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Arabic Fusion: Integrating Arabic and Islamic Education with Technology for More Enjoyable Learning for Educators

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Abstract. Arabic Fusion is an innovative approach to learning Arabic and Islamic Religious Education (PAI) that combines traditional elements with modern technology to create a more enjoyable learning experience for educators. The main objective of this research is to increase students' interest and engagement in learning Arabic and Islamic Education, while utilizing the potential of technology in the learning process. This study used a qualitative approach to explore the experiences, perceptions and views of the trainees in depth. Data were collected through observation, interviews, and document analysis. The results show that technology integration helps to create a dynamic and engaging learning environment, which motivates students to be actively involved in learning. Arabic Fusion emphasizes the importance of educator involvement in the learning process. Educators are directed to be active learning facilitators, utilizing various technological resources to create interesting and challenging learning experiences for students. Educators can also experience the fun and satisfaction of teaching Arabic and PAI. With the adoption of Arabic Fusion, learning Arabic and PAI becomes more effective and enjoyable for both educators and students.

Keywords: *Technology-Based Learning, Arabic Language, Islamic Religious Education (PAI), Technology Skills Development*

Abstrak. Arabic Fusion adalah pendekatan inovatif dalam pembelajaran bahasa Arab dan Pendidikan Agama Islam (PAI) yang menggabungkan elemen-elemen tradisional dengan teknologi modern untuk menciptakan pengalaman pembelajaran yang lebih menyenangkan bagi pendidik. Tujuan utama dari penelitian ini adalah untuk meningkatkan minat dan keterlibatan siswa dalam mempelajari bahasa Arab dan PAI, sambil memanfaatkan potensi teknologi dalam proses pembelajaran. Penelitian ini menggunakan pendekatan kualitatif untuk menggali pengalaman, persepsi, dan pandangan peserta pelatihan secara mendalam. Data dikumpulkan melalui observasi, wawancara, dan analisis dokumen. Hasil penelitian menunjukan bahwa integrasi teknologi membantu menciptakan lingkungan pembelajaran yang dinamis dan menarik, yang memotivasi siswa untuk terlibat aktif dalam pembelajaran. Arabic Fusion menekankan pentingnya keterlibatan pendidik dalam proses pembelajaran. Pendidik diarahkan untuk menjadi fasilitator pembelajaran yang aktif, memanfaatkan berbagai sumber daya teknologi untuk menciptakan pengalaman pembelajaran yang menarik dan menantang bagi siswa. Pendidik juga dapat merasakan kesenangan dan kepuasan dalam mengajar bahasa Arab dan PAI. Dengan adopsi Arabic Fusion, pembelajaran bahasa Arab dan PAI menjadi lebih efektif dan menyenangkan bagi pendidik dan siswa.

Kata Kunci: *Pembelajaran Berbasis Teknologi, Bahasa Arab, Pendidikan Agama Islam (PAI), Pengembangan Keterampilan Teknologi*

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Introduction

Arabic is a key language in understanding the Qur'an and the treasures of Islamic scholarship. However, learning Arabic is often considered difficult and uninteresting by students. This is inseparable from the traditional teaching methods that are often used, such as memorizing vocabulary and grammar without interesting contextualization (Mahmud, 2020). On the other hand, Islamic Religious Education (PAI) faces similar challenges, where students are less actively involved in learning due to approaches that are less relevant to everyday life (Zuhri & Amin, 2019).

Along with the development of technology, the world of education is entering an era of digital transformation. Technology has proven to be an effective tool to improve the quality of learning, including increasing student motivation and engagement (Prensky, 2001). Research shows that technology-based learning can help educators create a more interactive and enjoyable learning atmosphere (Hidayat & Sari, 2021). For example, the use of applications such as Kahoot and Quizizz in learning has increased student participation by 80% in some cases (Nizar, 2022). However, the reality on the ground shows that not all educators, especially in teaching Arabic and PAI, have adequate skills in using technology for learning. Most educators are still not familiar with digital tools such as Canva, Google Classroom, or other interactive applications (Rahmawati, 2020). This is an obstacle in creating learning that is relevant to the needs of today's digital generation.

The Community Service Activity (PKM) entitled "Arabic Fusion: Integrating Arabic Language and PAI with Technology for More Enjoyable Learning for Educators" was designed as an effort to answer these challenges. This program aims to equip educators with practical skills in utilizing technology for learning Arabic and PAI. This approach is not only relevant to the needs of the times but also in line with the government's vision of improving the quality of education through digitalization, as stated in the *National Strategy for Education Digitalization* (Ministry of Education and Culture, 2021).

