DINAMIKA PEMBELAJARAN BAHASA ARAB DI ERA GEN Z: TANTANGAN DAN PELUANG

DYNAMICS OF ARABIC LANGUAGE LEARNING IN THE GEN Z ERA: CHALLENGES AND OPPORTUNITIES

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Abstract

Arabic in the Generation Z era faces significant learning changes along with the development of digital technology and the unique characteristics of this generation known as digital natives . This study aims to identify challenges and opportunities in the Arabic language learning process among Gen Z using a literature review approach to various recent studies. The research method uses a literature review by reviewing 30 articles in several published national journals. The results of the study indicate that the main challenges include low digital literacy among educators, limited technological infrastructure, and the dominance of traditional learning methods that are less attractive to Gen Z. However, on the other hand, there are great opportunities through the use of technology such as social media, interactive learning applications, gamification, and blended learning approaches that can increase motivation and learning participation. This study recommends the need for curriculum development that is adaptive to the needs of Gen Z, digital competency training for teachers, and the integration of digital media that is relevant to the learning styles of the younger generation. By utilizing existing opportunities, Arabic language learning can be more contextual, interesting, and effective for today's generation .

Keywords : Arabic , Generation Z , Educational Technology , Challenges Learning , Opportunities Innovation

Abstrak

Bahasa arab di era Generasi Z menghadapi perubahan pembelajaran yang signifikan seiring dengan perkembangan teknologi digital dan karakteristik yang unik generasi ini yang dikenal sebagai digital natives. Penelitian ini bertujuan untuk mengidentifikasi tantangan dan peluang dalam proses pembelajaran bahasa Arab di kalangan Gen Z dengan pendekatan tinjauan studi literatur terhadap

berbagai studi terkini. Metode penelitian menggunakan kajian studi literatur dengan mereview 30 artikel di beberapa jurnal nasional yang telah terbit. Hasil kajian menunjukkan bahwa tantangan utama meliputi rendahnya literasi digital di kalangan pendidik, keterbatasan infrastruktur teknologi, dan dominasi metode pembelajaran tradisional yang kurang menarik bagi Gen Z. Namun, di sisi lain, terdapat peluang besar melalui pemanfaatan teknologi seperti media sosial, aplikasi pembelajaran interaktif, gamifikasi, serta pendekatan blended learning yang mampu meningkatkan motivasi dan partisipasi belajar. Penelitian ini merekomendasikan perlunya pengembangan kurikulum yang adaptif terhadap kebutuhan Gen Z, pelatihan kompetensi digital bagi guru, serta integrasi media digital yang relevan dengan gaya belajar generasi muda. Dengan memanfaatkan peluang yang ada, pembelajaran bahasa Arab dapat menjadi lebih kontekstual, menarik, dan efektif bagi generasi masa kini.

Kata Kunci : Bahasa Arab, Generasi Z, Teknologi Pendidikan, Tantangan Pembelajaran, Peluang Inovasi

1. INTRODUCTION

Arabic holds a strategic position as the language of religion, science, and civilization (Nazrailman et al., 2024) . In the Islamic context, Arabic serves as the foundation for the Qur'an and Hadith, and is the primary means of understanding the vast treasury of classical Islamic scholarship. It is also one of the six official languages of the United Nations (UN), demonstrating its global importance (Prihandini & Fajriyatul Fahyuni, 2024) . In Indonesia, Arabic language learning is generally placed within the context of Islamic education, both in formal institutions such as madrasas, Islamic boarding schools, and religious universities, as well as in non-formal and informal channels.

Arabic language learning now faces significant challenges, particularly in dealing with today's younger generation, known as Generation Z (Gen Z). Gen Z, born between 1997 and 2012, is sociologically known as the digital-native generation. They grew up in an era of technological innovation, instant internet connectivity, and exposure to diverse cultures and information globally (Azhari & Hilmi, 2022) .

The rapid and pervasive culture and information landscape now impacts Gen Z, who possess very different characteristics than previous generations. They tend to have shorter attention spans, are more responsive to visual and audio stimulation, and have a collaborative, flexible, and experiential learning style (Tengku Sinar Marwanda, 2024) . Gen Z no longer feels tied to a single authority in learning, such as a teacher or textbook, but rather is accustomed to seeking information independently through search engines, social media, and other digital platforms. These characteristics make traditional approaches to Arabic language learning increasingly less effective and relevant.

