



The Intention of the Arabic Language Learning Process in the Era of Society 5.0: (Interactive Application Based Analysis)

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ABSTRACT

The era of Revolution 4.0 which has recently been replaced by the era of Society 5.0 which prioritizes society to use technology in all its activities, including in the field of education. Arabic, one of the foreign languages studied in various educational institutions, is also trying to keep up with the times. One form of breakthrough made by educators is to divert and work on Arabic language teaching materials which were previously in the form of books, modules, and audio into interactive teaching materials designed with modern applications today. This case raises new ideas for the advancement of the Arabic language learning process, so that various obstacles experienced so far can be resolved properly. This study aims to identify and explain the challenges that will be faced by Arabic language educators in the era of Society 5.0 based on interactive applications to create videos of the Arabic language learning process. This study was conducted using a descriptive qualitative approach to describe the results of the study at MTs Negeri 1 Bener Meriah. The results of this study are that educators must have special skills to maximize the use of technology in the teaching and learning process, so that more material is created that is understood by students. Can operate video editing applications such as Kine Master, Plotagon, PowerPoint, and other applications

INTRODUCTION

Arabic and the spread of Islam grew since the 13th century through for speaker from Gujarat. Arabic has a central position so that it has a great influence on the social order of people's lives. (Jamil & Agung, 2022). The emergence of the Society 5.0 Era which is characterized by Japan in 2019 has had a major impact on the world of education. The development of digital-based technology has eroded the flow of social interaction in the real world so that social interaction is sufficient through digital. The era of society influences the paradigm of education in Indonesia, this influence has a major impact on human resources and educational facilities in Indonesia (Muhammad & Setyawan, 2021). The use of technology such as interactive multimedia is expected to be able to merge differences in learning styles, student ability levels, distance limitations, time and various other learning problems that have always been a bugbear for educators, especially Arabic language educators. (Jamil & Agung, 2022) The Society 5.0 era is marked by a significant transition from the era industry to era full with digital, technology advanced and the internet have become an inseparable part of everyday life. In the context of education, this era offers new opportunities and challenges, especially in language learning. Arabic as an international language rich in culture and history, faces its own challenges in learning in the era of Society 5.0. Arabic today not only overcomes traditional obstacles such as lack of teaching materials or outdated teaching methods, but also must adapt to advances extraordinary technology regular. Interactive applications, which include features such as game-based exercises, virtual simulations, and augmented reality (AR) technology, are gaining popularity in education. These applications offer a new approach that can increase engagement and effectiveness in Arabic language learning, but also face challenges in implementation and acceptance. In the era of Society 5.0, lessons Arabic has a number of challenge big. First, the integration of technology into the Arabic curriculum requires a deep understanding of how interactive applications can be adapted to meet the specific needs of students. Second, there is a need for adequate training for teachers to optimize the use of technology in the learning process. Third, limited access and the digital divide can affect the distribution of learning Arabic

LITERATURE REVIEW

Society of the 5.0 Era

Society 5.0 is a society that is able to solve various social challenges and problems by utilizing various innovations born in the Industrial Revolution 4.0 era such as the Internet of Things (internet for everything), Artificial Intelligence, Big Data (large amounts of data), and robots to improve the quality of human life. (Muhammad & Setyawan, 2021). The Society 5.0 era, a concept initiated by Japan, emphasizes the integration of digital technology with social life to create a more active and technology-based society. Gradually, the era of society was formulated starting from the hunting society (society 1.0) in prehistoric times, agrarian society (society 2.0) in the era of 13000 BC, industrial society (society 3.0) at the end of the 18th century, and information society (society 4.0) in the 20th century. Each stage of the era, it is inevitable if there is an increase in human

civilization through learning and ways of thinking. The term “society 5.0” was originally coined in Japan in 2016. Society 5.0 is a term used in the Fifth Science and Technology Basic Plan, a study conducted by the Japanese Government’s Council for Science, Technology, and Innovation. The vision was then established by the Cabinet of Ministers of Japan in January 2016. “Society 5.0” can be interpreted as “intelligent society,” where physical space and cyberspace are integrated. Although its focus is on humanity, Society 5.0 refers to a new type of society where innovation in science and technology occupies an important position, with the aim of balancing social and societal problems that need to be solved, while ensuring economic development. Therefore, adaptability, agility, mobility, and reactivity are now keywords in the life of society 5.0 (Syagif, 2023). The term Society 5.0 is a concept that follows up on the industrial revolution 4.0. The Society 5.0 era is a concept of a super intelligent society that integrates technologies such as Artificial Intelligence (AI), Internet of Things (IoT), big data, and robots into every aspect of social life. Specifically, Society 5.0 aims to build a smart society by creating a super-intelligent social service platform that will generate new values by involving several different systems to facilitate human work. In the era of Society 5.0, Japan wants to introduce the concept of digital technology transformation for various systems and accelerate its implementation in order to achieve a society where all citizens are dynamically involved. Japan wants to build a society where all citizens, including the young, the elderly, women, men, people with disabilities, and people with serious illnesses, can live a fulfilling life and show their optimal abilities to society, where all citizens participate dynamically. A system will develop with innovation by the Internet of Things (IoT), Big Data, Robots, and Artificial Intelligence (AI) applied to automatic control, healthcare, financial transactions, construction, agriculture, forestry, and fisheries and tourism. (Ritonga et al., 2023)

