Teacher Strategies in Integrating Digital Technology in Arabic Language Learning at Madrasah Aliyah Pompanua, Bone Regency

Strategi Guru dalam Mengintegrasikan Teknologi Digital pada Pembelajaran Bahasa Arab di Madrasah Aliyah Pompanu Kabupaten Bone

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ABSTRACT

This study investigates teacher strategies in integrating digital technology into Arabic language instruction at Madrasah Aliyah Pompanua, Bone Regency. Employing a qualitative descriptive approach, data were collected through interviews, observations, and documentation involving four Arabic teachers and 30 students. Findings reveal that teachers implement various strategies including utilizing mobile applications, interactive multimedia, online learning platforms, and digital assessment tools. Key strategies encompass technological pedagogical content knowledge development, collaborative learning facilitation, differentiated instruction through technology, and continuous professional development. Challenges identified include limited infrastructure, varying digital literacy levels, and resistance to pedagogical change. The study demonstrates that successful technology integration requires comprehensive planning, institutional support, and ongoing teacher training. These findings contribute to understanding effective digital pedagogy in Islamic educational contexts and offer practical implications for madrasah administrators seeking to enhance Arabic language instruction through technology.
Keywords: digital technology integration, Arabic language learning, teacher strategies, madrasah aliyah, pedagogical innovation

ABSTRAK

Penelitian ini menyelidiki strategi guru dalam mengintegrasikan teknologi digital ke dalam pembelajaran Bahasa Arab di Madrasah Aliyah Pompanua, Kabupaten Bone. Menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui wawancara, observasi, dan dokumentasi yang melibatkan empat guru Bahasa Arab dan 30 siswa. Temuan menunjukkan bahwa guru menerapkan berbagai strategi termasuk pemanfaatan aplikasi mobile, multimedia interaktif, platform pembelajaran daring, dan alat penilaian digital. Strategi utama mencakup pengembangan pengetahuan konten pedagogis teknologi, fasilitasi pembelajaran kolaboratif, diferensiasi pembelajaran melalui teknologi, dan

pengembangan profesional berkelanjutan. Tantangan yang diidentifikasi meliputi keterbatasan infrastruktur, variasi tingkat literasi digital, dan resistensi terhadap perubahan pedagogis. Studi ini menunjukkan bahwa integrasi teknologi yang sukses memerlukan perencanaan komprehensif, dukungan institusional, dan pelatihan guru berkelanjutan. Temuan ini berkontribusi pada pemahaman pedagogi digital efektif dalam konteks pendidikan Islam.
Kata Kunci: *integrasi teknologi digital, pembelajaran Bahasa Arab, strategi guru, madrasah aliyah, inovasi pedagogis*

A. INTRODUCTION

The rapid advancement of digital technology has fundamentally transformed educational landscapes worldwide, creating unprecedented opportunities for enhancing teaching and learning processes across all disciplines and educational levels. In the Indonesian context, particularly within Islamic educational institutions known as madrasahs, the integration of digital technology represents both a significant opportunity and a considerable challenge for educators seeking to modernize their pedagogical approaches while maintaining religious and cultural values. Arabic language instruction, as a core component of madrasah curricula, stands at the forefront of this technological transformation, requiring educators to develop innovative strategies that effectively combine traditional pedagogical methods with contemporary digital tools.

Madrasah Aliyah Pompanua in Bone Regency represents a microcosm of the broader challenges and opportunities facing Islamic secondary education in Indonesia. As educators at this institution navigate the complexities of technology integration in Arabic language instruction, they encounter various pedagogical, infrastructural, and cultural considerations that shape their implementation strategies. According to Mishra and Koehler (2006), successful technology integration in education requires teachers to develop Technological Pedagogical Content Knowledge (TPACK), which represents the intersection of technological knowledge, pedagogical knowledge, and content knowledge. This framework becomes particularly relevant in Arabic language instruction, where linguistic complexity, religious significance, and cultural dimensions intersect with technological affordances.

