



The Challenges of the Digital Age in Arabic Language Education: Bridging Classical Arabic and Local Dialects

Fadlillah¹, Muhammad Imron^{2*}, Halimatus Sa'diyah³

¹ Universitas Sultan Zainal Abidin, Malaysia

² Universitas Islam Negeri Kiai Haji Achmad Siddiq Jember, Indonesia

³ Universitas Nurul Jadid, Indonesia

DOI: <https://doi.org/10.61987/Arabica.viii.1>

Article History:

Received: 09 January 2026

Revised: 20 March 2026

Accepted: 28 April 2026

Keywords:

*Standard Arabic, Diglossia,
Digital Technology,
Pedagogical Innovation*

Abstract:

The development of the digital era and globalization has created challenges for Standard Arabic education, particularly through diglossia, limited Arabic-language digital content, inadequate infrastructure, and insufficient teacher preparation. This study aims to examine the challenges of Standard Arabic education in the digital era and identify integrated strategies for strengthening language learning through technological and pedagogical innovation. A qualitative research design with a case study approach was employed at the university. Data were collected through in-depth interviews, classroom observations, and document analysis involving Arabic language teachers, students, and institutional administrators. Data were analyzed through data condensation, data display, and conclusion drawing and verification. The findings reveal three interconnected challenges: the dominance of local dialects and foreign languages, limited digital infrastructure and Arabic-language content, and inadequate teacher training and pedagogical innovation. These conditions reduce students' exposure to Standard Arabic and constrain active language use. The study implies the need for contextualized language practices, stable digital infrastructure, quality Arabic multimedia resources, curriculum enrichment, and continuous teacher professional development to strengthen Standard Arabic proficiency in the digital era.

INTRODUCTION

Arabic is not limited to everyday communication; it also serves as a medium for education, research, and scientific development. However, with the development of the digital era and globalization, people's ability to access, understand, and use Arabic effectively faces structural and cultural barriers (Asadi & Asli-Badarneh, 2026; Nufus & Azis, 2025). Many students and professionals switch to using local dialects or foreign languages in academic and professional contexts, thus reducing the quality of the use of the standard language (Alahmad, Hussin, Sapar, & Ismail, 2025). This research is important because it provides

*Email Correspondence: muhammadimron@gmail.com

insight into how Arabic language education can adapt to the needs of the 21st century, optimize digital technologies, and bridge the gap between classical Arabic and local dialects (Rahmawati, 2024). This study also has implications for improving Arabic-language digital literacy, encouraging the development of scientific content, and strengthening language-based cultural identity. Thus, this research has strategic value in building a society that is able to maintain language heritage while adapting to technological advances (Elmesiry & Zitawi, 2026; Rabahi, 2024).

The main problem the community faces in Arabic language education is low mastery of the standard language compared with the dominance of local dialects or foreign languages. Diglossia, the condition of the existence of an official standard language and the daily dialect used by the community, makes it difficult for students and professionals to move between formal and informal contexts (Alanazi, 2024; Salikhovna, 2025). In addition, including foreign terms in technical and scientific vocabulary weakens the adaptability of Arabic, so many important terms are not translated or adapted consistently (Faiqoh, Gadoum, & Baity, 2025). The limited availability of quality digital content in Arabic also restricts public access to science, hinders research, and reduces participation in global scientific networks. These factors create a gap in Arabic language proficiency for both native and non-native speakers, which impacts the effectiveness of professional education and communication (Munapi, Abdurrahman, Ibad, & Mubarak, 2025; Nashichuddin, Taufiqurrochman, & Salam, 2025). This condition emphasizes the importance of research that can design teaching strategies and curriculum development aligned with the digital needs of the 21st century.

In practice, a real phenomenon shows that most students struggle to master standard Arabic consistently. Many students rely on foreign languages to prepare theses, scientific papers, or research reports because they feel more comfortable and find them more practical (Sari & Sidik, 2025; Wandana, Ivlatia, Annashir, & Nasution, 2025). On the other hand, limited digital infrastructure in some regions also limits access to Arabic-language learning resources, while online social interactions are often conducted in English or local dialects (Madwi, 2025). Teachers and educators often do not have special training in the use of educational technology, so innovation in teaching is still limited. This phenomenon leads to the degradation of writing and speaking skills in standard Arabic, as well as lowering the ability of learners to participate in the global academic community. This phenomenon underscores the need for research that addresses innovative teaching strategies and technology integration to address these linguistic gaps.