Educational Paradigms in the Society 5.0 Era

Education in the micro context is serving the interests of students through the process of educational interaction. The macro context is serving the interests of society (nation, state, world). The relationship between education and society includes the relationship between social change, economic order, politics, and the state. Therefore, education must be able to answer the challenges of the development of the times by upholding the principles of the goals of education in Indonesia. The following is due to the development of the times and technology, making problems in education increasingly complex.

To enter the era of society 5.0 in the world of education, we must first understand the paradigm of education in Indonesia. The paradigm of education is divided into two, namely: (Muhammad & Setyawan, 2021)

1. Liberal paradigm is an educational process that always tries to adjust education to economic and political conditions outside the world of education, by solving various problems that exist in education through renewal efforts.
2. Radical paradigm. It is an arena of political struggle that requires fundamental structural changes, especially in the politics and economy of the society where education takes place. However, the presence of a new paradigm does not mean

that it has no negative impacts, in fact it is a burden for the entire population of this country.

Education has an important role in preparing society to face Society 5.0. The world economic forum has formulated ten abilities, three of which are the main abilities that humans must have in facing Smart Society.

Arabic Language Learning in a Technological Context

Arabic, which has a long history and plays an important role in the world, faces its own challenges in learning in the digital era. Initially, the goal of teaching Arabic in Indonesia was so that learners, especially Muslims, could understand the teachings contained in the Islamic religion more perfectly through original Arabic references, such as the Qur'an, Hadith, and other Arabic books. So that the Arabic language learning curriculum in every Islamic educational institution only focuses on the field of mastery of Arabic books supported by the ability in Arabic grammar in the form of Nahwu, Shorof, and others (Tolinggi, 2021).

Arabic as one of the foreign languages taught in Indonesia is not free from educational problems in this transition era, and even receives more complex pressures. One of them is the lack of technology in the form of applications that support the Arabic language learning process. Language teachers must understand the important role of the syllabus in guiding the language learning process, including in choosing what to teach (selection), systematic material (gradation), how to convey the meaning of the language and what needs to be done to achieve language mastery (repetition). The role of the language teacher has a significant impact on language learners. If a language teacher is very dominant in the classroom, language learners will be less active in the teaching and learning interaction. Language learning methods have been criticized for causing language learners to respond mechanically to the stimuli given, resulting in excessive repetition. With rapid technological advances, Arabic language education has also undergone significant transformation. Digital technology, such as web-based applications, e-learning platforms, and educational software, is starting to play an important role in the way Arabic is taught and learned. Technology provides a variety of tools that can be used to overcome challenges in learning Arabic. However, if language teachers are not active and creative in the classroom, language learning will be more active in the teaching and learning process. There is much variation in the relationship between the roles of language learners and educators, depending on the learning strategies used.

Interactive Arabic Learning Application

Interactive applications have become an important tool in modern education. According to Hattie (2009), the use of interactive technology in education can increase student engagement and learning outcomes. Technology-based applications offer a variety of features, such as simulations, educational games, and video-based exercises, which can make language learning more engaging and effective (Wang & Smith, 2021).

Interactive Arabic learning applications are software or digital applications designed to help users learn Arabic in a more active and engaging way than traditional methods. Here are some of the main elements of this type of application: (Tolinggi, 2021) Interactivity: The app allows users to interact directly with the learning materials through various features, such as game-based exercises, quizzes, and simulations.

1. Multimedia: Using different types of media such as text, audio, images, and video to explain language concepts. This helps in understanding and remembering vocabulary, grammar, and language usage in different contexts.
2. Practice And Bait Come back that is provide exercise interactive as well as bait come back directly to help users fix errors as well as strengthen understanding .
3. Gamification : Integrating game elements to make the learning process more fun and motivating, such as achievements, points and challenges.
4. Customization and Personalization: Allows users to learn at their own level and pace, often by adapting the material based on their progress.
5. Social Features: Some apps offer features to practice with native speakers or learn in a community, which helps improve speaking and listening skills.
6. Use of Advanced Technology: Using technologies such as speech recognition, artificial intelligence (AI), and analytics to enhance the learning experience and provide more appropriate feedback.