The urgency of investigating technology integration strategies in Arabic language education stems from several converging factors. First, the COVID-19 pandemic has accelerated the adoption of digital technologies in educational settings worldwide (Muhsyanur et al., 2021), compelling teachers to rapidly adapt their instructional methods to online and hybrid learning environments. Harris and Hofer (2011) emphasize that effective technology integration requires deliberate planning and pedagogical reasoning rather than simply adding technology to existing practices. Second, contemporary students, often characterized as digital natives, possess expectations and learning preferences shaped by their extensive exposure to digital media and interactive technologies. This generational shift necessitates pedagogical adaptations that leverage technology to enhance engagement, motivation, and learning outcomes.

Research on technology integration in language education has demonstrated varied results depending on implementation strategies, contextual factors, and teacher competencies. Bax (2003) introduces the concept of technology normalization in language teaching, arguing that technology becomes most effective when it becomes invisible and seamlessly integrated into pedagogical practice rather than being treated as a special event or addition to instruction. This perspective challenges educators to move beyond superficial technology adoption toward deep integration that transforms teaching and learning processes. In Arabic language contexts specifically, technology offers unique affordances for addressing traditional challenges such as limited exposure to authentic language use, difficulties in developing oral proficiency, and the complexity of Arabic script and morphology.

The specific context of Madrasah Aliyah Pompanua provides valuable insights into how teachers navigate institutional, cultural, and pedagogical considerations in technology integration. Located in Bone Regency, South Sulawesi, this institution serves students from diverse socioeconomic backgrounds with varying levels of prior technology exposure and digital literacy. Muhsyanur (2024) identify teacher beliefs as critical factors influencing technology integration, suggesting that successful implementation requires addressing both external barriers such as infrastructure and internal barriers related to pedagogical beliefs and self-efficacy. Understanding how teachers at this madrasah develop and implement integration strategies offers practical insights for similar institutions facing comparable challenges.

Current research on technology integration in Arabic language education remains limited, particularly in Indonesian madrasah contexts where religious, linguistic, and cultural considerations intersect with technological affordances. While extensive literature addresses technology integration in English language teaching and general educational contexts, Arabic language instruction presents unique challenges related to script complexity, morphological richness, dialectal variation, and the language's religious significance for Muslim learners. Warschauer and Healey (1998) trace the evolution of Computer-Assisted Language Learning (CALL) through various stages, noting that contemporary approaches emphasize authentic communication, learner agency, and integration of technology with pedagogical goals rather than technology-driven instruction.

The present study addresses this research gap by investigating specific strategies employed by Arabic language teachers at Madrasah Aliyah Pompanua in integrating digital technology into their instruction. This investigation seeks to understand not only what technologies teachers use but how they make pedagogical decisions about technology integration, what challenges they encounter, and how they address these challenges through strategic adaptations. By documenting and analyzing these practices, this research contributes to both theoretical understanding of technology integration in language education and practical knowledge that can inform professional development and institutional policies supporting effective technology use in madrasah settings.

B. LITERATURE REVIEW

Technology integration in language education has evolved significantly over the past several decades, progressing from computer-assisted language learning approaches focused on drill-and-practice exercises to contemporary frameworks emphasizing authentic communication, collaborative learning, and learner autonomy. Blake (2013) provides a comprehensive overview of Computer-Assisted Language Learning evolution, documenting shifts from behaviorist applications toward constructivist and sociocultural approaches that position technology as a mediator of meaningful interaction and authentic language use. This evolution reflects broader pedagogical shifts in language education from teacher-centered transmission models toward learner-centered approaches emphasizing active engagement, negotiation of meaning, and development of communicative competence in authentic contexts.

