & Herodotou, 2020).

YouTube is an application based on a social media sharing network which is said to be very useful and flexible to implement in various language skills at PKPBA. In addition, with the availability of LCD projectors in every class, lecturers have more freedom to use YouTube as a learning medium that is fun, easy and familiar. Especially in developing teaching materials in listening skills and speaking skills, as well as increasing mastery of Arabic vocabulary. There are so many choices of language learning videos that can have implications, such as increasing mastery of language skills which often implement Oxford theory. Where the process of memorizing vocabulary uses strategies such as sentence drills between lecturers and students, then sorting each verb and noun so that they can easily find the root of a word and the combination of meanings in a particular sentence. Based on this, the strategy applied by lecturers in the mufrodat learning process through videos on YouTube is in line with the cognitive memory strategy of Oxford theory. (Santihastuti & Wahjuningsih, 2019).

The use of Instagram of Arabic language learning has also resulted the effectiveness from its research as well as experiment. Therefore, its significance can also bring positive result of speaking competence in Arabic (Arifin et al., 2022). Furthermore, the teaching staffs of PKPBA have also implemented Instagram into Arabic language teaching more widely by utilizing existing features. For example, creating Arabic language learning content through reels, using camera filters on Instagram as an exercise in mastering vocabulary and also uploading a video clip or image containing learning material. Apart from that, several lecturers also use Instagram to provide important information or announcements related to PKPBA. This step is effective in conveying information because most students actively use Instagram as their social media means.

3. Role Play Game

Role play is a form of innovation where students are required to master teaching materials in the form of developing imagination and characterization. The inspiration and development of imagination is carried out by acting as a character, a certain profession, or a character that is deliberately created during learning (Mat et al., 2019). Commonly, role play games are one of the teaching strategies that are widely used to help students develop dialogue skills, speech acts and linguistic expressions as well as interacting with other people. In an educational environment, students take on one of the roles that exist in real life and interact with other people within the boundaries of that role (Daif-Allah & Al-Sultan, 2023). In 3M learning, it can be a method that has been applied for several times as an alternative treatment for students, especially in improving speaking skills.

In order to make the role play-based teaching process run according to the scenario, the lecturer first ensures that each student can act as a group and become responsible for each character they play. Skill in playing a role according to a scenario is not an easy thing, and not all individuals have it. But at least this can be covered if every individual who plays the role is serious and more confident. This is also one of the aims of holding a role play apart from the linguistic aim itself. Namely, a learning model like this can train students in dealing with certain social situations, moral issues, and socializing.

A role play can be conducted out in several steps sequentially, namely: 1) the lecturer first describes a certain situation and introduces the characters who need to be involved; 2) formation of groups and distribution of roles according to the agreement of each group; 3) setting the place where the role play takes place; 4) start the role play alternately from each group; 5) conduct an evaluation and continue with a discussion regarding the scenario and the course of action for each character; 6) repeat the role play by combining the best characters from each group, noting that there is still a long time remaining in class; 7) students conclude the characters they have played in the role play game (Handayani & Asrofi, 2023).

CONCLUSION

Based on the phenomenological approach carried out by researchers in the digitalization of Arabic language learning developed by the PKPBA at UIN Maulana Malik Ibrahim Malang, there have been several conclusions that can be drawn from this research. Namely: first, learning in the Digital Era can be carried out efficiently by implementing textbook designs that are equipped with QR codes and accompanied by applicable application links developed based on the ADDIE model, namely by implementing mutually continuous steps: analysis, design, development, implementation, evaluation; secondly, learning Arabic using smartphones becomes effective, innovative, fun and more interactive with Arabic language learning

strategies such as role-play and also increasingly implementing LMS based applications such as Moodle, Quizizz, Edmodo, Kahoot, and also HATI, as well as Social Media Sharing Network based applications such as Instagram, TikTok and YouTube; third, learning with digital devices can be done anywhere, not necessarily in the classroom where the interactive model focuses on a combination of synchronous and asynchronous learning so that it can minimize the lack of interaction between lecturers and students.

REFERENCES

Alawi, D., Sumpena, A., Supiana, S., & Zaqiah, Q. Y. (2022). Implementasi Kurikulum Merdeka Belajar Kampus Merdeka Pasca Pandemi Covid-19. *Edukatif: Jurnal Ilmu Pendidikan*, 4(4), 5863–5873. <https://doi.org/10.31004/edukatif.v4i4.3531>

Aldhafiri, M. D. (2020). The effectiveness of using interactive white boards in improving the Arabic listening skills of undergraduates majoring in Arabic language at Kuwaiti universities. *Education and Information Technologies*, 25(5), 3577–3591. <https://doi.org/https://doi.org/10.1007/s10639-020-10107-5>