This Community Service Program is in the form of training that focuses on the application of technology in teaching which is expected to make a significant contribution in improving the quality of education, especially in teaching Arabic and Islamic Religious Education (PAI). Through the appropriate use of technology, this program aims to introduce innovations in learning that have an impact on the development of educators' competencies and the effectiveness of the teaching-learning process as a whole. The following are the expected outcomes of this training: Improving the Quality of Arabic and Islamic Education Teaching through Learning Technology; Enhancing Relevant and Engaging Learning Experiences for Students; and Digital Transformation in Islamic Education Institutions.

Improving the Quality of Arabic and Islamic Education Teaching through Learning Technology: Integrating technology in the learning process can enrich teaching approaches by providing practical solutions to complex language and religious learning challenges. Numerous studies have shown that technology can enhance the learning experience by providing more personalized and adaptive learning, where artificial intelligence (AI)-based platforms allow teaching materials to be tailored to individual students' abilities and progress (Dede, 2014). In the context of teaching Arabic and PAI, technologies such as speech recognition and interactive learning applications can accelerate students' understanding of highly complex linguistic and theological aspects, such as Arabic grammar and tafsir studies (Bates, 2015). In addition, technology-based learning platforms (LMS) offer efficiency in the management of teaching

materials and provide quick feedback, which in turn improves the process of evaluating and monitoring student learning progress more accurately and measurably.

Enhancing Relevant and Engaging Learning Experiences for Students: Technology provides a great opportunity to create more relevant, contextual and engaging learning experiences for students, given that the current generation is very familiar with the use of technology in everyday life. The use of technologies such as Augmented Reality (AR) and Virtual Reality (VR) can create immersive and contextualized learning experiences by bringing students to learning experiences that are not limited to the physical classroom (Kucirkova et al., 2014). For example, in Islamic Education learning, students can be invited to interact with Islamic historical content or historical sites using VR technology, which not only enhances their understanding of the material but also provides a more vivid and visual context. In addition, the utilization of gamification in learning has been proven to increase student motivation, with a game-based learning approach that makes students more engaged in the learning process (Gee, 2003). Thus, technology not only enriches teaching materials, but also makes them more enjoyable and accessible to students.

Digital Transformation in Islamic Education Institutions: The application of technology in education is not only limited to the teaching process in the classroom, but also includes changes in managerial systems and interactions between educational stakeholders, such as between educators, students and parents. Technology enables Islamic education institutions to build a more inclusive and adaptive learning infrastructure, by integrating e-learning platforms and digital-based communication applications that facilitate more efficient and transparent interactions (Watson & Watson, 2007). Furthermore, the adoption of technology in education management enables educators and institutions to introduce community-based learning models, where students, teachers and parents can share information and experiences in the context of learning (Selwyn, 2016). Thus, digital transformation in Islamic education institutions not only strengthens the teaching process, but also improves overall education management, paving the way for the development of more flexible, open and needs-based education models for students and communities.

Overall, the training program is expected to have a broad and sustainable impact in improving the quality of education in Islamic education institutions. By integrating technology thoroughly in the learning process and education management, Islamic education institutions will be better prepared to face the challenges of globalization and rapid technological development, while still maintaining the essential basic values of Islamic education.

Methods

This research adopted a qualitative approach to gain in-depth insights into the experiences, perceptions and views of the trainees. This approach was chosen because of its ability to provide a broader and holistic understanding of the phenomenon under study, as well as opening up opportunities to identify the meaning contained in the actions and interactions that occur during the training process. The participants in this study consisted of PAI teachers and Arabic language teachers. The selection of participants was conducted using purposive sampling technique, in which participants were selected based on the relevance of their experience and relationship with the training material being analyzed.

This study utilized three main techniques in data collection, namely observation, interviews and document analysis. Observation was conducted by the researcher by directly observing the

course of the training, including the interaction between teachers that occurred during the activity. Interview: In-depth interviews were conducted with a number of PAI and Arabic language teachers to explore their perspectives and understanding of the training experience they had participated in. The interview process used a semi-structured format that allowed for a broader and more comprehensive disclosure of information. Document Analysis: Researchers conducted document analysis related to the training, to analyze training materials, evaluation reports, and facilitator notes. Data Analysis Technique. The data collected will be analyzed using a thematic analysis approach. This process involves identifying and categorizing the main themes that emerge from interviews, observations, and document analysis. Researchers will conduct iterative analysis to find relevant patterns and relationships that can provide a deeper understanding of the phenomenon under study.