Various previous studies have examined the challenges of learning Arabic in the modern era. For example, the study *Arabic Language Learning Based on Technology Opportunities and Challenges in the Digital Era* emphasizes the opportunities for the use of technology in learning, such as easy access to learning

resources and interactive media. However, the study noted significant obstacles, including weak infrastructure, unstable internet connections, and limited social interaction between students and teachers (Nurfadhila, Fajriantini, & Mayasari, 2025). Another study, challenges and innovations in teaching the arabic grammar to non-native speakers, highlights the complexity of the arabic grammar system, particularly the morphology, syntax, and i'rab rule aspects, which make it difficult for non-native learners. Both studies show that technology has great potential, but its implementation is often hampered by external factors and a lack of curriculum adaptation (Alanazi, 2024; Elmesiry & Zitawi, 2026). As such, current research occupies a strategic position to address the gap between the potential of technology and real educational practices.

In addition, another study highlighted the weak support of the Arabic-speaking learning environment. The researchers arabic language and contemporary challenges effects and requirements found that many learners rely on foreign languages for academic study or scientific research, while the use of standard Arabic in everyday life continues to decline (Rajab, Yusoff, & Aziz, 2025; Rani, Zikriati, Muhammady, Syukran, & Ali, 2023). The lack of teacher training in the use of technology and interactive teaching methods is also a major obstacle. Previous research has not integrated holistic solutions that combine curriculum strengthening, digital technology, and the development of a supportive Arabic-speaking environment. Therefore, this research contributes by designing a comprehensive strategy that is able to improve standard Arabic competencies while utilizing digital media and pedagogical innovations. This research position is important to close the gap between theory and practice and provide a model of Arabic language education that is relevant to the demands of the 21st century.

The novelty of this research lies in an integrative approach to bridging classical Arabic and local dialects through the use of digital technologies, pedagogical innovations, and educational policies. This research not only identifies problems, but also develops intervention models that involve interactive, project-based, and multimedia media learning methods. The model is designed to improve learners' writing, reading, and speaking skills in standard Arabic, while maintaining social and cultural relevance (Yasin, 2025). In addition this research focuses on the local context by considering infrastructure factors, social environment, and teacher ability, so that the results can be applied in real terms in the field. This approach strengthens Arabic digital literacy, reduces dependence on foreign languages, and encourages the development of scientific and technical content in Arabic. Thus, this research presents a significant contribution to contemporary Arabic language education practices and language preservation strategies.

The problems of this research are formulated as follows: how Arabic language education strategies can overcome the challenges of diglossia,

penetration of foreign vocabulary, limitations of digital content, and weaknesses of the curriculum in the digital era. This research argues that technological integration, pedagogical innovation, and strengthening of the Arabic-speaking environment are key to bridging the gap between standard Arabic and local dialects. Research contributions include the development of technology-based learning models and real projects, which are expected to improve language skills, learning motivation, and access to scientific content. The study also provides policy recommendations for educational institutions to strengthen the position of the Arabic language in academic and professional settings. The results of the research are expected to be a reference for educators, policy makers, and other researchers interested in the development of the Arabic language in the 21st century.

Taking into account global developments, digital transformation, and the needs of modern society, this research is important to address strategic challenges in Arabic language education. The emphasis on developing standard Arabic language competencies through innovative technologies and methods is expected to produce a generation of learners who are able to move between standard languages and dialects, access scientific information effectively, and contribute to Arabic-language research. The study also confirms the importance of collaboration between teachers, institutions, and digital communities to create a sustainable learning ecosystem. Thus, this research is not only academic, but also has social, cultural, and educational implications, while strengthening the position of Arabic as a global scientific and professional communication language.

RESEARCH METHODS

This study employed a qualitative research design using a case study approach to explore the challenges of Standard Arabic language education in the digital era within its natural educational context. The case study design was selected because it enabled an in-depth examination of students' language practices, teachers' pedagogical practices, digital technology use, and institutional conditions as interconnected phenomena. The research was conducted at Achmad Syibawayhie Islamic College, which was purposively selected because it represents an educational context where Standard Arabic is used for formal and academic purposes while learners are also exposed to local dialects and foreign languages. The institution was also considered relevant because of variations in digital infrastructure, learning resources, and teachers' technological and pedagogical readiness.

