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The Amiyah Arabic Interference in The Digital Space and Its Implications on Student Fusha Competence: A Literature Study

Interferensi Bahasa Arab Amiyah Di Ruang Digital Dan Implikasinya Terhadap Kompetensi Fusha Mahasiswa: Sebuah Studi Literatur

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Abstract

The rapid advancement of information technology has moved students' communication patterns to the digital world, where the superiority of Amiyah Arabic gives rise to interference that threatens the mastery of the Fusha language. This study aims to examine the form of Amiyah interference on digital platforms and its influence on students' formal language competence, through a library *research approach*. Data were obtained from scientific journals and books for the period of the last decade. The findings of the analysis indicate interference in the domain of phonology, morphology, and syntax triggered by the intensity of social media interaction and more expressive communication preferences. Its dominant implications include a deterioration in grammatical precision (*nahwu* and *sharf*) as well as a lack of formal vocabulary in academic situations. This study recommends incorporating digital literacy into the Arabic curriculum to reduce negative risks, without curbing communication innovations in the cyber realm.

Keywords: Language interference; Amiyah Arabic; Fusha language competence; digital space; digital literacy curriculum.

Abstrak

Kemajuan pesat teknologi informasi telah memindahkan pola komunikasi mahasiswa ke dunia digital, di mana keunggulan bahasa Arab Amiyah memunculkan interferensi yang mengancam penguasaan bahasa Fusha. Penelitian

Artikel ini telah dipresentasikan pada [Seminar Nasional Pendidikan Berbasis Riset dan Inovasi dengan tema "Rekonstruksi Pendidikan Abad 21: Integrasi Teknologi, Humanisme, dan Kearifan Lokal"](#) diselenggarakan oleh Lembaga Pemerhati Pendidikan Masyarakat Indonesia (LPPMI) bekerja sama dengan Universitas Islam As'adiyah Sengkang, pada 16 Mei 2026

ini bertujuan mengkaji wujud interferensi Amiyah pada platform digital beserta pengaruhnya terhadap kompetensi berbahasa formal mahasiswa, melalui pendekatan studi kepustakaan (library research). Data diperoleh dari jurnal ilmiah dan buku periode satu dekade terakhir. Temuan analisis mengindikasikan interferensi pada ranah fonologi, morfologi, serta sintaksis yang dipicu intensitas interaksi media sosial dan preferensi komunikasi yang lebih ekspresif. Implikasi dominannya mencakup kemerosotan presisi tata bahasa (nahwu dan sharf) serta kekurangan kosa kata formal dalam situasi akademik. Penelitian ini merekomendasikan penggabungan literasi digital ke dalam kurikulum bahasa Arab guna meredam risiko negatif, tanpa mengekang inovasi komunikasi di ranah maya.

Kata-kata Kunci: *Interferensi bahasa; bahasa Arab Amiyah; kompetensi bahasa Fusha; ruang digital; literasi digital kurikulum.*

Introduction

According to (Haq, 2023) digital era has fundamentally changed the global communication map, including in the Islamic higher education ecosystem. For Arabic language students, digital platforms such as social media, online forums, and instant messaging applications now serve as a second "language laboratory" after face-to-face classes (Keilmuan et al., 2024) However, this phenomenon poses complex linguistic challenges. In the midst of a flood of information exchange, Amiyah Arabic (a daily dialect) tends to dominate more than Fusha (standard/formal Arabic), due to its flexible, expressive, and practical nature for daily chats in cyberspace (Ni'mah, 2024)

(Zulharby et al., 2022) Amiyah's dominance in the digital realm is not just a communication trend, but also begins to trigger language interference. This interference arises when dialect rules permeate the use of formal language, thus blurring the grammatical boundaries of the ideal in an academic context. (Sarif, 2023) For students who should be fluent in Fusha, intensive exposure to Amiyah on social media risks distorting their Nahwu (syntax) and Sharf (morphology) structures.

In theory, language interference arises as a result of contact between languages (Rahayu & Basri, 2021) In the digital age, this contact takes place massively and crosses territorial boundaries. Students are often trapped in ambiguity in the choice of vocabulary and sentence structure, where the usual

Amiyah pattern on the internet also spills over into formal assignments or academic presentations. Without adequate literacy supervision, this condition has the potential to lower the standard of students' formal language skills in the long term (Wahdah et al., 2024)

Several previous studies have highlighted language shifts on social media, but a comprehensive literature review of the specific impact of digital Amiyah interference on students' formal abilities still needs to be explored more deeply (Wahdah et al., 2024) This article aims to dissect these forms of interference at the phonological, morphological, and syntactic levels, and analyze its long-term implications for students' formal language acuity (Muhsyanur and Semmang, 2025; Muhsyanur, 2024) . With a library research approach, this study is expected to provide a framework for educators, so that digital literacy can be integrated into the Arabic curriculum to maintain the academic quality of students in the midst of the flow of digital dialectology (Kholiq, 2025)

