

BRIDGING TRADITION AND INNOVATION: STRATEGIES TO OVERCOME ARABIC LANGUAGE SKILLS STAGNATION AMONG FINAL-YEAR STUDENTS

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Abstract: The phenomenon of stagnation in Arabic language skills among final-year students remains a critical issue that affects the quality of graduates. This is particularly evident in Arabic Language Education programs that regard mastery of Arabic as a core academic competency. This study aims to analyze the various factors causing stagnation in Arabic language skills among final-year students and to formulate learning development strategies that bridge traditional scholarly values with the demands of modern educational innovation. This research adopts a qualitative approach with a case study method. Data were collected through in-depth interviews, classroom observations, and documentation of learning materials and students' evaluation records. The data were analyzed descriptively through data reduction, data presentation, and conclusion drawing. The results indicate that internal factors (such as low learning motivation, lack of self-confidence, and ineffective learning habits) as well as external factors (such as monotonous teaching methods, limited supporting media, and minimal opportunities for language practice) all contribute to the stagnation of students' Arabic language skills. Based on these findings, the recommended learning strategies include the implementation of communicative approaches, the optimal use of digital technology in learning processes, and the reinforcement of traditional Arabic scholarly values through contextual, interactive, and sustainable methods. This study is expected to provide practical contributions for lecturers, program managers, and curriculum developers in designing Arabic language learning models that are adaptive, innovative, and responsive to the challenges of the times.

Keywords: Arabic Language Skills, Stagnation, Innovation Strategy, Scholarly Tradition.

INTRODUCTION

The stagnation of Arabic language skills among final-year students has become a pressing concern in higher education, particularly in programs designed for Arabic Language Education. The Arabic Language Education Study Program, Faculty of Tarbiyah, Universitas KH. A. Wahab Hasbullah (UNWAHA) Jombang, places mastery of Arabic as a core academic competency. However, many final-year students experience stagnation in skills, particularly in speaking (kalam) and writing (kitabah), despite having completed advanced language courses. This phenomenon threatens the quality of graduates and the relevance of their competencies in both professional and academic spheres (Norlaila et al., 2025). Such stagnation is driven not only by internal factors such as low learning motivation, lack of self-confidence, and ineffective learning strategies, but also by external factors including monotonous teaching methods, scarcity of supporting learning media, and limited opportunities for active language practice (Nurhadi & Rachmawati, 2023; Khasanah, 2020).

While these students are expected to demonstrate advanced proficiency, many remain stagnant at intermediate levels, struggling with communicative competence, writing fluency, and the integration of language into academic and daily contexts. This phenomenon aligns

with broader challenges in foreign language learning, where sustained motivation and effective pedagogical strategies play critical roles (Alasmari & Khan, 2020; Alzahrani, 2022). Research indicates that traditional methods, heavily reliant on grammar-translation and rote memorization, often fail to meet the needs of Generation Z learners, who are characterized by their digital nativity and preference for interactive, technology-mediated learning (Prensky, 2018; Popenici & Kerr, 2017). This mismatch creates a gap between students' learning styles and the pedagogical approaches adopted by lecturers, leading to decreased motivation and eventual stagnation (Norlaila et al., 2025).

Moreover, the limited opportunities for authentic language practice in classroom contexts exacerbate the problem. Studies in applied linguistics highlight that meaningful communicative exposure and task-based learning environments are crucial for fostering advanced language skills (Ellis, 2020; Larsen-Freeman, 2018). Without sufficient practice, students tend to compartmentalize Arabic as a subject of study rather than a medium of thought and communication, which weakens both linguistic proficiency and affective engagement. Globally, the issue of foreign language stagnation is not unique to Arabic. Studies in Malaysia and Egypt have shown that even students in Islamic higher education institutions often struggle to reach communicative proficiency despite years of formal study (Abdullah, 2021; Almahfouz, 2022). UNESCO's 2023 report on language education highlighted that learner motivation and teaching methodologies are the two strongest determinants of success in second language acquisition. Similarly, a study in Jordan found that Arabic as a second language learners plateau at intermediate levels when instructional methods remain rigidly grammar-focused (Hassan, 2022).