Data were collected through in-depth interviews, classroom observations, and document analysis to obtain comprehensive information about the implementation and challenges of Standard Arabic language education in the digital era. The interviews involved Arabic language teachers, students, and

institutional administrators who were directly involved in the learning process. The interviews explored students' language use, teachers' pedagogical practices, the integration of digital technology, learning resources, and institutional support. Classroom observations focused on teaching practices, student interactions, the use of Standard Arabic and local dialects, digital media, and innovative learning activities. Document analysis examined relevant curriculum documents and digital learning materials to complement and verify the findings obtained from interviews and observations.

The research data were analyzed using an interactive qualitative analysis process consisting of data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, focusing, simplifying, coding, categorizing, and organizing information obtained from interviews, observations, and documents according to the research focus. Data display was conducted by organizing the condensed data into narrative descriptions, thematic categories, tables, and figures to identify relationships among emerging findings. Conclusion drawing and verification involved identifying patterns and themes, interpreting relationships among findings, comparing evidence across data sources, and repeatedly verifying interpretations against the collected data. The analysis resulted in three major themes: diglossia and Standard Arabic use, digital infrastructure and Arabic-language content limitations, and teacher training needs and pedagogical innovation.

RESULTS AND DISCUSSION

Results

Diglossia Challenges and the Use of Standard Arabic

The findings focus on diglossia the presence of standard Arabic (*fusha*) used in formal contexts, along with the dominant local dialect in everyday life. In the field, diglossia can be seen from the significant differences between students' ability to use standard Arabic in class or in academic assignments, compared to everyday communication at home, campus, or social media. The operationalization of this phenomenon includes measurements of the use of the standard language versus local dialect, student motivation, and the frequency of switching between formal and informal contexts. This study examines the extent to which diglossia affects formal writing and speaking skills, as well as its impact on learners' participation in the Arabic-speaking academic community.

An Arabic lecturer at a local university, stated, "Many students feel more comfortable writing their thesis in English because they are worried that grammatical errors in Arabic will lower their academic grades. Even in class discussions, they are more likely to mix using local dialects than the standard language." The researcher's interpretation shows that students' preference for foreign languages and local dialects reflects difficulties in changing language

contexts, which reduces the ability to speak standard Arabic in the academic and formal realms. This confirms that diglossia is not only linguistic, but also related to the perception of practicality and academic security for students. A high school teacher, said, "In class, students often converse using their own dialects when discussing in groups. Even when given formal assignments, they sometimes write a mixture of the standard language and dialect because they are used to using everyday dialect." The researchers interpreted that the social environment and communication habits supported the language shift from standard to dialect, so that the use of standard Arabic became sporadic. These findings show that intrinsic and extrinsic motivational factors greatly influence learners' ability to retain standard language in formal situations.

Classroom observations show that during learning activities, about 70% of students' interactions use the local dialect, even though teachers give instruction in standard Arabic. The researchers interpreted this data as an indication of the dominance of local dialects in social practices and learning, which decreased the frequency and quality of standard language use. This is consistent with the findings of interviews that emphasize language shifts at both the academic and informal levels.

Overall, field data confirm that diglossia is a real obstacle in mastering standard Arabic. College students and learners often use local dialects or foreign languages for reasons of convenience, social customs, and perception of academic risk. The use of the standard language is limited to certain formal situations, whereas in everyday interactions or collaborative learning, the local dialect is more dominant. This phenomenon shows the need for a teaching strategy that bridges the standard language and local dialects consistently. Patterns emerging from the data show that motivation to use the standard language decreases when students face informal situations or when they find the dialect more practical. While the standard language is used in a formal context, it is low in frequency and is often mixed with local dialects. The dominance of local dialects and the use of foreign languages in academia show a close relationship between social environment, perception of convenience, and mastery of the standard language.

Limitations of Digital Infrastructure and Arabic Content

These sub-findings focus on access to Arabic-language digital content and the infrastructure that supports its use. In the field, the limitations of digital infrastructure include unstable internet network quality, lack of technological devices in schools and universities, and lack of interactive learning platforms. Meanwhile, the limitations of digital content can be seen from the lack of quality multimedia materials, online learning resources relevant to the curriculum, and lack of access to scientific articles in Arabic. This study operationalizes the phenomenon by observing students' frequency of access to digital content, the

types of media used, and students' preferences for conventional versus digital materials. This focus helps identify the extent to which digital content infrastructure and availability affect learners' ability to master standard Arabic in formal and academic contexts.

A lecturer stated, "Many students have difficulty accessing Arabic-language e-books or journals because the internet connection on campus is often disconnected, and some digital platforms still have limited access." The researcher interprets that limited access to networks and direct digital platforms hinders the use of academic content in Arabic, so that students tend to use materials in foreign languages that are more easily accessible. This shows that there is an inequality between the potential of educational technology and the reality of local infrastructure.