Results and Discussion

The Arabic Fusion program has succeeded in creating a number of significant achievements in developing the quality of learning for Arabic and Islamic Religious Education (PAI) teachers, which focus on improving the ability of educators and the application of technology in teaching and learning activities. One of the main achievements of this program is the improvement of educators' technological abilities, who are able to operate various educational applications more effectively and efficiently. Among the applications mastered are Kahoot, which allows the creation of interactive quizzes that invite active student participation in learning activities, and Quizizz, which provides competition-based evaluation that is entertaining yet can still measure student understanding accurately and directly (Vander Ark & Schneider, 2014). Canva is also optimally used by educators to design more engaging visual materials, which increases student appeal and engagement in lessons (Martin, 2015). In addition, educators who participated in the program became more savvy in integrating technology into the existing curriculum, which enabled them to deliver materials in a more engaging and relevant manner to the needs of students in the digital age (Selwyn, 2016). The program demonstrates that using technology wisely can create a more meaningful and interactive learning experience.

In addition, the Arabic Fusion program also has a major impact on improving the quality of learning, especially in making Arabic and PAI learning more interactive, interesting, and in accordance with the development of the needs of students who are accustomed to digital technology. By using various technology-based learning media, learning becomes more fun and students are more actively involved. For example, digital modules designed for Arabic, complete with attractive illustrations, facilitate students' understanding of more difficult concepts in a more visual and contextualized way (Mishra & Koehler, 2006). In addition, the use of Quizizz in PAI evaluation enhances students' learning experience through fun and competition-based evaluation, which accelerates the process of students' understanding of the material (Dorn, 2020). With the addition of visual narrative-based learning videos, students can get a clearer explanation of more abstract topics, which helps them understand them better. Thus, technology not only enriches learning materials but also enhances the overall quality of teaching.

Furthermore, one of the key outcomes of the program is the establishment of a digital educator community, which serves as a space for educators to share knowledge, experiences and technology-based learning materials. This community provides an opportunity for educators to discuss and share solutions and challenges they face in implementing technology in the classroom. This helps them not only develop technical skills in using technology tools, but also

strengthen the culture of collaboration among educators (Levin & Wadmany, 2008). The existence of this community is expected to continue to grow and become a sustainable sharing ecosystem, accelerating the wider application of technology in education.

On the student side, the application of technology-based learning in this program shows a very positive impact, with increased student enthusiasm and engagement in learning activities. Learning that utilizes interactive technology is proven to be more interesting and enjoyable for students, which in turn contributes to the improvement of their learning outcomes (Suprima, et al., 2021). Learning that integrates apps such as Quizizz not only adds excitement to the evaluation but also allows students to get immediate feedback, which accelerates their understanding of the material learned (Baker et al., 2014). The use of visual narrative-based learning videos helps explain more complex material in a way that is easier for students to understand (Anderson, 2013).

Overall, the Arabic Fusion program succeeded in achieving its goal of improving educators' technological capabilities as well as creating a positive impact in Arabic and PAI learning through a more integrated use of technology. The program not only provides direct benefits to educators in the form of technical skills, but also makes an important contribution to students' learning experience by making the learning process more relevant, engaging and effective in an increasingly digital context (Koehler & Mishra, 2009).

Supporting Factors and Constraints in the Implementation of Arabic Fusion

The utilization of technology in education is increasingly becoming an inevitable necessity, especially in the context of teaching Arabic and Islamic Religious Education (PAI). One innovative approach that is now growing rapidly is Arabic Fusion, which combines the use of digital technology with the teaching of educational content. Although it offers great potential to improve the quality of learning, the implementation of Arabic Fusion in Indonesia faces various supporting factors and barriers that must be analyzed in depth in order to be optimally implemented.

Supporting Factors for Arabic Fusion Implementation

Educators' Enthusiasm in Adopting Learning Technology

One of the main elements that support the implementation of Arabic Fusion is the high enthusiasm of educators to develop their technological skills. Educators who are aware of the importance of technology utilization in education have a tendency to attend organized trainings to improve their teaching skills. The desire to create a more interactive and enjoyable learning experience for students encourages them to explore technologies that can increase students' motivation in learning (Hernandez, 2020). Educators who increasingly understand the benefits of technology in education tend to be more open to the integration of technology in their teaching, which in turn can create a more dynamic and enjoyable learning atmosphere (Zhao, 2019).

Program Suitability to Educational Needs

Arabic Fusion is designed to meet the practical needs of educators in facing learning challenges in the digital era. This program focuses on the use of technology that is applicable and in accordance with the needs of teaching Arabic and PAI (Amin & Suryani, 2020). The training materials are tailored to the real conditions faced by educators, such as declining student engagement and difficulties in delivering material interactively, making this program relevant in

improving the quality of learning (Ahmad et al., 2021). By emphasizing the practical use of technology, Arabic Fusion allows educators to more easily integrate technology in their teaching.