Overall, this interactive Arabic language learning application aims to make the language learning process more dynamic, fun and effective by utilizing modern technology and approaches in education .

METHODOLOGY

The method in this study is to use a descriptive qualitative approach that aims to describe the conditions or attitudes that occur at the research location. This study was conducted at MTs Negeri 1 Bener Meriah which has Arabic language learning for its students. The data collected were in the form of words, pictures and did not use numbers (Sugiyono, 2008). This study was conducted on educators, students and the school environment. In this study the author used two data sources, namely primary data in the form of social actions or words from parties related to the problem being studied and secondary sources from library materials in the form of books, scientific works, journals and other documents related to the researcher's intentions. The data collection technique used by the author in this study used the observation technique, which can be interpreted as direct observation of the phenomenon being studied. Observations in this study were carried out to obtain information about educators, students and the school environment regarding the Arabic language learning process, to obtain clear data, observations were needed and showed the activities carried out at the research location. Then the author wrote it down in the form of notes about the activities at that location. Data conclusions can answer the problem formulation formulated from the start and the conclusion is in the form of a description or picture of the object being studied (Sugiyono, 2009)

RESULTS AND DISCUSSION

Arabic as one of the foreign languages taught in Indonesia is not free from educational problems in this transitional era, and is even under increasingly complex pressure. One of them is the lack of technology in the form of applications that support the Arabic language learning process. (Jamil & Agung, 2022) The majority of creative applications that are developing do not yet support Arabic spelling. This results in Arabic language educators having to work extra hard by combining various applications to create a comprehensive Arabic language learning process.

Related to this, there are several problems in Arabic language learning experienced by educators and students today, namely: First, the availability of adequate technology, both from the side of students and educators, Second, the lack of Arabic language educators who can master current technology, Third, internet access and quota availability that have not been able to support the changes that have occurred, fourth, there is still a lack of communication between educators and students regarding the obstacles faced. The limitations of educators in utilizing interactive applications to compile Arabic language teaching materials can slowly be overcome with the presence of various interactive Arabic language learning workshops, research results on the latest learning media, and applications designed by young professionals that can be utilized by Arabic language educators.

There are many other applications that can also help the implementation of the Arabic language learning process in the current era. However, most of these applications require the help of other applications in order to provide maximum benefits. Such as using Power Point as a basic application for compiling materials, then utilizing the Wondershare Filmora application to compile an interactive learning video. This study uses several applications that currently exist in the Arabic language learning process for beginners. Based on the results of an interview with one of the Arabic teachers, it was found that there were problems in Arabic language learning that occurred, namely (1) the lack of students in getting used to hearing Arabic conversations directly or through videos, (2) Students have low interest in learning Arabic, (3) Arabic language learning is only based on theory and rarely provides opportunities for students to apply the material given. Students are still less interested in following the Arabic language learning process because the learning process is boring.

The compilation of Arabic language learning materials by utilizing this application contains the characteristics of multimedia-based learning, namely: (1) containing representative material content in visual, audio, and audiovisual forms, (2) using various communication media, (3) having the power of color language and object resolution, (4) utilizing various types of learning, (5) there is an active response from students, and so on. The selection of the application used is based on the aspects of ease of obtaining it, its use, being able to use Arabic spelling, and being familiar with the daily lives of students. In addition, this application can also be easily understood by Arabic language educators, so that after the research is conducted, educators at the educational institution can use contemporary applications to support the Arabic language learning process in

the future. Learning Arabic using interactive applications in the era of society 5.0 is one alternative solution for teaching Arabic to students online. By compiling this application-based material, it is hoped that the limitations and difficulties faced by teachers and students can be overcome and the main goal of learning Arabic can be achieved to become one of the communication languages mastered by students.

CONCLUSIONS AND RECOMMENDATIONS

The era of society 5.0 is a follow-up to changes in people's lifestyles during the 4.0 revolution. Society 5.0 is required to be able to use digital technology in daily activities, especially in the economic and education sectors. The concept of independent learning initiated by the Indonesian Minister of Education is a response to the development of people's lives. This concept is expected to develop into a creative person, think critically, master various foreign languages to communicate with the outside world, and have ideal characteristics.

The main challenge that must be conquered by Arabic language activists in Indonesia in the era of society 5.0 is the use of technology to deliver teaching materials, so that students can learn anywhere and anytime. One of the technologies that can be utilized is video editing applications such as kine master, plotagon, power point, and other applications. The use of this application proves that it has a positive impact on Arabic language learning. Arabic language learning, which has been looked down upon, is starting to be in demand with the presence of various interactive learning videos designed according to the students' ability levels.

FURTHER STUDY

This research still has limitations, so it is necessary to carry out further research related to the topic of The Intention of the Arabic Language Learning Process in the Era of Society 5.0: (Interactive Application Based Analysis) in order to improve this research and add insight to readers.

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