Arifin, Z., Desrani, A., Febriani, S. R., Ritonga, A. W., & Husna, I. (2022). Instagram in Arabic Learning: Mixed Methods to Investigate The Effectiveness and Errors of Speaking Skills. *ALSINATUNA*, 7(2), 172–185. <https://doi.org/https://doi.org/10.28918/alsinatuna.v7i2.5019>

Arshad, M., & Islam, A. (2018). A Scattered Life: The Lived Experiences of Rohingya Refugee Mothers in Malaysia. *Al-Shajarah: Journal of the International Institute of Islamic Thought and Civilization (ISTAC)*, 107–122. <https://doi.org/https://doi.org/10.31436/shajarah.v0i0.738>

Batmang, A. (2023). The Arabic Learning Style at the State Islamic Universities during the COVID-19 Period (Study of Four State Islamic Universities in Indonesia). *Journal of Hunan University Natural Sciences*, 50(2). <https://doi.org/https://doi.org/10.55463/issn.1674-2974.50.2.5>

Chen, X., Zou, D., Cheng, G., & Xie, H. (2020). Detecting latent topics and trends in educational technologies over four decades using structural topic modeling: A retrospective of all volumes of Computers & Education. *Computers & Education*, 151, 103855. <https://doi.org/https://doi.org/10.1016/j.compedu.2020.103855>

Daif-Allah, A. S., & Al-Sultan, M. S. (2023). The Effect of Role-Play on the Development of Dialogue Skills among Learners of Arabic as a Second Language. *Education Sciences*, 13(1), 50. <https://doi.org/https://doi.org/10.3390/educsci13010050>

Estacio, R. R., & Raga, R. C. (2017). Analyzing students online learning behavior in blended courses using Moodle. *Asian Association of Open Universities Journal*, 12(1), 52–68. <https://doi.org/10.1108/AAOUJ-01-2017-0016>

Fitriani, I. N., Mufti, N. I. S., & Zahroh, H. (2019). KEBERHASILAN PKPBA SEBAGAI SARANA PENUNJANG DALAM PEMBELAJARAN BAHASA ARAB BAGI MAHASISWA BARU NON MA'HAD ATAU UMUM. *International Conference of Students on Arabic Language*, 3, 149–162. https://www.academia.edu/81079026/Keberhasilan_Pkpba_Sebagai_Sarana_Penunjang_Dalam_Pembelajaran_Bahasa_Arab_Bagi_Mahasiswa_Baru_Non_Ma_Had_Atau_Umum

Gazali, E., & Saefuloh, H. (2019). Kebutuhan Peserta Didik Dan Rancang Bangun Media Pembelajaran Bahasa Arab Di Madrasah Aliyah. *Arabi: Journal of Arabic Studies*, 4(1), 87–99. <https://doi.org/https://doi.org/10.24865/ajas.v4i1.117>

Greening, N. (2019). Phenomenological research methodology. *Scientific Research Journal*, 7(5), 88–92. <https://doi.org/http://dx.doi.org/10.31364/SCIRJ/v7.i5.2019.P0519656>

Hamid, M. A., Sutaman, S., Hilmi, D., Ahmad, M. I., Ma'ali, A., Kirom, M. U., Maghfur, T., Charis, M. A., Faruq, M., Ma'arif, A. S., & Ifawati, N. (2022). *Al 'Arabiyyatu Lil Hayāh, Buku 3* (M. U. Kirom (ed.); 5th ed.). UIN MALIKI PRESS.

Handayani, D., & Asrofi, I. (2023). PENERAPAN ROLE PLAYING TEKNIK MUHAWAROH BAHASA ARAB DI PROGRAM KESETARAAN BERBASIS KEAGAMAAN. *Comm-Edu (Community Education Journal)*, 6(2), 197–213. <https://doi.org/https://doi.org/10.22460/comm-edu.v6i2.17279>

Hilmi, D., & Ifawati, N. I. (2020). Using the Blended Learning As an Alternative Model of Arabic Language Learning in the Pandemic Era. *Arabi : Journal of Arabic Studies*, 5(2), 117–129. <https://doi.org/10.24865/ajas.v5i2.294>

Jagadeesan, S., & Subbiah, J. (2020). Real-time personalization and recommendation in Adaptive Learning Management System. *Journal of Ambient Intelligence and Humanized Computing*, 11(11), 4731–4741. <https://doi.org/10.1007/s12652-020-01729-1>

Kirom, M. U., & Fikri, S. (2022). Istikhdām Taṭbīq Moodle li Qiyās Kafā'āt al-Talabah fī al-Lugah al-'Arabiyyah. *Arabia: Jurnal Pendidikan Bahasa Arab*, 14(2), 266–285. <https://journal.iainkudus.ac.id/index.php/Arabia/article/view/16377>

König, J., Jäger-Biela, D. J., & Glutsch, N. (2020). Adapting to online teaching during COVID-19 school closure: teacher education and teacher competence effects among early career teachers in Germany. *European Journal of Teacher Education*, 43(4), 608–622. <https://doi.org/10.1080/02619768.2020.1809650>