One teacher said, "Students rarely use Arabic-language multimedia materials, as most of the content available is not interactive and less interesting than English materials." The researcher's interpretation shows that the lack of engaging and interactive digital content decreases students' motivation to actively learn Arabic. This condition emphasizes the need to develop local multimedia materials that are in line with the curriculum and needs of the 21st century to strengthen Arabic-language digital literacy

Based on interviews and field data, the flow of findings shows a chain link: limited infrastructure, limited access to digital content, dependence on foreign materials, decreased motivation to learn standard Arabic. The researcher's interpretation emphasizes that this issue is not only technical, but also pedagogical, as the lack of interactive content reduces students' chances of practicing Arabic intensively and contextually.

Observations in classrooms and computer labs show that most students access digital materials for only 20–30% of the total learning time, and more often use English or mixed languages. The researcher interprets that the lack of frequency of use of Arabic-language digital content reinforces the pattern of dependence on foreign languages, as well as reduces students' ability to master the standard language. These observations are consistent with interviews that highlight the limitations of digital infrastructure and content. Overall, the data shows that limited digital infrastructure and quality content limit students' access to Arabic-language learning resources, resulting in a decrease in the use of the standard language. Students and students prefer foreign-language materials that are more accessible, while existing Arabic content is rarely interactive. This phenomenon emphasizes the need for the integration of educational technology, the development of local multimedia content, and the provision of a stable digital platform so that standard Arabic can be used effectively in formal education.

The patterns that emerged from the data showed that there was a direct relationship between the quality of infrastructure and the availability of content and

the motivation and frequency of use of standard Arabic. The more limited access to digital and interactive materials, the higher the student's dependence on foreign languages. In other words, digital infrastructure and quality content act as a reinforcement or inhibitor of standard Arabic language skills, especially in academic and independent learning contexts.



Figure 1. Emerging Pathway from Digital Infrastructure Constraints to Reduced Standard Arabic Engagement

Figure 1 shows a chain of interrelated problems in the use of Arabic-language digital resources. The problems begin with the instability of digital infrastructure, such as unstable internet connections, limited technological devices, and a lack of digital learning platforms. These conditions then lead to limited access to Arabic-language digital content, including e-books, journals, and multimedia materials relevant to the curriculum. These limitations encourage students to prefer foreign-language materials, especially English, because they are perceived as more accessible and readily available. As a result, the frequency of use of Arabic-language digital resources decreases, thus limiting opportunities to practice and interact with Arabic. In the long term, these conditions contribute to the weak use of Standard Arabic, especially in academic language proficiency and the ability to use Arabic in formal and scientific contexts. Thus, the figure emphasizes that the quality of digital infrastructure and the availability of high-quality Arabic content are key factors in increasing the sustainability of Arabic language use in educational settings.

Teacher Training Needs and Pedagogical Innovation

This sub-finding focuses on the competence and readiness of teachers in supporting standard Arabic learning through innovative methods and the use of digital technology. In the field, operationalization includes teachers' ability to use digital media, mastery of interactive learning methods, skills in designing project-based activities, and the ability to integrate curriculum with multimedia learning resources. This phenomenon can be measured through observation of teaching practices, interviews with teachers, and assessments of the use of innovative methods in the classroom. These sub-findings emphasize that teacher quality directly affects student motivation, frequency of use of standard Arabic, and the effectiveness of formal learning. The lack of teacher training is a major obstacle in

the implementation of pedagogical innovation, so professional development programs that emphasize technology integration and active learning are needed.

Table 3. Teacher Training Needs and Pedagogical Innovation

Sub-Finding	Informant Position	Supporting Evidence
Limited access to practical teacher training	Teacher	Teachers reported limited opportunities for practical training in innovative Arabic language teaching and digital technology integration.
Limited digital pedagogical competence	Teacher	Classroom observations indicated that digital media were used in only approximately 30–40% of learning sessions.
Persistence of conventional teaching practices	Teacher	Most classroom interactions remained dominated by teacher explanations, textbook use, and conventional written exercises.
Limited implementation of project-based learning	Teacher	Curriculum constraints and limited instructional time restricted the implementation of project-based learning activities.
Mismatch between educational policy and school conditions	Principal	Differences in teacher readiness, technological facilities, instructional time, and school resources affected policy implementation.
Insufficient multimedia learning resources	Teacher	Teachers had limited access to interactive multimedia materials that could support contextual Standard Arabic learning.
Low student exposure to active Standard Arabic use	Teacher	Students had limited opportunities to practice Standard Arabic through interactive, collaborative, and contextual learning activities.
Need for continuous professional development	Principal	Participants emphasized the importance of sustained training focusing on technology integration, active learning, and innovative Arabic pedagogy.

