

Navigating the Challenges of Arabic Language Learning in Society 5.0: Embracing Digital Transformation

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Abstrak: Pembelajaran bahasa Arab di era Society 5.0 menghadapi berbagai tantangan yang berkaitan dengan integrasi teknologi dalam pendidikan. Di era ini, teknologi telah menjadi bagian integral dari pembelajaran, namun penerapannya dalam pengajaran bahasa Arab masih menemui beberapa hambatan. Tujuan penelitian ini adalah untuk mengeksplorasi tantangan yang muncul dalam pembelajaran bahasa Arab di era ini, seperti kesiapan pendidik, kesenjangan digital, dan dehumanisasi interaksi belajar. Penelitian ini menggunakan metode penelitian kepustakaan (*library research*) dengan menganalisis berbagai sumber literatur terkait tantangan pembelajaran bahasa Arab era society 5.0. Melalui penelitian ini, ditemukan data bahwa meskipun teknologi dapat meningkatkan pengalaman belajar, implementasi pembelajaran Bahasa Arab yang berbasis teknologi masih menghadapi kendala besar. Hasil penelitian menunjukkan bahwa adaptasi kurikulum harus lebih fleksibel dan inklusif agar dapat memenuhi kebutuhan pembelajaran bahasa Arab di era Society 5.0, dengan tetap mempertahankan nilai-nilai pendidikan yang humanis dan kontekstual.

Kata kunci: *Society 5.0, Tantangan, Pembelajaran Bahasa arab*

Abstract: The teaching of Arabic in the Society 5.0 era faces various challenges related to the integration of technology in education. In this era, technology has become an integral part of learning, but its application in Arabic language instruction still encounters several obstacles. The aim of this research is to explore the challenges emerging in Arabic language learning during this era, such as educators' readiness, the digital divide, and the dehumanization of learning interactions. This study employs library research methods by analyzing various literature sources related to the challenges of Arabic language learning in the Society 5.0 era. Through this research, it was found that although technology can enhance the learning experience, the implementation of technology-based Arabic language learning still faces significant obstacles. The results indicate that curriculum adaptation must be more flexible and inclusive to meet the needs of Arabic language learning in the Society 5.0 era while maintaining humanistic and contextual educational values.

Keywords: *Society 5.0, Challenges, Arabic Language Learning*

Introduction

The era of Society 5.0 brings about a significant revolution in all aspects of human life, including education (Nur et al., 2022). Society 5.0, a concept initiated by Japan, envisions an

intelligent society that integrates information and communication technology (ICT), artificial intelligence (AI), and big data to create innovative, sustainable, and inclusive solutions (Kementerian Pendidikan, Kebudayaan, 2021). In the context of education, this shift requires adaptation to rapidly evolving technology, influencing teaching and learning practices worldwide, including in Indonesia.

In the Society 5.0 era, Arabic language education in Indonesia faces new challenges and opportunities (Jamil & Agung, 2022). Digital technology has opened possibilities for more interactive and personalized learning methods but also presents challenges that must be addressed (Ma'arif & Nursikin, 2024). This transformation necessitates a deep understanding of how technology can be effectively integrated into educational curricula to improve student learning outcomes (Dan & Era, 2024).

Technologies such as augmented reality (AR) and virtual reality (VR) have become increasingly important tools in education. AR, for example, can provide a more immersive learning experience by adding virtual elements to the real environment. In Arabic language learning, AR can be used to introduce vocabulary and sentence structures in more practical contexts, such as visualizing objects or everyday situations in Arabic (Ernawati et al., 2024).

Virtual reality (VR) also offers great potential in language learning. With VR, students can practice speaking in simulated environments that resemble real-world settings, such as markets or social events, significantly enhancing their speaking and listening skills. The use of VR in Arabic language learning allows students to practice communication in realistic and contextual situations (Azhar et al., 2023).

In addition to AR and VR, learning management systems (LMS) powered by big data offer new ways to understand student progress and tailor teaching materials. By leveraging data from LMS, educators can identify areas where students may be struggling and provide necessary support (Pratomo & Wahanisa, 2021). This enables a more personalized and adaptive approach to Arabic language learning.