To address this challenge, learning strategies must integrate scholarly traditions such as grammatical precision, mastery of classical texts (*kutub turats*), and methods of *talaqqi* and *tarjamah* with modern innovations, including Communicative Language Teaching (CLT), Project-Based Learning, and the use of digital technology (Fahrurrozi, 2019; Syaifudin, 2022). The utilization of digital technologies, including e-campus systems, interactive applications, and social media, has proven to increase student motivation and engagement in learning Arabic (Ritonga et al., 2024; Arifin et al., 2023). Moreover, Generation Z's familiarity with technology necessitates more interactive and multimodal learning approaches (Alruthaya et al., 2021). Research by Faiz & Afrita (2024) further highlights that digital literacy and the use of platforms such as TikTok can enhance participation and interest in learning Arabic among young learners.

The primary focus of this study is to examine the issue of Arabic language skills stagnation and propose strategies to overcome it. Through a qualitative case study approach, this research aims to: (1) identify various factors contributing to the stagnation of Arabic language skills among final-year UNWAHA students; and (2) formulate learning strategies that integrate the Islamic scholarly tradition with technology-based pedagogical innovations appropriate to the context of today's generation. This indicates that the phenomenon at UNWAHA reflects broader regional and global challenges. The shift in learner characteristics, particularly among Generation Z who prefer digital and interactive modes of learning, requires educational institutions to redesign language pedagogy. Without adaptation, stagnation becomes not only a personal academic obstacle but also a systemic failure that affects graduate quality and employability.

METHOD

This study employed a descriptive qualitative approach with an intrinsic case study design, as it aims to gain an in-depth understanding of the phenomenon of Arabic language

skill stagnation in a specific context—final-year students of the Arabic Language Education Study Program at Universitas KH. A. Wahab Hasbullah (UNWAHA), Jombang, East Java (Creswell & Poth, 2018). This approach allows the researcher to uncover underlying meanings behind stagnation symptoms and to explore teaching strategies that integrate scholarly traditions and pedagogical innovations in Arabic language learning.

The research was conducted in the Arabic Language Education Study Program, Faculty of Tarbiyah, UNWAHA Jombang. The focus was on final-year students who had completed most language skills courses, including *Maharah al-Kalam*, *Maharah al-Kitabah*, *Maharah al-Qira'ah*, and *Tarjamah*. Participants were purposively selected based on their learning experience and active involvement in the learning process. The research subjects consisted of 30 final-year students, 7 senior lecturers teaching Arabic language skills, and 1 curriculum coordinator as a key informant knowledgeable about academic policy and curriculum development. The duration of the field research was six months, covering two academic semesters (odd and even). To ensure validity, the researcher employed multiple instruments such as observation checklists, interview guides, and reflective journals.

Data collection techniques included: 1) Non-participant observation in several class sessions focusing on Arabic speaking (*kalam*) and writing (*kitabah*), as well as academic forums such as seminars and thesis supervision. Observations focused on teaching strategies, student participation, use of learning media, and the application of both traditional and innovative approaches. 2) In-depth semi-structured interviews with three main informant groups: (a) students, to explore their perceptions of the causes of stagnation, learning experiences, and expectations for more adaptive methods; (b) lecturers, to understand their teaching approaches and challenges in integrating tradition with innovation; and (c) the curriculum coordinator, to gather information on curriculum policies and directions in Arabic language instruction. The selection of student interview informants was carried out using purposive sampling, while snowball sampling was also employed to expand and deepen the information by identifying additional respondents who were relevant and had significant experience related to the phenomenon of Arabic language skills stagnation.

3. Document analysis, including (a) semester learning plans (RPS), (b) syllabi and student assignment guidelines, (c) recordings or documentation of the learning process, and (d) evaluation and academic reports relevant to the study.

Data were analyzed using the interactive model of Miles, Huberman, and Saldana (2014), which includes four stages: (1) data collection through observation, interviews, and document analysis; (2) data reduction using open and selective coding to identify main themes; (3) data display in thematic narratives, tables, and visualizations; and (4) conclusion drawing and verification through triangulation of sources and techniques, as well as member checking with informants.