Table 3 shows that limited teacher competency and preparedness are among the main factors hindering pedagogical innovation in standard Arabic language learning. Findings include limited access to practical training, suboptimal digital pedagogical competency, and the persistence of conventional learning practices. These conditions are exacerbated by time and curriculum constraints in implementing project-based learning, policy inconsistencies with school conditions, and a lack of interactive multimedia learning resources. Consequently, students' opportunities to use standard Arabic actively, collaboratively, and contextually are limited. Overall, these findings underscore the need for continuous teacher professional development, curriculum enrichment, and the provision of multimedia learning resources to enhance learning innovation and the use of standard Arabic in the classroom.

Furthermore, the data indicates that teacher limitations as a factor inhibiting pedagogical innovation affect students' motivation and abilities. When teachers are not used to using interactive methods, the frequency of using standard Arabic decreases, because learning tends to be traditional and conventional. This pattern

emphasizes the importance of continuous training and curriculum development that is responsive to the needs of the 21st century, so that teachers can be the main drivers of the transformation of Arabic language learning.

Observations in the classroom show that only about 30–40% of learning sessions use digital media or project-based activities. Most of the interactions are still in the form of teacher lectures and conventional written exercises. The researcher interprets that the limitations of teacher training and the lack of multimedia learning resources directly contribute to the low pedagogical innovation. This reduces the opportunity for students to practice standard Arabic actively and contextually, so formal Arabic competence remains limited.

Overall the data show that teacher quality is the main determining factor for the success of standard Arabic language learning. Lack of training, limited curriculum, and lack of multimedia learning resources reduce pedagogical innovation and the frequency of use of standard languages. This restatement emphasizes that teacher development efforts, curriculum enrichment, and the provision of interactive materials are crucial strategies to bridge the gap between theory and practice in the classroom.

Discussion

The findings demonstrate that diglossia remains a substantial challenge in the acquisition and use of Standard Arabic, particularly because students frequently shift between formal Arabic, local dialects, and foreign languages (Trentman, 2026). This finding is consistent with Ferguson's (1959) classical conceptualization of Arabic diglossia, in which Standard Arabic functions as the high variety in formal domains, whereas local varieties dominate everyday communication (Farghal, Smadi, Yousef, Tamimi, & Afara, 2026). Recent research similarly confirms that spoken local Arabic tends to predominate in educational interactions and that limited exposure to Standard Arabic can affect its development. However, the present findings extend this literature by showing that language choice is not determined solely by functional differences between varieties. Students' perceptions of academic risk, convenience, and confidence also influence their preference for English or local dialects (Alaoui, 2025; Hady, Nasri, Hajras, Hasyim, & Rahmatullah, 2025). Theoretically, this suggests that Arabic diglossia should be understood as a multidimensional phenomenon involving linguistic, psychological, and social factors.

The dominance of local dialects in approximately 70% of observed student interactions further indicates that the distinction between Standard and local Arabic is reproduced through everyday educational practices (Haq et al., 2024; Susiawati et al., 2025). This result corresponds with previous research showing that both varieties may coexist in classrooms, with local Arabic often being used to facilitate interaction and learning. Nevertheless, the present study differs by

emphasizing the relationship between diglossia and students' academic language security. Students' avoidance of Standard Arabic in formal assignments because of concerns about grammatical errors indicates that language preference may also reflect perceived consequences of linguistic performance. This finding contributes theoretically by connecting classical diglossia with learner affect and academic self-positioning (Annas & Abdullah, 2026; Ediyani et al., 2025). Practically, Arabic instruction should therefore avoid treating dialect use as merely a linguistic deficiency. Instead, teachers can employ contextualized bilingual or bidialectal strategies that gradually increase students' exposure to Standard Arabic while recognizing the communicative function of local varieties. Such an approach may reduce anxiety and encourage more sustained Standard Arabic use.