However, integrating technology into education involves more than just applying new tools; it also requires adequate training for educators (Siringoringo & Alfaridzi, 2024). Effective use of technology requires a solid understanding of how it can enhance the learning experience. Training educators to use these technologies is crucial to ensuring they can optimally leverage these tools in their teaching.

One of the main challenges of this technological revolution is the digital divide, which has been evident since the advent of Industry 4.0 (Fadilla, 2020). While technology is advancing rapidly, not all educational institutions or students have adequate access to digital devices and infrastructure. This is especially true in remote areas or institutions with limited resources (Kompasiana, n.d.). The digital divide can hinder the effectiveness of Arabic language learning through online or technology-based methods, necessitating inclusive and equitable solutions.

Moreover, the lack of readiness among educators to utilize technology is another significant challenge. Many Arabic language teachers have yet to fully master in digital technologies or effective online learning applications. A lack of training and technical support for educators can hamper the optimal use of technology in Arabic language classrooms (Hidayah et al., 2023). Thus, improving digital competence among educators is crucial in the Society 5.0 era.

Another emerging challenge is the potential dehumanization of the learning process. While technology can enhance the efficiency and flexibility of learning, over-reliance on technology may reduce the human interaction that is central to the teaching-learning process (Rochmawati et al., 2023). The interaction between teachers and students, which is vital in language learning, risks being marginalized if technology is not used wisely and proportionally.

The socio-cultural context also presents challenges in Arabic language learning in the Society 5.0 era. Language learning not only focuses on mastering linguistic structures but also on understanding the cultural and social contexts attached to the language. Therefore, the integration of technology in language learning must consider how cultural aspects can be effectively taught, so that students not only master the language technically but also understand the cultural values embedded within it.

Additionally, there are challenges in developing a curriculum that is relevant to the Society 5.0 era. Current curricula often fail to accommodate the rapid development of technology. Therefore, this study also aims to explore how Arabic language curricula can be adjusted to technological advancements so that students can learn Arabic more effectively and in ways that are relevant to contemporary needs.

In terms of assessment, technology also brings its own set of challenges. Evaluating Arabic language learning in the Society 5.0 era needs to leverage technology effectively while maintaining validity and reliability in measuring student capabilities. This research seeks to identify appropriate and fair assessment methods in this digital age.

Research on Arabic language learning in the Society 5.0 era is essential to explore how technology can be used to support collaborative and participatory learning. Technology enables students from different parts of the world to learn together, exchange ideas, and collaborate on solving language-related problems. This potential can be harnessed to enhance students' Arabic language skills in more dynamic and interactive ways. Finally, the importance of this research lies in its contribution to the development of innovative learning models for the future. Arabic language learning in the Society 5.0 era must adapt to the continually evolving technological landscape while preserving the essence of language learning itself. This research is expected to provide comprehensive recommendations for educators and policymakers in developing effective, inclusive, and sustainable Arabic language education in the Society 5.0 era.

METHOD

This research employs the library research method, aiming to explore and analyze the challenges of Arabic language learning in the Society 5.0 era. This method involves collecting data from various sources such as books, journal articles, research reports, and relevant online resources related to the topic. Through a comprehensive literature review, the research seeks to identify and map out the key challenges faced in the process of Arabic language learning amidst technological advancements and innovations in the digital era.

Data collection is conducted by accessing a range of academic sources that discuss Arabic language education, technological developments in education, and the concept of Society 5.0. Once the data is gathered, the analysis is carried out by classifying the identified challenges, including those related to technology, pedagogy, and the socio-cultural context. This approach allows the researcher to grasp the complexity of the challenges encountered and develop appropriate recommendations for the future development of Arabic language learning.

RESULTS AND DISCUSSION

1) Transformation of Arabic Language Learning in Indonesia

Arabic language learning has undergone a significant evolution in line with the changes in educational curricula over the years (Manasiq, 2022). These changes reflect efforts to align teaching methods with the demands of the times, technological

advancements, and societal needs (Salsabila Azahra, 2024). By focusing on the curriculum transformation from KBK (Kurikulum Berbasis Kompetensi), KTSP (Kurikulum Tingkat Satuan Pendidikan), K13 (Kurikulum 2013), to the Merdeka Curriculum, we can observe how Arabic language learning has adapted in each period.

