URGENCY OF DIGITAL TECHNOLOGY IN INCREASING THE PROFESSIONALISM OF PROSPECTIVE ARABIC LANGUAGE TEACHERS IN TEACHING ASSISTANCE ACTIVITIES

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Abstrak

Artikel ini membahas penelitian tentang urgensi teknologi digital dalam meningkatkan profesionalisme calon guru bahasa Arab dalam kegiatan asistensi mengajar. Di zaman serba digital ini, pebelajaran bahasa Arab akan merosot jika tidak diimbangi dengan peningkatan kualitas guru dengan penggunaan teknologi digital dalam proses pembelajaran. Penelitian ini berfokus pada pengalaman praktis calon guru dalam mengaplikasikan teknologi selama proses pengajaran dalam kegiatan asistensi mengajar. Metode yang digunakan dalam penelitian ini adalah menggunakan pendekatan kualitatif dengan metode studi kasus. Teknologi digital memiliki peranan penting dalam pembelajaran bahasa Arab karena dengan penggunaan teknologi dgital banyak manfaat yang dirasakan oleh pengajar dan siswa. Sedikit sekali kekurangan yang didapat dari penggunaan teknologi digital dalam pembelajaran bahasa Arab sehingga penggunaan teknologi digital sudah sepatutnya digunakan selama pemebelajaran. Dengan kekurangan yang ada menjadi evaluasi bagi guru untuk dapat meminimalisirnya dan mencari solusi penanggulangannya.

Kata Kunci: Teknologi Digital, Bahasa Arab, Asistensi Mengajar

Abstract

This article discusses research about urgency of digital technology in increasing the professionalism of prospective Arabic teachers in teaching assistance activities. In this digital era, Arabic language learning will decline if it is not balanced by improving the quality of teachers by using digital technology in learning. This research focuses on practical experience of prospective teachers in applying technology during the teaching process in teaching assistance activities. This research uses a qualitative approach method with a case study method. Digital technology has a very important role in learning Arabic because using digital technology brings many benefits to

teachers and students. There are very few drawbacks to using digital technology in learning Arabic so it is appropriate to use digital technology during learning. The existing deficiencies become an evaluation for teachers to be able to minimize them and find solutions to overcome them.

Keywords: *Digital Technology, Arabic Language, Teaching Assistance*

Introduction

Era of globalization which is marked by rapid advances in technology, the role of digital technology in life is becoming increasingly important, especially in education. Use of digital technology in learning not only offers new ways to access information, but also opens up opportunities to increase effectiveness and efficiency in learning. Especially in the scope of language education, digital technology can offer various tools and platforms that support a more interactive and interesting learning process.

In Arabic language education, Arabic is a language that has its own complexities in terms of teaching and learning, digital technology can play a key role in learning Arabic. Prospective Arabic teachers, as a generation of educators who will bear the responsibility for transferring language knowledge and skills to students, must be able to utilize digital technology effectively to increase their professionalism. One important aspect in the preparation of prospective teachers is teaching assistance activities, which function as a bridge between theory and practice in teaching.

This research is based on the author's academic anxiety regarding the quality of Arabic teachers in era of digital sophistication. In reality, there are still many Arabic language teachers who have not mastered the professional competency of educators. Arabic language teachers who are incompetent will find it very difficult to develop interactive and innovative Arabic language learning. In the current era of digital sophistication, Arabic language learning will continue to decline if it is not balanced with an increase in quality of Arabic language teachers. Maintaining ancient learning methods and media drowns out the quality of Arabic language learning itself and cannot develop. So, today's Arabic language teachers must be required to master the internet to develop educative, innovative and interesting learning methods, strategies and media.