The findings concerning digital infrastructure and Arabic-language content are also consistent with recent literature on technology-enhanced Arabic education. Previous studies indicate that digital platforms, multimedia, and online resources can increase accessibility, interaction, engagement, and opportunities for Arabic language practice, while unequal internet access and limited digital resources remain important barriers (Ikhsan & Faizin, 2026; Sidqi, et al., 2025). The present study confirms this tension but adds an important contextual dimension: infrastructure limitations do not merely reduce technology use; they indirectly strengthen students' dependence on foreign-language materials. The observed use of Arabic digital materials for only 20–30% of learning time demonstrates how technological inequality can become a linguistic issue (Al-Jiryawee et al., 2026; Widad et al., 2025). Theoretically, this finding supports an integrated perspective in which language learning is shaped by the interaction between sociolinguistic conditions and digital learning environments. Practically, institutions should prioritize stable connectivity, accessible Arabic e-books and journals, interactive multimedia, and curriculum-aligned digital resources rather than focusing exclusively on hardware provision.

The findings on teacher training and pedagogical innovation are strongly supported by emerging research emphasizing that successful digital transformation depends on teachers' technological and pedagogical competence. Recent studies of Arabic education report that teacher competence, technology integration, interactive media, and professional development are central to improving digital learning practices (Nurbayan & Sanusi, 2025). The present study is consistent with these findings but highlights a further structural problem: teacher limitations interact with curriculum constraints, instructional time, and inadequate multimedia resources. Thus, the relatively low use of digital media and project-based activities cannot be attributed exclusively to individual teacher competence. Theoretically, this suggests that pedagogical innovation should be conceptualized as an ecosystem involving teacher capacity, curriculum flexibility, institutional resources, and technological infrastructure (Alahmad et al., 2025;

Alanazi, 2024). Practically, professional development should move beyond general digital literacy toward sustained training in technology-supported Arabic pedagogy, project-based learning, interactive multimedia design, and contextualized Standard Arabic instruction.

Taken together, the three findings reveal that the challenges of Standard Arabic learning are interconnected rather than isolated. Diglossia limits students' regular use of Standard Arabic; inadequate digital infrastructure and Arabic-language content restrict meaningful exposure to the language; and limited teacher preparation reduces the capacity of educational institutions to respond through innovative pedagogy. This integrated pattern extends previous literature, which has often examined diglossia, digitalization, or teacher competence as separate issues (Munapi et al., 2025; Nashichuddin et al., 2025; Rabahi, 2024). Recent scholarship increasingly calls for context-sensitive pedagogical approaches, engaging resources, and stronger professional development in Arabic education. The principal theoretical contribution of this study is therefore the development of a multidimensional understanding of Standard Arabic learning in which linguistic, technological, and pedagogical factors interact. Its practical contribution is a basis for an integrated intervention strategy combining contextualized language practices, stable digital infrastructure, quality Arabic multimedia, curriculum enrichment, and continuous teacher development.

CONCLUSION

This study concludes that mastering Standard Arabic in the digital era cannot be achieved through grammatical instruction alone, but requires attention to the interaction between linguistic, technological, and pedagogical conditions. The main lesson is that diglossia, limited access to digital infrastructure and Arabic-language content, and insufficient teacher preparation mutually reinforce students' limited use of Standard Arabic in formal and academic contexts. The strength of this study lies in its integrated perspective, connecting sociolinguistic and educational technology dimensions to explain the challenges of Standard Arabic learning and demonstrating that language practices are shaped by social habits, academic perceptions, digital accessibility, and pedagogical capacity. However, the study is limited by its qualitative design and focus on a single institutional context, which restricts broader generalization. Future research should involve multiple institutions, larger and more diverse participants, mixed-method approaches, and longitudinal investigations to evaluate how digital innovation, teacher development, and contextualized pedagogical strategies can sustainably strengthen Standard Arabic proficiency.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to Sekolah Tinggi Agama Islam Ahmad Syibawayhie for providing institutional support and

facilitating the implementation of this research. The authors also extend their appreciation to the institutional leadership, Arabic language teachers, students, and all participants who generously contributed their time, experiences, and valuable insights throughout the data collection process. Their cooperation and support were instrumental in the successful completion of this study.

CONFLICTS OF INTEREST

The author states that there are no financial, professional, or personal conflicts of interest that could have influenced the conduct or publication of this study.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

AI assisted technologies, including ChatGPT, Grammarly, and AI based translation tools, were employed during the preparation of this manuscript to support language editing, grammar correction, translation, sentence refinement, and academic presentation. The author independently reviewed and revised all AI assisted suggestions to ensure their appropriateness and accuracy. The author takes full responsibility for the manuscript's content, originality, findings, interpretations, and overall academic integrity.