In the early 2000s, the **Kurikulum Berbasis Kompetensi (KBK)** was introduced in response to the need to focus education on specific competencies that students must master (Nisa, 2023). In the context of Arabic, KBK emphasized the development of measurable and structured language skills. This curriculum provided clear guidelines on the language competencies that needed to be achieved, but it was often seen as inflexible and content-centered, failing to fully meet individual student needs.

Next, the **Kurikulum Tingkat Satuan Pendidikan (KTSP)** was introduced in 2006, with the aim of giving schools greater autonomy to design their curriculum based on local needs and educational contexts. KTSP allowed for the development of curricula that were more contextual and relevant to the school environment (Nisa, 2023). In Arabic language learning, KTSP enabled the adjustment of materials to local conditions and student needs. However, the primary challenge was the inconsistency in implementation and the varying quality of education between schools.

Following this, the **2013 Curriculum (K13)** was launched with a more holistic approach, focusing on character development and competencies. K13 integrated aspects of knowledge, skills, and attitudes in Arabic language learning. The curriculum aimed to develop students who were not only proficient in language but also had strong character (Nisa, 2023). Despite offering a more comprehensive approach, its implementation faced issues such as a lack of resources, uneven teacher training, and high administrative burdens.

Currently, the **Merdeka Curriculum** was introduced as a response to the need for greater flexibility in education, focusing on the development of individual student potential. In the context of Arabic language learning, the Merdeka Curriculum offers opportunities for integrating technology and more personalized approaches in learning. While this curriculum presents various innovative opportunities and freedoms (Baity & Faiqoh, 2024), it is hoped that all schools can effectively implement it and provide sufficient support for teachers in executing the curriculum.

Each curriculum transformation reflects efforts to address the educational challenges of its time. From the competency-based KBK, the more contextual KTSP, to the holistic K13 and the flexible Merdeka Curriculum, each curriculum strives to improve the quality of Arabic language learning by adapting to the demands of the times. However, each change also faces implementation issues that require continuous attention and improvement to achieve optimal educational goals.

In the **Society 5.0** era, with rapid technological advances, Arabic language learning must continue to adapt to these changes. The curriculum must be able to leverage technology to enhance the learning experience while maintaining the quality and relevance of education. This transformation is not just about adopting new technologies but also ensuring that each curriculum change can be effectively implemented to prepare students for increasingly complex global challenges.

In fact, since the early 21st century, education has undergone various curriculum reforms to respond to changing societal needs and technological advancements (Baity & Faiqoh, 2022). The Arabic language curriculum has adapted by integrating digital technology and new methodologies. The use of online platforms, mobile applications, and digital tools has made access to learning materials easier and offered more interactive teaching methods. However, although these changes have brought many benefits, their implementation has not always been good.

2) Challenges of Arabic Language Learning in the Society 5.0

In the era of **Society 5.0**, where technology and data are deeply intertwined with all aspects of life, the Arabic language curriculum must accommodate various digital tools and modern learning methods. While technology provides opportunities for more personalized and contextual learning experiences, it also poses challenges in terms of integration and effectiveness (Siringoringo & Alfaridzi, 2024). Based on the literature review conducted, the following are some of the key challenges encountered in Arabic language learning in the era of Society 5.0:

a. *Educator Readiness*

The first challenge identified in Arabic language learning in the Society 5.0 era is the readiness of educators to implement technology integrated into learning (Alfalalah, 2022; Siringoringo & Alfaridzi, 2024; Siswanto, 2021). Many educators have not yet

fully mastered the digital skills necessary to support technology-based learning processes. The lack of specialized training for educators in using digital tools and learning applications is a significant barrier to effectively integrating technology into Arabic language classrooms (Hidayah et al., 2023). Additionally, many educators feel less confident using new technologies, especially those related to online learning (Fitria, 2023).

Educator readiness is not only about mastering technology but also about the pedagogical changes required in Society 5.0. Technology enables more interactive and adaptive learning methods, but educators often struggle to shift from traditional approaches to technology-based learning (Fitria, 2023). As a result, the effectiveness of technology in Arabic language learning is less than optimal

Furthermore, educators face challenges in balancing the use of technology with the needs of their students. Not all students have the same abilities when it comes to using technology (Ma'soem University, 2023), so educators need to adapt their methods to be inclusive for all students, whether they are tech-savvy or less exposed to technology. This requires educators to be flexible in their approach.