The difference between this journal and previous research in the journal entitled "strategies for using technology in increasing the

professionalism of Arabic teachers in the 4.0 era" is that the first difference is in the research focus, where previous research focused on the strategies used by Arabic teachers to utilize technology in the digital era. This research discusses how teachers can increase their professionalism through the use of relevant technology. Meanwhile, this journal focuses on prospective Arabic language teachers and how they use digital technology in teaching assistance activities. This research is more specific to the practical experience of prospective teachers in applying technology during the teaching process. Second, the methodology used in previous research used qualitative methods with a concept analysis approach in the form of carrying out library research, researching, writing, taken from books and research journals to find out the concept of teacher professionalism and strategies for using technology in increasing the professionalism of Arabic language teachers. This research uses the same method, namely the qualitative method, but focuses more on case studies or surveys involving prospective teachers in teaching assistance programs to see the implementation of technology directly. So, these two journals have the same goal, namely increasing professionalism in teaching Arabic through technology, but with a different focus: one on experienced teachers and the other on prospective teachers in teaching assistance activities. This creates a complementary perspective in the understanding of the use technology in Arabic language education.

This research aims to explore the role of digital technology in increasing the professionalism of prospective Arabic teachers during teaching assistance activities. With a focus on the use of digital tools, e-learning platforms, and other technology-based applications, this journal will discuss how technology can support prospective teachers in designing and implementing more effective learning activities, as well as how technology can enrich their experience and skills as educators. It is hoped that this research can provide useful insights and recommendations for the development of Arabic teacher education curricula and educational practices in this digital era.

Method

This research aims to explore how the use of digital technology can increase the professionalism of prospective Arabic teachers during teaching assistance activities. In an educational context, digital technology has been proven to provide many benefits, including better

access to information sources and increased interaction between teachers and students.

a. Research Design
- Research Approach

  This research uses a qualitative approach with a case study method. Case studies are typically explorations of "related systems" or "different cases" over time through in-depth data collection involving multiple sources of context-rich "differential" information. In other words, a case study is a study in which the researcher explores a particular phenomenon (case) in time and activity (program, event, process, organization, or social group association) and collects detailed and in-depth information using various methods. Data collection procedures for a certain period of time.

  This approach was chosen to gain in-depth understanding and information about the experiences of prospective Arabic teachers in using digital technology during the learning process in teaching assistance activities.

- Research Design

  The research design will involve data collection through in-depth interviews, participant observation, and document analysis. Interviews will be conducted with prospective Arabic language teachers or teaching assistant participants to obtain information about the use of digital technology in teaching.

b. Population and Sample:
- Population: Population is the total number elements or objects in a study or observation. The population in this research is prospective Arabic language teachers who are taking part in the teaching assistance program.
- Sample: sample is the amount part of the population. The sampling in this research is ten prospective teachers selected randomly from students in the Arabic language education study program who took part teaching assistance at madrasah/ school. samples are taken randomly as each object or unit has equal probability of being selected into the sample.

c. Method of collecting data
- In-depth Interview

  An interview is a face-to-face question and answer session between two or more people specific purpose. In qualitative

research, the researcher acts as an interviewer and the respondent acts as a resource or interviewee. Interview instruments are used in qualitative research because they can reveal information over time, especially regarding the past, present and future. And the data obtained from interviews is open, complete and unlimited so that it can form complete and comprehensive information that reveals qualitative research.

Semi-structured interviews were conducted with 10-15 prospective Arabic teachers who were involved in teaching assistance activities. Interview questions will focus on their experience using digital tools, such as online learning platforms and communication applications.

• Participatory Observation

Apart from interview techniques, observation techniques are also used in qualitative research. Observation or observations in qualitative research are used to directly see and observe research subjects, so that researchers can record and collect the data needed to reveal the research being conducted. Observation is essentially an activity that uses the five senses, including sight, smell and hearing, to gather information needed to answer research questions.

Researchers conducted direct observations during teaching assistance sessions to record interactions between prospective Arabic teachers and students as well as the use of digital technology in teaching practices in the classroom. As well as observing the effectiveness of digital technology when applied to Arabic language learning.