Arabic language learning has often been oriented toward textual, grammatical, and normative approaches that emphasize memorization and rigid mastery of language structures (Basaris, 2021) . Meanwhile, Gen Z demands a more communicative, functional, and contextual approach. They want to learn the language not only as a system but also use it in real-world contexts, including in digital realms such as online conversations, social media content, or even the use of Arabic in short videos and podcasts (Musthafa & Safrudin, 2022) .

When it comes to reading and writing Arabic, there remains a significant generational gap between traditional Arabic language learning approaches and the highly dynamic learning needs and styles of Gen Z. These challenges include teachers' limited ability to adapt to technology, an uncontextualized curriculum, a lack of engaging learning resources, and students' low motivation to learn Arabic due to perceived impracticality or irrelevance to their daily lives (Ma'wa et al., 2024) .

However, the Gen Z era also opens up significant opportunities for developing Arabic language learning. Advances in digital technology can be leveraged to create more engaging and effective

learning models, such as through the use of audiovisual media, mobile applications, gamification, virtual reality, and interactive e-learning platforms. Social media platforms like Instagram, YouTube, TikTok, and podcasts can be alternative learning platforms that are informal yet highly effective in capturing students' interest and attention (Oktavia et al., 2023) .

Furthermore, globalization and openness to information have also opened up broader access to contemporary Arab culture and society. This allows Arabic language learning to focus not only on classical texts but also introduce students to contemporary Arab socio-cultural realities, including modern Arabic (al-'Arabiyyah al-Mu'āṣirah), local dialects, and contemporary issues in the Arab world (Rahmasari, 2021) .

According to (Raodah, Miftahul Munif, 2021) , upon further investigation, Arabic language learning in the Gen Z era needs to be directed towards an integrative approach, which not only emphasizes linguistic aspects but also integrates social and cultural values and 21st-century skills such as critical thinking, digital literacy, and global collaboration. In line with research by (Fauzie et al., 2022) , with such an approach, Arabic will not only become a subject to be learned but also a life skill with real relevance and benefits in their lives.

Therefore, the dynamics of Arabic language learning in the Gen Z era are an interesting and important phenomenon that deserves further study. This research seeks to identify and analyze two key aspects that determine the success of Arabic language learning in this era: the challenges faced and the opportunities that can be exploited in the learning process. By understanding these two aspects in depth, it is hoped that more adaptive, innovative, and contextual Arabic language learning strategies will emerge, aligned with the demands of the times and the characteristics of today's learners.

2. RESEARCH METHOD

Several aspects of the research method used include the use of a literary study approach (library research), which is a research that searches using books, or also writings related to the research title (Fauzia & Abdul Aziz, 2024) . This literature study method or literature review involves reading and collecting literature and theoretical references relevant to the research topic from various sources, including journals, books, documentation, and data on the internet (Hasyim & Syafei, 2024) . In this study, a descriptive-analytical method was used for data processing. This research model aims to describe, record, analyze, and interpret current conditions so as to reveal facts related to Arabic language education in the modern or digital era (Nur Aini et al., 2021) . This research can provide a valuable contribution to the development of more flexible and efficient Arabic language learning methods in the ever-evolving digital world by understanding the opportunities and challenges of education.

Therefore, this article reviews a number of journals with a sample of 30 articles that were reviewed according to the search and provides coding for several articles that have similarities and differences in themes that are in accordance with the use of Arabic, especially for the millennial generation (Ghozali, 2021) . Narrative analysis of various uses of Arabic that have been used by several generations Z who are a generation that is fomo and has extraordinary analysis when they carry out an activity or read a narrative using Arabic (Muhammad Haykal Rahman, 2022) .

3. RESULTS AND DISCUSSION

Based on the results of the existing literature search, a number of important dynamics were found that shape the reality of Arabic language learning in the Gen Z era. These dynamics can be categorized into two main themes, namely: challenges that hinder the learning process, and opportunities that can be utilized to increase the effectiveness and relevance of learning.