The lack of support from educational institutions also hinders educator readiness. Many institutions do not provide adequate technological facilities or appropriate training programs for educators (Putra, 2024). As a result, educators lack access to the necessary resources to enhance their skills in utilizing technology in teaching.

Finally, the generational gap between senior educators and younger educators also affects the readiness to adopt technology (Rahmatiah & Asiyah, 2019). Different attitudes toward technology create challenges in creating a consistent and effective learning environment across all levels of Arabic language education.

b. Digital Divide

The second challenge in Arabic language learning during the **Society 5.0** era is the **digital divide**, particularly concerning access to and the infrastructure for technology (Kompasiana, 2023). Despite the rapid advancements in technology, not all students and educational institutions have equal access to adequate devices and internet connectivity (Nurhayani, 2023). This digital divide is most felt in remote areas or

among economically disadvantaged groups (Nurhayani, 2023; Putri et al., 2024), creating disparities in access to technology-based Arabic learning.

The digital divide extends beyond just hardware access; it also includes **digital skills**. Many students, even those with access to devices, lack sufficient skills to effectively utilize technology in learning (Sinambela et al., 2024). This results in a gap in the quality of learning between students who are proficient with technology and those who are less skilled.

Additionally, **technological infrastructure** in different regions of Indonesia remains uneven (Nurhayani, 2023; Putri et al., 2024; Sinambela et al., 2024). Students in urban areas often have easier access to advanced technology and high-speed internet, while students in rural areas are frequently hindered by slow or unstable internet connections. This issue disrupts the smooth flow of online or app-based Arabic learning.

The digital divide also affects the **quality of interactions** in learning (Sinambela et al., 2024). Students without reliable access to technology often fall behind in following course materials, making their participation in Arabic language learning less optimal. This can decrease student motivation and hinder the overall achievement of learning objectives.

Therefore, **inclusive solutions** are necessary to address the challenge of the digital divide. The government and educational institutions must play an active role in providing equitable access to technology and digital skills training for all students, regardless of economic or geographic background. This is crucial for ensuring that the benefits of technology-based Arabic language learning can be felt by everyone equally.

c. Dehumanization and Dependence on Technology

The third challenge in Arabic language learning during **Society 5.0** is the risk of **dehumanization** due to excessive reliance on technology (Aisyah Tidjani, 2017). While technology can facilitate more efficient and flexible learning, there is a risk that direct interaction between teachers and students—an essential element of language learning—may diminish. Technology cannot fully replace the value of **human-based**

interaction, which fosters deep understanding and communication skills development (Kindangen & Katuuk, 2023).

Over-dependence on technology can also stifle **creativity and adaptability** in students (Agit et al., 2023). App-based learning often presents material in a structured and limited way, potentially reducing opportunities for students to explore topics independently and engage in critical thinking. If technology is used without appropriate pedagogical strategies, students may become passive learners, merely relying on technology for information without engaging deeply with the material.

Dehumanization also manifests in the **decline of social interactions** within the learning environment (Nur et al., 2022). Social interactions that are vital for language learning, such as group discussions and face-to-face verbal communication, might be replaced by less personal virtual interactions. This limits opportunities for students to practice Arabic in real and social contexts, diminishing their ability to use the language in everyday situations.

Moreover, excessive technology use can impact students' **emotional development** (Area, 2024). Language learning requires sensitivity to linguistic nuances and emotional expression, which is hard to cultivate through interactions with machines or applications. Dependence on technology reduces opportunities for students to develop **empathy** and **cross-cultural understanding**, both of which are crucial in language learning.

To address these concerns, it is essential to strike a **balance** in the use of technology in Arabic language education. Technology should be viewed as a **support tool**, not a replacement, and must be integrated with human-centered teaching methods to achieve optimal learning outcomes. Combining digital tools with traditional teaching approaches can preserve the personal aspects of learning while enhancing the overall educational experience.

d. Loss of Social and Cultural Values

The fourth challenge in Arabic language learning in the **Society 5.0** era is the potential loss of **social and cultural values**. Language serves not only as a communication tool but also as a reflection of the culture and values of the people who use it (Mailani et al., 2022; Niwanda et al., 2024). In the digital age, Arabic

language learning must strike a balance between linguistic mastery and the comprehension of the cultural and social contexts inherent in the language.