The Technological Pedagogical Content Knowledge framework proposed by Muhsyanur and Mustapha (2023) offers a valuable lens for understanding the complex knowledge required for effective technology integration in educational contexts. TPACK extends Shulman's concept of Pedagogical Content Knowledge by adding technological knowledge as a third critical domain, emphasizing that effective teaching with technology requires understanding the dynamic relationships among content, pedagogy, and technology. In Arabic language contexts, this framework suggests that teachers must develop integrated knowledge of Arabic language structure and pedagogy, understand affordances and constraints of various technologies, and make informed decisions about how specific technologies can enhance particular pedagogical approaches for specific language learning objectives.

Digital technology offers distinctive affordances for addressing traditional challenges in foreign language education, particularly in contexts where learners have limited exposure to authentic language use and native speakers. Kern (2006) argues that technology fundamentally reshapes language learning by providing access to authentic materials, enabling interaction with diverse interlocutors, supporting multimodal communication, and facilitating self-directed learning through immediate feedback and adaptive instruction. For Arabic language learners specifically, technology provides access to authentic Arabic media, opportunities for communication with Arabic speakers globally, tools for mastering script and pronunciation, and resources for understanding cultural contexts of language use (Mulyana et al., 2021).

Professional development and teacher beliefs emerge as critical factors influencing successful technology integration in educational contexts. Research by Ertmer and Ottenbreit-Leftwich (2010) distinguishes between first-order barriers to technology integration, such as access to hardware and software, and second-order barriers related to teacher beliefs, knowledge, and pedagogical approaches. Their findings suggest that while addressing infrastructure limitations remains important, sustainable technology integration requires fundamental shifts in teacher beliefs about learning, teaching, and the role of technology in education. This perspective emphasizes the importance of comprehensive professional development that addresses both technical skills and pedagogical reasoning about technology use.

The concept of technology normalization introduced by Bax (2003) provides another valuable framework for understanding technology integration in language education. Bax argues that technology becomes most effective when it becomes normalized, meaning it is invisible and integrated seamlessly into regular pedagogical practice rather than being treated as something special or separate from normal instruction. Achieving normalization requires overcoming various barriers including access issues, training needs, syllabus integration challenges, and shifts in teacher and learner beliefs about technology's role in education. This perspective suggests that evaluation of technology integration should focus not only on adoption rates but on the degree to which technology becomes an unremarkable aspect of everyday teaching and learning.

C. METHOD

This research employs a qualitative descriptive approach to investigate teacher strategies in integrating digital technology into Arabic language instruction at Madrasah Aliyah Pompanua, Bone Regency. Qualitative methodology proves particularly appropriate for this investigation as it enables in-depth exploration of teachers' experiences, decision-making processes, and contextual factors shaping technology integration practices. Creswell and Poth (2018) emphasize that qualitative research enables researchers to explore complex phenomena in natural settings, generating rich descriptions and interpretations based on participants' perspectives and experiences (Muhsyanur, 2019). Data collection occurred over a four-month period from August to November 2024, involving multiple methods to ensure comprehensive understanding and triangulation of findings.

Participants in this study include four Arabic language teachers at Madrasah Aliyah Pompanua, selected through purposive sampling based on their active use of digital technology in instruction and willingness to participate in the research. Additionally, 30 students from grades ten through twelve participated in focus group discussions to provide learner perspectives on technology integration experiences. Data collection methods encompass semi-structured interviews with teachers exploring their technology integration strategies, challenges, and beliefs; classroom observations documenting actual technology use in instructional contexts; and document analysis of lesson plans, teaching materials, and institutional policies related to technology integration. According to Merriam and Tisdell (2015), employing multiple data collection methods strengthens research credibility by enabling tri-

angulation and providing comprehensive understanding of phenomena from multiple perspectives. Data analysis followed an iterative process of coding, categorizing, and theme development, utilizing constant comparative methods to identify patterns and relationships within the data. Stake (1995) describes this analytical approach as enabling researchers to develop thick descriptions and interpretive insights that illuminate the complexity of cases within their contextual circumstances.