Lecumberri, M. L. G., Cooke, M., & Cutler, A. (2010). Non-native speech perception in adverse conditions: A review. *Speech Communication*, 52(11–12), 864–886. <https://doi.org/https://doi.org/10.1016/j.specom.2010.08.014>

Makruf, I., Rifa'i, A. A., & Triana, Y. (2022). Moodle-based online learning management in higher education. *International Journal of Instruction*, 15(1), 135–152. <https://doi.org/10.29333/iji.2022.1518a>

Marsidin, S. (2022). Strengthening Pancasila student profiles in independent learning curriculum in elementary school. *International Journal Of Humanities Education and Social Sciences (IJHES)*, 1(6). <https://doi.org/https://doi.org/10.55227/ijhess.v1i6.183>

Mat, A. C., Awang, A., Nokman, A. Z., Musilehat, N. S., Bakar, A. F. A., & Yusoff, M. S. A. (2019). Investigating Attitude towards Role Play and Its Subjective Value in Predicting Arabic Language Proficiency among UiTM Students. *International Journal of Education and Practice*, 7(4), 334–346. <https://doi.org/10.18488/journal.61.2019.74.334.346>

Nami, F. (2020). Educational smartphone apps for language learning in higher education: Students' choices and perceptions. *Australasian Journal of Educational Technology*, 36(4), 82–95. <https://doi.org/https://doi.org/10.14742/ajet.5350>

Neumann, M. M., & Herodotou, C. (2020). Evaluating YouTube videos for young children. *Education and Information Technologies*, 25, 4459–4475. <https://doi.org/https://doi.org/10.1007/s10639-020-10183-7>

Prihartini, Y., Buska, W., & Yusmarni, Y. (2022). Implementation of Online Arabic Learning With the Help of WhatsApp Media During the Covid-19. *In Proceedings of the 4th International Colloquium on Interdisciplinary Islamic Studies in Conjunction with the 1st International Conference on Education, Science, Technology, Indonesian and Islamic Studies, ICIIS and ICESTIIS 2021, 20-21 October 2021, Ja.* <https://doi.org/http://dx.doi.org/10.4108/eai.20-10-2021.2316356>

Rahaman, W. (2016). Enhancing library services using barcode, Qr code and rfid technology: a case study in Central library national institute of technology, Rourkela. *International Journal of Digital Library Services*, 6(3), 39–50. <http://www.ijodls.in/uploads/3/6/0/3/3603729/39-50.pdf>

Rahmawati, E. D. (2021). Pendekatan Komunikatif Dalam Tes Kemampuan Berbicara Bahasa Arab. *Lugawiyat*, 3(1), 77–95. <https://doi.org/10.18860/lg.v3i1.12321>

Santihastuti, A., & Wahjuningsih, E. (2019). The learning strategies used by EFL students in learning English. *IJEE (Indonesian Journal of English Education)*, 6(1), 10–20. <https://doi.org/10.15408/ijee.v6i1.12111msa>

Shamsuddin, S. M., & Ahmad, S. (2019). Problems of Teaching Arabic Language to non-native speakers and its methodological solutions. *Advances in Social Sciences Research Journal*, 6(6), 151–160. <https://doi.org/10.14738/assrj.66.6710>

Sofa, A. R., Aziz, A., & Ichsan, M. (2021). PENDIDKAN BAHASA ARAB: PROBLEMATIKA DAN SOLUSI DALAM STUDI PEMBELAJARAN BAHASA ARAB.

JIP: Urnal Inovasi Penelitian, 1(9), 1761-1774.
<https://doi.org/https://doi.org/10.47492/jip.v1i9.355>

Suryaman, M. (2020). Orientasi pengembangan kurikulum merdeka belajar. *Seminar Nasional Pendidikan Bahasa Dan Sastra*, 13-28.
<https://ejurnal.unib.ac.id/semiba/article/view/13357>

Widyasari, W., Sutopo, H., & Agustian, M. (2019). QR code-based learning development: Accessing math game for children learning enhancement. *International Journal of Interactive Mobile Technologies*, 13(11), 111-124.
<https://doi.org/https://doi.org/10.3991/ijim.v13i11.10976>

Zaker, A. (2016). The Acculturation Model of Second Language Acquisition: Inspecting Weaknesses and Strengths. *Indonesian EFL Journal*, 2(2), 80.
<https://doi.org/10.25134/ieflj.v2i2.640>

Zhang, J. (2020). The Construction of College English Online Learning Community under ADDIE Model. *English Language Teaching*, 13(7), 46-51.
<https://doi.org/10.5539/elt.v13n7p46>

Zulkanain, N. A., Miskon, S., & Syed Abdullah, N. (2020). An adapted pedagogical framework in utilizing WhatsApp for learning purpose. *Education and Information Technologies*, 25, 2811-2822.
<https://doi.org/https://doi.org/10.1007/s10639-019-10096-0>