Technology often emphasizes efficiency in delivering learning materials but tends to overlook the teaching of **cultural values**, which are essential in language learning. Understanding the social and cultural contexts of Arabic is crucial to avoid misunderstandings and to grasp the proper use of language in various settings. Therefore, the technology used in Arabic language education must be designed to effectively introduce and integrate **Arab culture and values**.

Another challenge is the potential **cultural homogenization** caused by the globalization of technology (E. B., 2023). Many language learning apps and platforms adopt a **universal approach**, which can ignore important cultural differences and local traditions. This can reduce the depth of Arabic learning, as students might learn the language in a limited context, missing out on the rich **cultural diversity** within the Arab world.

Moreover, the extensive use of technology in education can accelerate the loss of **local cultural values** if not used carefully. Arabic language education that relies heavily on technology must consider the importance of maintaining **local cultural identity** amidst the growing tide of global influence.

This research underscores the importance of integrating technology with **culturally sensitive approaches**. The use of technology in Arabic language education should be accompanied by efforts to enhance students' **deep understanding** of Arab culture. This can be achieved by designing culturally enriched content, encouraging students to explore cultural nuances through interactive learning, and emphasizing the importance of **cultural empathy** in the language acquisition process.

e. *The Need for Curriculum Development in Arabic Language Learning*

The final challenge faced in Arabic language learning in the **Society 5.0** era is the development of a relevant and adaptive curriculum that responds to technological advancements. One key challenge is how to integrate technology into language learning in a balanced manner. The curriculum must be designed so that technology enhances students' learning experiences (Wahyudiono, 2023). This requires a holistic

approach that involves various technological aspects at every stage of the learning process, from planning and implementation to evaluation.

On the other hand, in the context of assessment, technology also faces challenges in maintaining the **validity and reliability** of measurements for abstract language skills (Riyan Afandi et al., 2022). While technology can expedite the evaluation process, measuring language proficiency cannot rely solely on technological tools. Arabic language learning requires comprehensive assessments that encompass speaking, listening, reading, and writing skills, many of which cannot be adequately measured through digital evaluation tools.

To address these challenges, there is a need to create dynamic and adaptive learning evaluation models and curricula that not only consider technological aspects but also take into account the needs and contexts of students. An effective curriculum should reflect technological developments while upholding fundamental language learning principles, enhancing communication skills, and deepening cultural understanding essential to Arabic language education.

This also involves:

- 1) **Curriculum Design:** Collaborating with educators, technologists, and cultural experts to develop curricula that integrate technology meaningfully without compromising on the richness of the Arabic language and culture.
- 2) **Teacher Training:** Providing professional development opportunities for educators to equip them with the necessary skills to effectively implement technology in the classroom.
- 3) **Student-Centric Approaches:** Designing assessments that are flexible and can adapt to diverse learning styles, ensuring all students have equitable opportunities to demonstrate their language proficiency.
- 4) **Continuous Feedback:** Establishing feedback loops between educators, students, and curriculum designers to ensure that the curriculum remains relevant and effective in meeting the evolving needs of language learners.

By addressing these aspects, the curriculum for Arabic language learning can become a robust framework that not only keeps pace with technological changes but also

nurtures the essential linguistic and cultural competencies required in today's globalized world.

CONCLUSION

The transformation of Arabic language learning in Indonesia has undergone several significant stages, including the Kurikulum Berbasis Kompetensi (KBK), the Kurikulum Tingkat Satuan Pendidikan (KTSP), the 2013 Curriculum (K13), and the Merdeka Curriculum. Each curriculum has been designed to adapt to the evolving times and educational needs, including the integration of technology in the Society 5.0 era. The Merdeka Curriculum, as the most recent response, provides greater freedom for schools and educators to design learning that aligns with students' potentials. However, despite the innovations brought by these curriculum changes, challenges in their implementation remain, such as the readiness of educators, digital divides, and adaptation to new technologies.

In the Society 5.0 era, technology presents new opportunities for more interactive and accessible Arabic language learning. However, this technological integration also faces issues, including the risk of dehumanization, the loss of social and cultural values, and challenges in developing a relevant curriculum. To address these challenges, it is essential for the education system to create a balanced curriculum that harmonizes the use of technology with human-centered interaction approaches while maintaining the essence of language learning that encompasses communication skills and cultural understanding.

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