First, data collection was carried out through classroom observations, in-depth interviews with lecturers and students, as well as documentation studies related to the curriculum and learning media used. At this stage, the researcher focused on gathering data relevant to the phenomenon of Arabic language skills stagnation, both from the internal aspects of students and from lecturers' teaching strategies (Creswell & Creswell, 2018). Second, data reduction was conducted through an open coding process to identify initial categories from field findings, such as learning motivation, teaching methods, use of technology, and language practice environment. Subsequently, selective coding was applied to filter the most relevant categories to the research focus, which then formed the main themes, such as mismatch of teaching methods with the characteristics of Generation Z students or lack of opportunities for communicative practice (Miles, Huberman, & Saldana, 2014).

Third, data presentation was arranged in the form of thematic narratives that describe each theme in detail, complemented with direct quotations from informants to strengthen the arguments. The presentation also made use of tables to summarize comparisons between traditional and innovative teaching strategies, as well as flowchart visualizations to explain the interrelationship between factors causing stagnation and strategies to overcome it (Nowell et al., 2017). Fourth, conclusion drawing and verification were conducted by re-examining the data that had been reduced and presented, then validating it through source triangulation (lecturers, students, documents) and technique triangulation (observation, interview, documentation). The validity of the findings was also reinforced through member checking, namely by asking informants to confirm the accuracy of the researcher's interpretation of the data they provided (Fusch, Fusch, & Ness, 2018).

This process was iterative, meaning that each stage could return to the previous stage to ensure the accuracy of the analysis. With this approach, the research results not only recorded field facts but also revealed the logical interconnections between themes, thereby providing an in-depth depiction of the dynamics of Arabic language skills stagnation and strategic efforts to overcome it.

FINDINGS AND DISCUSSION

Factors Contributing to Arabic Skills Stagnation

In-depth interviews revealed three main factors contributing to stagnation in speaking and writing skills:

1. Internal Student Factors

Many students admitted losing motivation to learn Arabic because they perceive it as merely a curricular requirement rather than a practical necessity. A lack of confidence in public speaking further reinforces language anxiety (Horwitz et al., 1986 in Norlaila et al., 2025). In addition, some students relied heavily on rote memorization, which weakens critical and expressive thinking in the language. This aligns with Alharbi's (2022) findings that low intrinsic motivation and high language anxiety are major barriers in second language acquisition.

2. Pedagogical and Curriculum Factors

Some lecturers still employ traditional, teacher-centered approaches and grammar-translation methods (*al-thariqah al-qawa'idhiyyah al-tarjamiyyah*), focusing on rule memorization and text translation without providing sufficient communicative practice. This approach positions students as passive recipients, limiting active participation and creativity, and resulting in an imbalance where receptive skills (reading, comprehension) dominate while productive skills (speaking, writing) are neglected. This is inconsistent with CLT principles, which emphasize interaction, collaboration, and authentic language use (Richards & Rodgers, 2014; Syaifudin, 2022). The implementation of CLT in the context of Arabic language learning also requires the integration of a task-based learning approach to link the material with students' real-life experiences, thereby enabling communicative competence to develop in a more balanced manner.

3. External and Learning Environment Factors

Limited supporting media, restricted access to technology, and a lack of active Arabic-speaking communities reduce linguistic exposure, hindering the development of communicative competence. The absence of continuous, project-based training programs exacerbates the situation, despite their proven effectiveness in enhancing engagement, productivity, and language retention (Fahrurrozi, 2019; Khasanah, 2020). In addition, the lack of collaboration between the university and Arabic language communities outside the campus

further reduces students' opportunities to interact in authentic contexts, causing the skills they acquire to remain largely theoretical and insufficiently internalized.

Comparative studies show that these stagnation factors are not isolated. For instance, Alasmari & Khan (2020) documented similar issues among Saudi learners, where reliance on rote memorization and limited communicative exposure caused students to plateau. Meanwhile, Alruthaya et al. (2021) emphasized that without integration of digital tools, Generation Z students tend to disengage, which directly correlates with stagnation.