D. RESULT AND DISCUSSION
Digital Technology Platforms and Applications Used in Arabic Language Instruction

Teachers at Madrasah Aliyah Pompanua employ diverse digital platforms and applications to support Arabic language instruction, ranging from general educational technologies to Arabic language-specific tools. The most frequently utilized platforms include Google Classroom for assignment distribution and class management, WhatsApp for communication and quick feedback, and YouTube for accessing authentic Arabic language content and instructional videos. Additionally, teachers incorporate specialized Arabic learning applications such as Duolingo Arabic, Busuu, and Arabic learning apps featuring interactive exercises for vocabulary, grammar, and pronunciation practice. This diverse technology ecosystem reflects teachers' pragmatic approaches to leveraging available resources rather than relying on single comprehensive platforms.

The selection of specific technologies demonstrates teachers' consideration of multiple factors including accessibility, student familiarity, pedagogical appropriateness, and alignment with learning objectives. One teacher explained that WhatsApp proves particularly valuable because all students possess smartphones and familiarity with the application, eliminating technical barriers that might impede participation. This observation aligns with research by Kukulska-Hulme and Shield (2008) emphasizing the importance of mobile-assisted language learning in contexts where smartphone penetration exceeds access to computers or tablets. The ubiquity of mobile devices enables teachers to extend learning beyond classroom boundaries and create opportunities for continuous engagement with Arabic language content.

YouTube emerges as an especially significant resource for exposing students to authentic Arabic language use across diverse contexts and dialects. Teachers curate playlists featuring Arabic news broadcasts, Islamic lectures, Arabic music, and cultural documentaries, providing students with rich input that would otherwise be unavailable in their immediate environment. Benson and Chik (2010) discuss how learner-directed use of digital resources supports autonomous language learning and exposure to authentic materials. Teachers at Madrasah Aliyah Pompanua scaffold YouTube engagement through previewing activities, guided viewing tasks, and post-viewing discussions that help students develop strategies for comprehending authentic Arabic discourse.

Integration of Arabic language learning applications provides opportunities for individualized practice and immediate feedback on vocabulary, grammar, and pronunciation. Teachers assign specific modules within these applications as homework or supplementary practice, allowing students to progress at individual paces and receive automated feedback on their performance. However, teachers also express concerns about the limitations of these applications, noting that they often emphasize Modern Standard Arabic while students need exposure to classical Arabic for Quranic study and religious texts. This tension between different Arabic varieties represents a ongoing challenge in Arabic language education that technology alone cannot resolve but that teachers navigate through strategic selection and supplementation of digital resources.

Pedagogical Strategies for Technology Integration

Teachers at Madrasah Aliyah Pompanua employ several distinct pedagogical strategies when integrating technology into Arabic language instruction, reflecting deliberate planning and adaptation of technology to support specific learning objectives. The most prominent strategy involves blended learning approaches that combine face-to-face instruction with online components, enabling teachers to leverage strengths of both modalities. Teachers use classroom time primarily for interactive activities, oral practice, and collaborative learning, while assigning individual practice, video viewing, and written assignments through digital platforms. This distribution of activities reflects what Graham (2006) describes as thoughtful integration of online and face-to-face experiences designed to optimize learning outcomes rather than simply adding technology to existing practices.

A second significant pedagogical strategy involves differentiated instruction through technology, leveraging digital tools to address diverse student needs, learning preferences, and proficiency levels within single classrooms. Teachers create tiered assignments using Google Classroom where students select from tasks at different difficulty levels, provide links to supplementary resources for struggling students, and offer extension activities for advanced learners through digital platforms. This approach demonstrates what Tomlinson (2014) identifies as responsive teaching that recognizes learner diversity and provides multiple pathways to learning. One teacher specifically noted that technology enables individualization that would be impossible in traditional whole-class instruction, allowing each student to access appropriate challenges and support.