Research Method

This research applies a qualitative approach through the library research method. As stated (Rahmadani et al., 2023) literature studies are not just collecting reading lists, but data collection techniques that involve in-depth analysis of books, literature, notes, and reports related to the issues being studied. The main focus of this study is to analyze the phenomenon of Amiyah Arabic interference in the digital realm and its impact on students' formal language competencies (Tufahati et al., 2026)

1. Source Identification (Searching)

The initial stage of the research was carried out by systematically searching the literature in trusted scientific databases such as Scopus and Sinta to ensure the validity of the data (Kholida, 2022) The search strategy utilizes specific and related keywords, such as Arabic Language Interference, Arabic Amiyah on Social Media, Fusha Arabic, Digital Literacy in Arabic, and Student Language Competence (Adhama & Hikmah, 2025) The researcher also used Boolean operators to

combine these terms, resulting in appropriate literature describing the relationship between dialect use in the digital realm and the dynamics of students' formal language skills in academic contexts (Yunianti & Fajria, 2023)

2. Data Selection (Filtering)

After the identification stage, the researcher conducted a strict screening of the literature obtained by limiting the criteria for publications in the last decade (2016–2026), in order to maintain the relevance and timeliness of data in the midst of rapid advances in information technology (Ubaidillah, 2024) The main sources selected include reputable national and international scientific journals, authoritative sociolinguistic textbooks, as well as conference proceedings relevant to the study of digital linguistics. This screening process involves evaluating the methodology and depth of analysis of each literature, so that the references used truly represent the phenomenon of Amiyah Arabic interference objectively, as well as describing its real implications on the formal language competence of current students (Nurfauzan et al., 2026)

3. Data Analysis

The analysis technique applied in this study is content *analysis* which is carried out qualitatively to explore the meanings and patterns in the literature that has been collected (Saefullah, 2024) The researcher dissected the forms of Arabic interference from various literature sources, then classified the findings in-depth into three main linguistic domains, namely phonology, morphology, and syntax. This process involves the interpretation of textual data on students' language errors in the digital space, which is then synthesized to draw conclusions about how the *patterns of the Amiyah* language affect the accuracy of the use of *Fusha Arabic* in an academic context (Humaidi, 2024)

4. Synthesis and Conclusion

The data that had been grouped thematically were then compared and critically synthesized to map the pattern of linkage between the intensity of student interaction on digital platforms and the downward trend in standard

Arabic grammar accuracy, especially in Nahwu and Sharf. This synthesis process is intended to integrate findings from various literature in order to draw comprehensive conclusions about the long-term impact of dialect interference on students' academic competence. In the closing stage, the researcher formulated strategic recommendations based on literature evaluation, which is expected to be a guide for the development of an Arabic curriculum that is more adaptive and responsive to the challenges of literacy in the digital era (Haq, 2023)

Results and Discussion

Based on a literature review of various case studies of student digital communication, it was revealed that Amiyah Arabic interference is no longer just a linguistic variation, but has infiltrated the basic linguistic structure (Yahya, 2026). These findings are grouped into three main aspects, namely:

1. The Interference of Arabic Amiyah in the Digital Space

Based on a review of various literature, the interference of the Amiyah Arabic language in the digital realm is not random, but forms a systematic pattern (Kholida, 2022) A digital environment that prioritizes speed and efficiency of communication encourages students to transfer the Amiyah spoken language to the realm of writing (Keilmuan et al., 2024) This condition triggers interference in three main areas of linguistics:

a. Phonology: Dialect Sound-Based Orthography

In the digital realm, students often write Arabic words not following the rules of Rasm Fusha, but according to the sound of the daily dialect they hear. This phenomenon is most commonly seen in changes in the pronunciation of certain letters. For example, the letter ق in digital text is often replaced with the sound G like the Gulf dialect or Hamzah like the Egyptian dialect. For example, the word قال is often written or interpreted as غال or آل. This repetitive phoneme substitution in digital communication triggers orthographic chaos in students when rewriting in a formal context,

where they are often confused about choosing the original letter of a vocabulary (AR et al., 2021)

b. Morphological domain: Sharf Structural Distortion

(Zulharby et al., 2022) Morphological interference can be seen from the modification of word forms that deviate from Sharf's rules. In the digital realm, students often use concise and expressive Amiyah suffixes to express the time or aspect of action. The main finding is the use of the prefixes **بـ** and **هـ** in Fi'il Mudhari'. For example, **بيكتب** replaces **يكتب** for ongoing activities, or **هيمشي** for the future (Silma Salsa Bila, 2025) Morphologically, this non-formal prefix undermines the wazan pattern taught in class. The literature indicates that intensive exposure to patterns on social media causes students to unconsciously include them in the task of writing draft speeches or formal essays (Silma Salsa Bila, 2025)

c. Syntax: Ignoring the Rules of Nahwu

The domain of syntax is most systematically affected. (Rifki, 2024) Digital space forms a sentence pattern that follows the logic of the dialect more than the structure of the standard nominal sentence or verbal sentence. The literature highlights two main issues, the neglect of I'rab change in the final word and the shift in sentence order. For example, in Fusha I'rab it is essential to mark the function of the word. However, in digital, students often use breadfruit or remove the correct plural marker. Like -in for all cases, even though -un and -in must be differentiated based on syntactic position (Suryadarma & Fahrulrozi, 2023)