Innovative Strategies for Language Competence Development

Field findings indicate an urgent need for learning strategies that bridge classical scholarly traditions with contemporary pedagogical innovations. Students reported feeling more motivated when learning involves:

1. Digital Technology and Social Media

The use of digital technology and social media has become one of the effective learning strategies for increasing student engagement. Lecturers who integrate interactive media such as Google Classroom for task management, Canva for visual material design, TikTok Edu for delivering engaging short content, as well as animation- or demonstration-based instructional videos, are able to facilitate a more dynamic and participatory learning process. This approach not only leverages the characteristics of the digital generation but also promotes student-centered learning through flexible and interactive access to materials. This is in line with the findings of Alruthaya et al. (2021) and Faiz & Afrita (2024), which indicate that young learners are more responsive to technology-based multimodal methods that enable learning to take place across time and space, while also providing opportunities for personalization according to students' learning styles.

2. Interactive, Project- and Collaboration-Based Methods

The implementation of Project-Based Learning (PjBL) has proven to be an effective strategy in Arabic language education, as it positions students as active agents who solve problems and produce tangible outputs. Activities such as creating Arabic-language vlogs, engaging in thematic debates on contemporary issues in the Arab Islamic world, and writing scholarly articles in Arabic encourage students to integrate listening, speaking, reading, and writing skills in a cohesive manner. This process aligns with the perspectives of Khasanah (2020) and Ritonga et al. (2024), who emphasize that PjBL fosters meaningful learning by immersing students in authentic contexts and producing outcomes that can be valued and appreciated.

Furthermore, the incorporation of peer feedback and group work not only enhances students' confidence in using the language but also cultivates critical thinking, collaboration, and creativity. Thus, this method holistically integrates linguistic, social, and academic competencies while preparing students to meet the challenges of real-world communication.

3. Strengthening the Tradition of Islamic Scholarship

While pedagogical innovation is a necessity in the modern era, some students and lecturers continue to emphasize the importance of preserving the values of *kutub turath* as well as the methods of *talaqqi* and *musyafahah*, which have long been proven to provide depth of meaning and precision of understanding. This tradition not only instills scholarly discipline but also fosters an emotional and spiritual bond between teacher and student, as idealized in the classical Islamic educational heritage. By critically engaging with classical texts in conjunction with contemporary interpretations, Arabic language learning can become more relevant, contextual, and responsive to present-day challenges without losing the scholarly spirit that forms its core identity (Fahrurrozi, 2019).

The Role of Lecturers as Innovative Facilitators

Significant change can only occur when lecturers are able to act as facilitators rather than merely transmitters of content. In this study, lecturers who demonstrated flexibility, openness to new methods, and active use of digital media received positive responses from students. This finding supports the notion that lecturers' pedagogical competence is a critical factor in overcoming stagnation (Nurhadi & Rachmawati, 2023; Arifin et al., 2023).

Strategy Integration: Bridging Tradition and Innovation

This study affirms that there is no inherent dichotomy between tradition and innovation. Rather, the integration of classical and digital methods through contextual and communicative approaches emerges as a strategic solution. Students do not merely learn the language structurally; they also practice Arabic as a tool for thinking, communicating, and expressing ideas. This integrative model aligns with the direction of Arabic language education reform in higher education, which demands adaptability to technological advancements and the characteristics of the new generation, without abandoning the scholarly foundations of Islamic knowledge (Syaifudin, 2022; Norlaila et al., 2025).

Table 1. Factors Contributing to Arabic Language Skills Stagnation

Category	Traditional/Problematic Aspect	Innovative/Strategic Aspect
Learning Motivation	Decreasing enthusiasm in the final year; focus shifts to thesis completion	Integration of Arabic with students' academic and career needs to increase relevance
Teaching Methods	Dominance of teacher-centered and grammar-translation methods	Implementation of student-centered methods such as role play, project-based learning
Technology Utilization	Minimal use of digital media, reliance on printed texts	Utilization of ALBI app, interactive platforms, and gamification
Language Practice Environment	Limited opportunities for real communication; practice limited to class	Development of Arabic communities, online discussion forums, and extracurricular activities

Conceptual Framework: Bridging Tradition and Innovation

The following framework illustrates how stagnation factors can be countered by integrating innovation with tradition:

1. Internal Motivation → Digital Engagement & Relevance.
2. Pedagogical Rigidity → Communicative & Project-Based Learning.
3. Limited Practice → Community & Extracurricular Arabic Forums.
4. Loss of Tradition → Revival of Kutub Turath with Modern Commentary.