• Document Analysis

Qualitative research documents are used to complement or enhance the interview data and observations made. Documents in qualitative research can be articles, images, or many works from the subject being researched. Document analysis is collecting data by conducting surveys, dissecting and coding content into research topics. Researchers must use theoretical sensitivity to interpret each document so that it is not just a meaningless item.

Related documents, such as lesson plans or teaching modules and teaching materials used by prospective Arabic teachers, are analyzed to understand how digital technology is

integrated into the teaching process by prospective Arabic teachers to students.

d. Data analysis

The data collected will be analyzed using thematic analysis techniques. This process includes:

- Data Coding: Marking important parts of interview transcripts and observation notes.
- Identify Themes: Group codes into common themes that reflect the experiences and challenges of prospective teachers.

Result and Discussion

This research was carried out to examine how digital technology is used by prospective Arabic language teachers in teaching assistance activities and its impact on increasing the professionalism of prospective Arabic language teachers. Based on the results of data collection obtained from written interviews by distributing questionnaires to random samples, namely Arabic language education students who took part in teaching assistance, the following results were obtained:
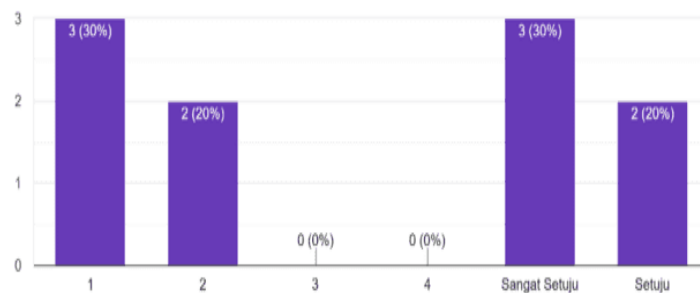
A. The role of digital technology in the learning process in the classroom

UINSA Arabic Language Education students have carried out teaching assistance in the sixth semester. Places of implementation are at Madrasah Tsanawiyah and Madrasah Aliyah in the East Java region including the cities of Sidoarjo, Surabaya, Gresik, Mojokerto and Lamongan. Therefore, researchers take random samples to collect data because each object or unit has the same probability of being selected as the sample. So, the researchers took representatives as resource persons from various places where teaching assistance was implemented.

The use of technology in learning has become a fundamental aspect of keeping up with the times. In the context of Arabic language learning, technology integration is seen not only as an innovation but also a necessity to expand the scope of education and increase its effectiveness. Significant changes have been made to the way Arabic is taught and learned, creating a more dynamic, interactive and effective learning experience, enabling

students to hear, speak, read and listen to Arabic in their daily lives writing.

From the interview results, it was found that 70% strongly agreed and 30% agreed with the interviewee's opinion that the use of digital technology is important in the world of education, especially in learning Arabic. This is proven by them carrying out teaching practices in class applying digital technology in delivering teaching material, namely they have made summaries or points of material in Power Point to be presented to students by displaying the material on a projector screen during teaching practice. The following is a diagram of the poll results:

1.1 *Diagram of the important role of digital technology*
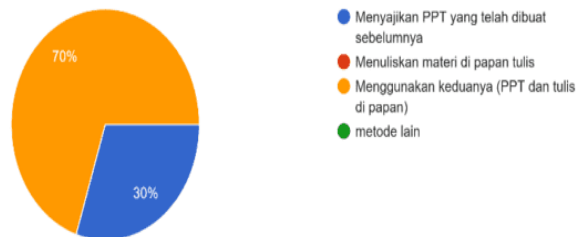

1.2 Diagram of delivering teaching material using PPT

Apart from using Power Point, applications or other technological devices used by resource persons as learning media in teaching Arabic are Canva, genially, wordwall, Google form, Instagram, puzzlemaker, quizizz, Youtube, Booklet, Animaker, Kahoot, and so on.