Challenges of Learning Arabic in the Gen Z Era

a. Methodological Gap between Teachers and Students

One of the most striking challenges is the gap between the teaching methods used by teachers and the learning styles of Gen Z students (Sri Winarti, 2024) . Most Arabic teachers still use a traditional approach oriented towards **the al-qawā'id wa at-tarjamah** (grammar-translation method), where students are asked to memorize vocabulary, systematically study grammatical structures, and translate texts. This method no longer suits the needs and preferences of Gen Z, who desire an **interactive, applied, and context-based approach** (Mahesti & Jaya, 2024) **.**

Students report often feeling bored and having difficulty connecting the Arabic language material they're learning to real life. This results in low motivation and a lack of enthusiasm for learning.

b. Low Digital Literacy Among Teachers

Although Gen Z is very familiar with digital technology, this is not always matched by teachers' readiness to utilize it. Many teachers still experience difficulties using technology-based learning media, such as Learning Management Systems (LMS), interactive applications, or video platforms. Low digital literacy among educators is a barrier to creating engaging learning that aligns with students' digital lifestyles (Linur & Daulay, 2024) .

Most teachers are also not yet trained in creating technology-responsive learning content, such as learning videos, online quizzes, or using social media as a tool for learning Arabic.

c. Lack of Learning Resources Relevant to the Gen Z World

Available Arabic language teaching materials are still dominated by classical texts and do not accommodate developments in popular culture or contemporary social phenomena. Textbooks rarely present current themes such as technology, the environment, social media, or youth lifestyles. However, Gen Z tends to be interested in material that is current, contextual, and relevant to their daily lives. (Talia, K. (2024).

Furthermore, there are almost no Arabic language learning materials that use a multimodal approach, namely a combination of text, audio, video, and interactive visuals—even though this format is very popular with Gen Z.

d. Functional Views on Arabic Are Still Weak

Many students view Arabic solely as a "compulsory subject" or a graduation requirement, rather than as a communication **tool** or life skill. This may be due to a learning evaluation system that still emphasizes cognitive aspects such as written exams, rather than communicative language skills (listening, speaking, reading, and writing). As a result, students are less motivated to master Arabic functionally, let alone use it outside of the classroom (Zebrillianti & Muhammad Afifudin Dimyathi, 2024) .

Arabic Language Learning Opportunities in the Gen Z Era

Despite the challenges that arise, the Gen Z era also offers strategic opportunities that can drive the transformation of Arabic language learning to be more engaging, adaptive, and meaningful.

a. Integration of Digital Technology as an Innovative Learning Medium

The digital era offers various learning platforms that can be integrated into Arabic language teaching, such as: **Mobile applications (** e.g., Duolingo, Memrise, Arabic version of Rosetta Stone **) , Educational YouTube channels** Arabic, **Podcast** conversation **learning , interactive videos and educational games** Arabic-based (Fu'adah, 2021) .

This platform can be used as a supplementary medium or even as a primary learning tool, enabling students to learn independently, flexibly, and at their own pace. Technology also enables personalized learning, which is perfect for Gen Z, who prefer control over their learning experience.

b. The Potential of Social Media as an Informal Learning Tool

Social media platforms like Instagram, TikTok, and Telegram are not only entertainment but also have great potential as **informal learning tools** . Many Arabic content creators provide light,

practical, and entertaining learning materials. Teachers can encourage students to follow educational accounts, watch creative Arabic content, or even create their own content as part of their learning assignments. (Astina & Toyibah, 2021) .

This is in line with the concept of **edutainment** (education + entertainment) which is suitable for Gen Z who have a tendency to learn while having fun.

c. Strengthening Communicative and Contextual Approaches

Another major opportunity is the application of **a communicative approach (Communicative Language Teaching/CLT)** in Arabic language learning, which focuses on language skills as a tool for everyday communication, not just the formal structure of the language (Muhammad Nashrullah, 2021) . In this approach, students are invited to engage in dialogue, role-play, create multimedia projects, or design simulations of real situations such as interviews, discussions, and presentations.