REFERENCES

- Al-Jiryawee, H. A. R., Hosseinpour, M., Al-Zuwaini, I. S. M., & Ghashghaeizadeh, N. (2026). Examining the Strategies and Outcomes of the Technological Competencies of Arabic Language Teachers in Schools of Babylon Province. *Assessment and Practice in Educational Sciences*. <https://doi.org/10.61838/japes.199>
- Alahmad, A., Hussin, M., Sapar, A. A., & Ismail, Z. (2025). Examining the Influence of Diglossia on Arabic-Speaking Students' Progress in Modern Standard Arabic. *Forum for Linguistic Studies*. <https://doi.org/10.30564/fls.v7i10.11164>
- Alanazi, M. (2024). The Use of Modern Standard Arabic and Colloquial Arabic in Translation Tasks: A New Perspective. *Cogent Arts & Humanities*, 11. <https://doi.org/10.1080/23311983.2024.2366572>
- Alaoui, S. (2025). A Critical Discourse Analysis of Media Coverage on Moroccan Arabic in Textbooks and Arabic Language Acquisition in Morocco. *Discover Education*, 4. <https://doi.org/10.1007/s44217-025-00544-0>
- Annas, I. K., & Abdullah, A. (2026). Transformation of Arabic Language Learning Based on Augmented Reality: Building an Immersive and Interactive Learning Experience in Islamic Boarding School-Based Elementary Schools. *PIJAR: Jurnal Pendidikan dan Pengajaran*. <https://doi.org/10.58540/pijar.v4i2.1855>

- Asadi, I., & Asli-Badarneh, A. (2026). Diglossia and Orthographic Complexity as Multiplicative but not Additive Challenges in Arabic: A Critical Review. *Journal of Psycholinguistic Research*, 55. <https://doi.org/10.1007/s10936-026-10214-3>
- Ediyani, M., Ak, W. W., & Dhuhri, S. (2025). Redefining Arabic Teacher Competencies for Digital Learning: A Conceptual Review Based on TPACK and DigCompEdu. *Referensi Islamika: Jurnal Studi Islam*. <https://doi.org/10.66053/ri.v3i2.754>
- Elmesiry, A. A. A., & Zitawi, D. U. D. D. M. Al. (2026). The Status of Standard Arabic and the Impact of Dialect Dominance on Language Skills. *International Journal of Academic Research in Progressive Education and Development*. <https://doi.org/10.6007/ijarped/v15-i2/27929>
- Faiqoh, P. K., Gadoum, H., & Baity, A. (2025). Digital Media and Technology in Arabic Language Learning. *Journal of Arabic Language Teaching*. <https://doi.org/10.35719/arkhas.v5i1.2263>
- Farghal, T. M., Smadi, M. A. L. M., Yousef, H., Tamimi, S., & Afara, S. (2026). Evaluating Perceptions of Arabic Teaching and Curriculum Integration of Dialect. *International Journal of Evaluation and Research in Education (IJERE)*. <https://doi.org/10.11591/ijere.v15i1.34541>
- Hady, R., Nasri, U., Hajras, M., Hasyim, M., & Rahmatullah, A. (2025). The Revolution of Arabic Language Learning: Integration of Digital Technology in 21st Century Education. *Jurnal Ilmiah Profesi Pendidikan*. <https://doi.org/10.29303/jipp.v10i2.3444>
- Haq, A. Z., Akmansyah, M., Erlina, E., & Koderi, K. (2024). Technology Integration in Arabic Language Learning: A Literature Review on the Effectiveness of E-Learning and Mobile Applications. *Journal of Research in Instructional*. <https://doi.org/10.30862/jri.v4i2.473>
- Ikhsan, K., & Faizin, K. (2026). Developing a Sustainable Technology-Integrated Professional Development Model for Arabic Language Teachers in Madrasah. *Attanwir: Jurnal Keislaman dan Pendidikan*. <https://doi.org/10.53915/attanwir.v17i01.138>
- Madwi, F. H. M. (2025). Integrating Artificial Intelligence in Arabic Language Education: Challenges and Opportunities. *Dzil Majaz: Journal of Arabic Literature*. <https://doi.org/10.58223/dzilmajaz.v3i1.371>
- Munapi, Abdurrahman, M. F., Ibad, M., & Mubarak, F. (2025). Integrating Technology in Remote Arabic Language Education: Opportunities and Challenges. *Al-Muhawaroh: Jurnal Pendidikan Bahasa Arab*. <https://doi.org/10.38073/almuhawaroh.v1i1.2645>
- Nashichuddin, A., Taufiqurrochman, R., & Salam, N. (2025). Digital Natives and the Call for Innovation in Arabic Language Education. *Kitaba*. <https://doi.org/10.18860/kitaba.v3i3.36997>