The findings of this study provide significant insights into the interplay between traditional and innovative approaches in Arabic language education, especially for final-year students. The issue of student motivation emerges as a critical determinant of language skill development. According to Dornyei's (2001) motivational framework, monotonous and non-

contextual learning environments fail to sustain learners' intrinsic motivation. In this context, Project-Based Learning and gamification offer experiential and goal-oriented learning that aligns with self-determination theory, fostering autonomy, competence, and relatedness three key drivers of sustained engagement.

The persistence of traditional, teacher-centered pedagogies further exacerbates stagnation. While the authority-based model has its merits in preserving the accuracy of linguistic input, it restricts communicative practice, which is essential in the communicative competence model proposed by Canale and Swain (1985). The integration of Communicative Language Teaching (CLT) with blended learning represents a pedagogical shift toward interaction and learner agency, while maintaining academic rigor through structured input and feedback.

In terms of media and technological support, the limited access to Arabic digital learning platforms indicates a gap in technological literacy and resource integration. Warschauer's (1998) framework for technology in language learning emphasizes that digital tools not only expand access to resources but also create interactive, multimodal learning environments. The use of Duolingo, Nahwmedia, and Quizizz thus serves as both a motivational and pedagogical strategy, providing personalized learning paths and real time feedback that are not feasible in purely face to face settings.

The language practice environment remains a key predictor of communicative proficiency. Krashen's Input Hypothesis and Swain's Output Hypothesis jointly stress that both comprehensible input and pushed output are necessary for language acquisition. The creation of Arabic Clubs, online expression platforms, and community-based projects addresses this need by offering authentic, meaningful opportunities for language use beyond the classroom.

Finally, the integration of tradition and innovation reflects a broader challenge in contemporary Islamic higher education balancing the epistemological heritage of turath (classical Islamic scholarship) with the cognitive and technological orientations of Generation Z learners. Aligning classical texts such as kitab kuning with digital, value-based projects allows for the preservation of Islamic scholarly identity while embracing 21st-century learning competencies. This integrative model asserts that modern Arabic pedagogy should be rooted in culture while being pedagogically progressive

In sum, these findings underscore the necessity of a dual-anchored approach: one that preserves the authenticity and scholarly depth of traditional Arabic education while strategically incorporating digital tools, learner-centered methodologies, and authentic communicative contexts to address stagnation and sustain skill progression.

CONCLUSION

The stagnation of Arabic language proficiency among final-year students at UNWAHA results from a combination of internal factors such as motivation and learning patterns and external factors, including less supportive teaching methods and practice environments. Nevertheless, lecturers' strategies that integrate classical scholarly traditions with digital innovations and communicative approaches have proven effective in overcoming these challenges.

The integration of modern approaches, such as the use of technology and collaborative projects, with the traditional values of the Arabic language has produced a more contextual and applicable learning model. This underscores that the success of enhancing Arabic language skills lies in maintaining a balance between preserving tradition and implementing innovation in an adaptive and sustainable manner.

Implications and Recommendations

Based on the findings, several recommendations can be proposed: (1) For Lecturers: adopt blended approaches, combining classical text analysis with digital projects. Training in educational technology should be prioritized. (2) For Students: build Arabic-speaking communities, both online and offline, to sustain daily practice. Peer feedback should be institutionalized to boost confidence. (3) For Curriculum Developers: integrate communicative-based Arabic courses into the final-year curriculum, ensuring that language practice continues alongside thesis writing. (4) For Policy Makers: allocate institutional support for Arabic clubs, international collaboration, and digital resource development.

These recommendations highlight that bridging tradition and innovation is not merely an academic exercise but a strategic necessity for sustaining Arabic language competence in higher education.

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