Support from Educational Institutions

The successful implementation of Arabic Fusion is highly dependent on the support provided by educational institutions, be it schools or universities. Educational institutions need to provide adequate facilities, such as training rooms equipped with appropriate technological devices, as well as ensuring stable internet access to support the technology-based learning process (Almalki, 2022). In addition, cooperation between schools and universities in providing research-based training materials and competent human resources can enrich the learning process (Smith & Hill, 2021). With this support, educators can more easily access training that focuses on developing their skills in using technology in learning.

Adequate Technology Accessibility

The widespread access to technology among educators supports the smooth implementation of Arabic Fusion. Many educators now have personal devices such as laptops or smartphones that allow them to take technology-based trainings and implement them in their learning. With the proliferation of online training platforms, educators can access training materials anytime and anywhere, which gives them the flexibility to improve their skills according to their available time (Mishra & Koehler, 2017). This allows educators to more easily adapt to technology and apply it in the classroom.

Constraining Factors in the Implementation of Arabic Fusion

Diverse Levels of Technology Skills among Educators

One of the main challenges in implementing Arabic Fusion is the different levels of technological skills among educators. Not all educators have the same background in technology use, which can affect the effectiveness of the training provided. Educators with less technology experience will take longer to understand and implement technology in their learning (Hernandez, 2020). Therefore, training should be designed to accommodate different skill levels, by providing more flexible learning paths and modules that can be customized to each educator's needs (Mishra & Koehler, 2017).

Limited Technology Infrastructure

Many schools, especially in remote areas, face limitations of adequate technology infrastructure to support the implementation of Arabic Fusion. Many schools do not have enough hardware, such as computers or projectors, which are essential for technology-based learning. In addition, the problem of unstable internet connectivity in some areas is a major obstacle in implementing technology learning (Almalki, 2022). To overcome this, it is important to develop educational infrastructure, including the provision of adequate devices as well as improving the quality of a more stable internet network (Ahmad et al., 2021).

Limited Time for Training and Implementation

Time constraints are a major obstacle for educators in attending training required for the implementation of technology in learning. Most educators have a busy teaching schedule, making it difficult to attend training that takes a long time. Moreover, after the training, educators must be able to apply the learned technologies in their daily teaching, which requires additional time

and adjustment (Zhao, 2019). Therefore, more flexible training that can be accessed at any time through online platforms will greatly help educators in improving their technology skills without disrupting their teaching schedules.

Resistance to Changes in Teaching Methods

Some educators show resistance to the use of technology in teaching, especially those who are used to traditional teaching methods. Discomfort with new, more technology-based methods may hinder the implementation of Arabic Fusion (Amin & Suryani, 2020). A more persuasive approach, including showing empirical evidence of the effectiveness of technology in improving learning quality, is essential to reduce this resistance (Mishra & Koehler, 2017). In addition, educators' involvement in planning and evaluating technology implementation can increase ownership and reduce uncertainty regarding the benefits of technology (Romli, et al., 2021).

Technical Issues and Internet Connection

Technical issues are often an obstacle in the implementation of Arabic Fusion. Applications used in learning may require hardware with certain specifications that not all educators have. In addition, technical issues such as internet connection interruptions or difficulties in accessing the application can also disrupt the smoothness of the training and implementation process (Almalki, 2022). Therefore, a thorough technical evaluation before the training starts and fast and efficient technical support during the training are necessary to overcome these technical obstacles (Smith & Hill, 2021).

The successful implementation of Arabic Fusion in teaching Arabic and PAI depends on several supporting factors such as the enthusiasm of educators, the suitability of the program to educational needs, institutional support, and accessibility of technology. However, various obstacles, such as the diversity of educators' technology skills, limited infrastructure, limited time, resistance to change, and technical problems, must also be faced with appropriate strategies. Therefore, education stakeholders need to work together in overcoming these challenges so that the implementation of Arabic Fusion can run optimally and provide maximum benefits in improving the quality of learning.

Conclusion

The Arabic and Islamic Religious Education Learning Training for Educators aims to improve the quality of teaching through enhancing technology skills for educators as well as creating more engaging and relevant learning experiences for students. The use of technology, such as interactive learning applications and e-learning platforms, is proven to increase student engagement and learning effectiveness. However, the implementation of this program is faced with challenges, such as different levels of technology skills among educators, lack of technology infrastructure, and resistance to changes in teaching methods. Nevertheless, the support of educational institutions and the enthusiasm of educators played a significant role in the success of the program. Overall, Arabic Fusion has the potential to have a significant impact on the transformation of education in Islamic educational institutions, provided that the existing challenges can be overcome with appropriate measures.

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