2. Implications for Students' Formal Language Skills

(Syamsu, 2024) The phenomenon of massive interference in the digital realm is not limited to the technical aspects of communication, but rather has a serious impact on students' linguistic competence in the academic context. From the synthesis of the literature, two main implications emerge that threaten the quality of students' formal language mastery Fusha:

a. The Erosion of Academic Standards in Scientific Writing

(Chamdar Nur & Baso Pallawagau, 2025) Continuous exposure to the structure of Amiyah on social media forms a "habit bias" that erodes students' sharpness in applying the rules of Fusha. The literature indicates that students who are active in digital often have difficulty switching (code-switching) to formal contexts such as papers, journals, or theses (Manalu et al., 2025).

As a result, the habit of writing without I'rab (change of final harakat) and Nahwu right on social media has spread to academic texts. This triggers the "fossilization of error," in which students view incorrect sentence patterns as true due to their frequent use in cyberspace (Faizah et al., 2024) As a result, the quality of scientific writing declines, and lecturers often encounter academic drafts that are structured more like every day chatter than rigid and precise standard scientific language (Chamdar Nur & Baso Pallawagau, 2025)

b. Decreased Lexical Capacity and Crisis of Linguistic Confidence

(Kholiq, 2025) Digital spaces that prioritize communication efficiency often sacrifice depth of meaning, so students tend to use generic slang terms or Amiyah vocabulary for various contexts. This directly shrinks the lexical richness of formal language, because students are minimally exposed to or practice standard words with nuances of distinctive meanings (Mirdawati & Abidin, 2023) For example, instead of such formal verb variations, they are fixated on one Amiyah diction that is rampant on social media.

As a result, this limitation of expression not only makes students stutter during academic presentations, but also triggers a linguistic identity crisis. (Masyita, 2025) The dominance of Amiyah, which looks "slangy" and practical in cyberspace, is slowly shaping Fusha's image as a rigid, complicated, and outdated language. This psycholinguistic condition dimmed the interest in exploring authentic Arabic literature and eroded the

confidence in dealing with native speakers. In the end, students prefer to code-mix rather than compile pure Fusha sentences, which hinders the target of language mastery according to the university curriculum (Kristian et al., 2025)

3. Integration of Digital Literacy as a Curriculum Solution

Facing the current of Amiyah's interference in the digital realm, universities should not rely on conventional restrictive or prohibitive methods of social media. Instead, campuses need to integrate digital literacy into the Arabic curriculum. This strategy transforms social media from a linguistic threat into a lively and adaptive Fusha practice lab (Haq, 2023)

a. Comparative Approaches and Metalinguistic Awareness

The Arabic curriculum should include a comparative analysis of Fusha and Amiyah in the digital realm. (Agustin et al., 2026) Students need to be trained to recognize differences in their structures consciously (metalinguistic awareness). By mapping the location of interference (such as phonology or morphology that has been described), they will have a more resilient "mental filter" when interacting in cyberspace (Zulharby et al., 2022) Learning shifts from memorizing rules alone to the ability to choose language according to the context (Manalu et al., 2025)

b. Digitization of Language Practices (E-Arabic Task)

Campuses can respond with academic assignments based on digital platforms. Not just a paper essay, lecturers can direct students to micro-blogging on Instagram, informative threads on X, or short TikTok videos using the right Fusha (Keilmuan et al., 2024) The impact of this strategy breaks the image of Fusha as a rigid and outdated language (AR et al., 2021) By getting used to creating creative content in standard languages, students slowly achieve digital fluency that remains obedient to Nahwu and Sharf. Social media has also become a skill training arena with real-time feedback.

c. Development of Language Ethics in Cyberspace

Digital literacy in the curriculum must include ethics and identity (Kholiq, 2025) Students are encouraged to proudly use formal Arabic as an intellectual identity in cyberspace. Campuses create a positive digital ecosystem, such as the university-level Fusha creative content competition. By making Fusha a trend among students, the destructive dominance of Amiyah can be suppressed without limiting their innovation and communication creativity in the digital realm (Wahdah et al., 2024)

Conclusion

Based on the literature review described, it can be concluded that the massive use of Amiyah Arabic in the digital realm triggers significant linguistic interference on the Fusha abilities of students. This interference is seen in three main areas: phonology through orthographic chaos based on dialect sounds, morphology via non-formal prefixes in fi'il, and syntax due to ignoring Nahwu and I'rab. This fast and expressive digital communication pattern slowly erodes grammatical accuracy and damages the richness of students' academic vocabulary.

A further impact is the "fossilization of errors" in scientific work as well as a decline in confidence in the use of standard language in formal contexts. To overcome this risk, this study suggests the transformation of an adaptive curriculum through the integration of digital literacy. Campuses do not need to limit social media, but make it a practical tool via E-Arabic Task and metalinguistic awareness. That way, students can balance virtual communication innovations without sacrificing the glory and precision of formal Arabic in academics.

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