From the interview results, it was found that the school used as a place to carry out teaching assistance has fully supported the use of digital technology in the learning process, especially in

learning Arabic. Because schools have sufficient facilities (such as LCDs and projectors) to implement learning using digital technology. Here's a diagram of the results:
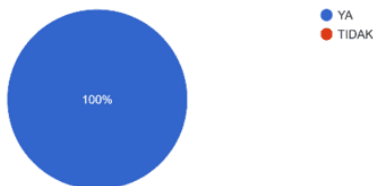
1.3 *School diagram supports the use of digital technology*

According to the interview results, it was found that the role of digital technology in learning Arabic is:
a) Motivate students to be more active
b) With digital technology, the process of learning Arabic becomes easier and can increase students' interest in learning Arabic.
c) Developing students' enthusiasm for learning Arabic
d) Students do not feel bored with fixed learning methods and learning can be more varied, thereby increasing students' learning motivation.
e) Increases learning motivation, improves Arabic language skills, and helps students understand learning more quickly
f) Helps make it easier for students to understand lessons.

Digital technology is not only used in delivering material, but is also used to measure students' understanding of the material that the teacher has presented by utilizing digital applications or platforms such as online games on Quizizz and others.

B. **Benefits or advantages of using digital technology in learning Arabic**

Progress over time has had an impact on the development of education in madrasas/schools. Where schools/madrasas are required to utilize digital technology in learning. The use of digital technology as a learning medium makes learning more effective and efficient when viewed from the process and results.

From the interview results, it was found that the benefits of using digital technology in learning are:
▪ Access used for learning is easier

- Can manage time and increase efficiency in teaching
- Make it easier for teachers to present learning material because technological advances offer a variety of interesting learning media and also make it easier for teachers to carry out learning assessments because currently many assessment platforms present scores directly without the need for manual correction from the teacher.
- It becomes easier to convey the material so that students understand more about the material being presented.
- Can attract students' interest and motivation to learn because of the attractive design of the pictures and writing fonts.
- Learning becomes more fun and less monotonous.
- Delivery of material using digital technology can increase teachers' confidence in teaching.

C. **Obstacles or shortcomings in using digital technology in learning Arabic**

There are many advantages to using digital technology in learning, but it does not rule out the possibility that using digital technology in learning also has disadvantages or obstacles, such as using the internet to search for extensive information that does not necessarily have credibility. This is because technology is increasingly sophisticated, making it possible for anyone to write on the internet, whether it's true news or fake news. So human resources are needed who can sort out information. So, it's not just about knowing how to use and utilize technology. However, human resources must also be improved in using this technology.

From the interview results, the use of digital technology in learning Arabic has several shortcomings or obstacles, including:

1. The internet network is unstable, the laptop is slow, and the projector is inadequate. This causes time to be wasted or takes a long time and learning becomes inefficient or hampered.
2. Problems with madrasa facilities such as several LCDs that are not suitable for use.

3. Some students sometimes don't bring handphone to anticipate problems such as the LCD or projector not being able to be used.

The solution or way to overcome problems or deficiencies as mentioned above is to replace digital learning media with manual learning media. And the teacher explains by writing it on the blackboard.

Conclusion

The research results show that digital technology has a very important role in learning, especially in Arabic language lessons. In this digital era, a teacher is required to be able to master digital technology in order to create digital-based learning media. Digital-based learning media has many benefits, such as making it easier for teachers to present lesson material so that students can more easily understand the teacher's explanation of the material, it can attract students' interest and motivation to learn because the interesting learning media is in the form of quizzes and power points containing funny pictures. and interesting and the writing font is good. However, despite these advantages, the use of digital technology in learning also has disadvantages, namely the facilities provided by the school are inadequate and the internet network is unstable so that the use of digital technology is not optimal and the impact can cut learning hours quite a long time because of these obstacles.

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