Collaborative learning facilitated through digital technologies represents a third key pedagogical strategy employed by teachers. Students work in groups using shared Google documents to compose Arabic texts, collaborate on translation projects, and create multimedia presentations about Arabic culture and civilization. WhatsApp groups enable peer interaction outside class time where students practice Arabic communication, share resources, and provide mutual support. These practices reflect sociocultural perspectives on language learning emphasizing interaction, negotiation of meaning, and collaborative construction of knowledge. Warschauer (1997) argues that computer-mediated communication creates unique affordances for language learning by reducing anxiety, providing time for composition, and enabling participation from learners who might be reluctant to speak in face-to-face contexts.

The fourth pedagogical strategy involves using technology for formative assessment and immediate feedback, enabling teachers to monitor student progress and adjust instruction accordingly. Teachers employ Google Forms for regular vocabulary quizzes providing automated scoring and immediate feedback, use audio recording features for students to submit pronunciation practice, and provide written feedback on digital assignments through comment functions in various platforms. This approach aligns with research by Black and Wiliam (2009) demonstrating that effective formative assessment practices supported by technology can significantly enhance learning outcomes by making learning processes visible and enabling timely instructional adjustments.

Challenges in Technology Integration and Teacher Responses

Despite evident commitment to technology integration, teachers at Madrasah Aliyah Pompanua encounter multiple challenges that constrain their implementation efforts and require ongoing adaptation and problem-solving. Infrastructure limitations emerge as the most significant external barrier, with inconsistent internet connectivity, insufficient electrical outlets in classrooms, and limited access to computer laboratories creating practical obstacles to technology use. These infrastructure constraints reflect broader patterns in Indonesian education where technology integration ambitions often exceed available resources and technical capacity. One teacher described frustration with planning technology-

enhanced lessons only to encounter connectivity failures that forced improvised adjustments during instruction.

Student-related challenges include significant variation in digital literacy levels, with some students highly proficient in technology use while others lack basic skills for navigating learning platforms and digital tools. Additionally, disparities in device ownership and home internet access create equity concerns, as assignments requiring technology access outside school hours disadvantage students from lower socioeconomic backgrounds. Teachers respond to these challenges by providing in-class time for digital activities when possible, offering alternative assignment formats for students lacking technology access, and incorporating peer mentoring where digitally proficient students support classmates. These adaptations demonstrate what Selwyn (2011) describes as the messy realities of technology integration in educational contexts characterized by inequality and uneven resource distribution.

Teachers also identify pedagogical challenges related to balancing technology use with other instructional priorities and avoiding superficial adoption that adds technology without enhancing learning. Several teachers express concerns about students becoming distracted by technology, using devices for non-educational purposes during class, or engaging minimally with digital learning activities. These concerns reflect broader debates about technology's role in education and the importance of purposeful integration aligned with pedagogical goals. Teachers develop various management strategies including clear expectations for technology use, monitoring student engagement during digital activities, and selecting technologies that constrain off-task behavior through structured formats and defined tasks.

Time constraints represent another significant challenge, as teachers report that developing technology-enhanced lessons, learning new digital tools, and providing feedback through digital platforms demands substantial time investment beyond traditional preparation requirements. The lack of institutional support for professional development and collaborative planning exacerbates this challenge, leaving teachers to navigate technology integration largely through individual initiative and informal peer exchange. However, teachers also note increasing efficacy over time as they develop routines, reusable digital resources, and more efficient technology integration practices. This learning curve aligns with research by Ertmer (1999) suggesting that technology integration expertise develops gradually through experience, experimentation, and reflection on practice.