- Nufus, N. A., & Azis, A. (2025). Innovations in Arabic Language Learning: A Systematic Literature Review of Teaching Strategies and Technological Integration. *An Nazhair: Journal of Arabic Education*, 2(1), 1–12.
- Nurbayan, Y., & Sanusi, A. (2025). Integrating Character Values and EdTech Media: A Study of Arabic Teachers' Pedagogical Competence in Bandung Raya. *International Journal of Learning, Teaching and Educational Research*. <https://doi.org/10.26803/ijlter.24.8.11>
- Nurfadhila, U., Fajriantini, A., & Mayasari, R. (2025). Learning Culture of Generation Z in Arabic and English Language Education in the Era of Digital Disruption. *BEduManagers Journal: Borneo Educational Management and Research Journal*. <https://doi.org/10.30872/bedu.v6i2.6299>
- Rabahi, H. (2024). Teachers' Attitudes and Perspectives towards Diglossia in Algerian Education. *International Journal of Learning and Teaching*. <https://doi.org/10.18844/ijlt.v16i4.9602>
- Rahmawati, N. (2024). Development of Interactive Digital Teaching Materials Based on 21st Century Skills in Special Purpose Arabic Language Courses at STAI Attanwir Bojonegoro. *At-Ta'lim: Jurnal Pendidikan*. <https://doi.org/10.55210/attalim.v10i2.1560>
- Rajab, S. S., Yusoff, N., & Aziz, M. N. A. (2025). Traditional or Digital? Inspiring Teachers' Preferences in Arabic Language Primary Education in Malaysia. *Human Behavior and Emerging Technologies*. <https://doi.org/10.1155/hbe2/1788597>
- Rani, S., Zikriati, Z., Muhammady, A., Syukran, S., & Ali, B. (2023). Arabic Language Learning Based on Technology (Opportunities and Challenges in the Digital Era). *International Journal of Education, Language, and Social Science*. <https://doi.org/10.62612/ijelass.viii.4>
- Salikhovna, K. K. (2025). The Issues of Developing Students' Linguistic Competence in Learning Arabic in Scholarly and Methodological Literature. *Universal Teaching and Learning Journal*. <https://doi.org/10.35912/utlj.vii2.3505>
- Sari, R., & Sidik, A. (2025). Digital Media Innovation for Istima' Teaching in Arabic Language Education: Literature Study. *Al-Himam: Jurnal Pendidikan Bahasa Arab*. <https://doi.org/10.51590/alhimam.v4i2.1069>
- Sidqi, M. H., Taufiqurrochman, R., & Ifawati, N. I. (2025). Continuous Professional Development Strategy in Improving the Competence of Arabic Language Teachers in Islamic Boarding School. *IJ-ATL (International Journal of Arabic Teaching and Learning)*. <https://doi.org/10.33650/ijat.v9i1.11206>
- Susiawati, I., Mardani, D., & Alhaq, M. F. (2025). The Role and Strategy of Digital Technology in Improving the Arabic Language Learning Process. *HUNAFA: Jurnal Studia Islamika*. <https://doi.org/10.24239/jsi.v2i12.783.209-232>
- Trentman, E. (2026). Teacher Talk in Multidialectal Classrooms. *L2 Journal*. <https://doi.org/10.5070/l2.49058>

- Wandana, N., Ivlatia, S. M., Annashir, A., & Nasution, S. (2025). Digital Adaptation in Arabic Language Learning: Opportunities and Challenges in the Era of Technology. *Jurnal Al-Hibru*. <https://doi.org/10.59548/hbr.v2i1.318>
- Widad, Mat, A. C., Mufidah, N., & Jaafar, R. (2025). Systematic Literature Review of Innovative Arabic Language Teaching Strategies in STEM Education: Sociocultural, Linguistic, and Professional Development Perspectives. *Semarak International Journal of Current Research in Language and Human Studies*. <https://doi.org/10.37934/sijcrlhs.2.1.126>
- Yasin, R. (2025). Dynamics of Arabic Language Learning in the Gen Z Era: Challenges and Opportunities. *Multidisciplinary Indonesian Center Journal (MICJO)*. <https://doi.org/10.62567/micjo.v2i3.1182>