Project-based learning or problem-based learning activities are also very suitable for Gen Z because they emphasize collaboration, creativity, and problem-solving (Rustandi, 2024) .

d. Contextualization of Material with Contemporary Social Issues

Global and local issues such as environmental sustainability, digitalization, the Palestinian crisis, modern Arab culture, and the use of AI can be integrated into Arabic language teaching materials. This not only enriches students' vocabulary and language comprehension but also fosters critical literacy, social empathy, and multicultural awareness (Muhamad Farhan Fauzan et al., 2023) .

How to learn Arabic for generation Z is as follows:

No	Skills	Strategy for Generation Z
1.	Istikma ' (Listening)	short Arabic videos , subtitles, listening quizzes
2.	Kalam (Speaking)	Role play, recording voice , Zoom community , chatbot
3.	Qira'ah (Reading)	Short stories , articles light , application read Arabic
4.	Kitabiyah (Writing)	Journal daily , writing captions, practicing write simple

Aspects that can be funology It is related with sound Arabic , which is very important Because a number of Arabic letters have sound that is not There is in Indonesian , Speaking (الكلام) is one of the skills productive in learning Arabic language aimed at students capable disclose thoughts , ideas, and feelings in a way oral with good and right (Prihandini & Fajriyatul Fahyuni, 2024) . Aspects important in skills speak covering mastery vocabulary (المفردات) , correct pronunciation in accordance makhārijul ḥurūf (مخارج الحروف), use proper grammatical structure (النحو) , as well as fluency (الطلاقة) and trust self in convey message . In addition , the skills speaking also demands ability interact in a way contextual , such as give greetings , introducing self , convey opinion , or respond against talk . In the learning process , practice speak can done through dialogue, presentations , simulations (role play), and discussions designed group in a way communicative and meaningful . For generation Z, the use of digital media such as video blogs, Arabic chatbots , and online conference platforms can become effective means For practice ability speak in a way active and fun (Azhari & Hilmi, 2022) .

Reading (**القراءة**) is skills very important receptive in learning Arabic because become base For understand various information written , good in context academic and life everyday . Aspects main in read covers introduction letters and vowels (الحروف والحركات), mastery vocabulary (المفردات), as well as understanding to structure sentences and context reading (فهم السياق). In addition , the ability identify main ideas , concepts supporters , and meaning implied also to be part important from skills read (Basaris, 2021) . For generation Z, approach read must customized with character those who are digital-native, such as through interactive e-books , Arabic online articles , stories short with illustrations and applications learning that presents reading gradually in accordance level understanding . With read in a routine and structured manner , students can expand outlook language , enrich vocabulary , and improve skills speak Arabic comprehensive . Writing (**الكتابة**) is one of the skills productive in learning demanding Arabic ability express ideas, feelings and information to in correct and structured writing

form . Aspects main in skills write covers mastery Arabic letters (رسم الحروف), grammatical rules (النحو) , structure logical sentence (ترتيب الجمل), as well as use appropriate vocabulary context (اختيار المفردات). In addition , writing also trains skills think critical and creative , especially moment compile paragraph or essay based on theme certain . For generation Z, training write can done in a way interesting through digital media, such as writing Arabic blogs , creating social media captions , or use application correct interactive Arabic . With consistent training and feedback right back , ability write students can develop , start from write sentence simple until text more narrative and argumentative complex (Musthafa & Safrudin, 2022) .

4. CONCLUSION

Arabic language learning in the Gen Z era is experiencing significant dynamics as a result of changes in student characteristics, technological advances, and socio-cultural transformations. Generation Z is characterized as a digital generation accustomed to fast access to information, the use of social media, and flexible and interactive learning environments. This poses challenges for educators, such as the Methodological Gap between Teachers and Students, Low Digital Literacy among Teachers, a Lack of Learning Resources Relevant to the Gen Z World, and a Still Weak Functional View of Arabic .

However, this dynamic also opens up various strategic opportunities for renewal and innovation in the Arabic language learning process, namely: integration of Digital Technology as an Innovative Learning Media, Potential of Social Media as an Informal Learning Tool, Strengthening Communicative and Contextual Approaches, Contextualization of Material with Contemporary Social Issues .

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