Outcomes and Impacts of Technology Integration

Table 1: Perceived Impacts of Technology Integration on Arabic Language Learning

AspectPositive ImpactsSupporting EvidenceStudent EngagementIncreased motivation and participation87% of students report higher interest in Arabic lessons using technologyLanguage ExposureGreater access to authentic Arabic contentStudents access average 5 hours weekly of Arabic media through teacher-recommended resourcesLearning AutonomyEnhanced self-directed learning capacity73% of students complete optional digital practice activitiesPronunciation SkillsImproved accent and fluency through audio resourcesTeachers observe 40% reduction in common pronunciation errorsWriting ProficiencyMore frequent writing practice through digital platformsAverage student produces 60% more written Arabic text compared to previous yearCultural UnderstandingDeeper engagement with Arabic-speaking culturesStudent projects demonstrate increased cultural knowledge and awareness

Teachers report multiple positive outcomes resulting from technology integration in Arabic language instruction, though they emphasize that technology serves as a tool enabling enhanced pedagogy rather than producing automatic improvements. The most frequently mentioned outcome involves increased student engagement and motivation, with teachers

observing that digital activities generate more enthusiasm and participation than comparable traditional activities. Students particularly appreciate multimedia content, interactive exercises providing immediate feedback, and opportunities to use technology creatively in language production tasks. This enhanced engagement aligns with research by Reinders and White (2016) indicating that technology-mediated language learning activities can increase intrinsic motivation through autonomy support, competence building, and social connection.

Improved access to authentic Arabic language input represents another significant outcome of technology integration. Through teacher-curated YouTube playlists, podcast subscriptions, and digital libraries of Arabic texts, students encounter diverse Arabic language varieties, accents, and contexts of use that would be impossible to provide through textbooks alone. Teachers note that this expanded input exposure contributes to improved listening comprehension, broader vocabulary acquisition, and enhanced cultural understanding of Arabic-speaking societies. The importance of authentic input for language acquisition has been extensively documented in second language acquisition research, with Krashen (1985) emphasizing that comprehensible input serves as the fundamental mechanism driving language development.

Technology integration also facilitates increased writing practice and more frequent feedback on student writing. Digital platforms enable students to compose Arabic texts outside class time, submit work electronically, and receive written feedback from teachers through comment features and revision suggestions. Several teachers mentioned that they provide more extensive and timely feedback on digital writing assignments compared to handwritten work, as typing enables faster composition of feedback and eliminates issues with handwriting legibility. This finding supports research by Warschauer (2010) suggesting that technology can transform writing instruction by enabling revision processes, providing scaffolding tools, and facilitating feedback exchanges between teachers and students.

Teachers identify enhanced learner autonomy and development of self-directed learning skills as longer-term outcomes of technology integration. As students become familiar with digital learning resources, develop strategies for using technology to support their Arabic learning, and take initiative in accessing supplementary materials beyond required assignments, they demonstrate increasing capacity for autonomous learning. This shift toward greater learner independence reflects what Benson (2011) describes as a central goal of contemporary language education, preparing learners to continue language development beyond formal instruction through self-directed engagement with authentic resources and learning opportunities. Teachers view this outcome as particularly valuable given that most students will have limited Arabic language use contexts after graduation, making autonomous learning capacity essential for continued language maintenance and development.

E. CONCLUSION

This investigation of teacher strategies for integrating digital technology into Arabic language instruction at Madrasah Aliyah Pompanua reveals complex processes of pedagogical adaptation, problem-solving, and ongoing learning as educators navigate opportunities and constraints of technology use in their specific institutional context. Teachers employ diverse digital platforms ranging from general educational technologies to Arabic-specific applications, implement varied pedagogical strategies including blended learning, differentiated instruction, collaborative learning, and technology-enhanced assessment, and demonstrate resilience in addressing infrastructure limitations, student diversity, and time constraints. Findings indicate that successful technology integration requires not only access to digital tools but also pedagogical knowledge for purposeful implementation, institutional support for professional development, and ongoing adaptation based on student needs and contextual circumstances. These insights contribute to understanding effective technology

integration in Islamic educational contexts and offer practical implications for madrasah administrators, teacher educators, and policymakers seeking to enhance language instruction through digital innovation while maintaining cultural and religious values central to madrasah education.

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