

INTEGRATION OF TRADITIONAL AND MODERN METHODS ARABIC LANGUAGE LEARNING IN THE DIGITAL ERA (A STUDY AT SDIT AL ANIS KARTASURA SUKOHARJO)

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Abstracts: This article departs from the view that methods play an important role in the process of learning Arabic, especially in Islamic educational institutions. With the development of technology and the rapid digitization in the world of education, modern technology-based learning methods are beginning to dominate. Nevertheless, there is a gap between traditional and modern approaches. Traditional methods are considered less responsive to technological advancements, while modern approaches sometimes overlook the values of depth, perseverance, and meaningful learning that have long been upheld in traditional methods. This poses a challenge in creating an effective, relevant, and balanced Arabic language learning system. This research takes a case study at SDIT Al Anis Kartasura Sukoharjo, which has a system that adopts a Pesantren (Islamic boarding school) and is combined with the government curriculum, promoting and developing an integration of the National Curriculum from the Ministry of Education, Ministry of Religious Affairs, and the distinctive Integrated Islamic Schools, namely the system oriented towards Pesantren developed by the Al-Anis Kartasura foundation. This study is descriptive qualitative, with an analysis using an interactive model, namely data reduction, data presentation, and conclusion drawing. The results are as follows: First, the integration of traditional and modern methods in Arabic language learning in the digital era has a positive impact on the effectiveness and quality of the teaching and learning process. Second, learning at SDIT Al-Anis is like at a Pesantren, collaborated with the current government curriculum. The integration of traditional and modern methods not only enables transformation in Arabic language learning but also opens opportunities to enhance the quality of education that is contextual, adaptive, and competitive in the digital era.

Key words: Integration, Traditional Methods, Modern Methods, Learning Arabic, Digital Era.

Introduction

Currently, the development of Arabic language learning has significantly progressed in Islamic educational institutions in Indonesia. This is driven by the fact that Arabic is one of the foreign languages that is studied in both formal and non-formal institutions. Arabic is the language of the holy scriptures of Muslims, namely the Qur'an and the Sunnah, and no less than 22 countries in the Middle East and Africa have made Arabic their national language. Furthermore, Arabic has also become the language of education, science, diplomacy, social and economic transactions, and culture for the majority of the population in those 22 countries (Azhar Arsyad, 2008, 1).

The Arabic language is one in which every verb is structured from three basic forms of sentences, namely *Isim*, *fi'il*, and *huruf*. Therefore, the sentence structure in Arabic is never

detached from these three elements. The lexical ability to produce words has made it an important place among contemporary world languages, and interest in learning has grown among foreign speakers around the world, leading many institutes and organizations to develop special programs focused on teaching foreign speakers (Rushdi Ahmad Tadaima, 1982, 15-18).

Arabic is studied in Indonesia within Islamic educational institutions, such as pesantren (Islamic boarding schools), madrasahs, Islamic schools, and Islamic universities. The Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 2 of 2008 regarding the competency standards and content standards for Islamic Religious Education (PAI) and Arabic language states that Arabic must be studied by students in Madrasah Ibtidaiyah, aimed at encouraging, guiding, discussing, developing skills, and fostering a positive attitude towards the Arabic language, both receptive, which includes listening and reading, and productive, which covers speaking and writing (Regulation of the Minister of Religious Affairs of the Republic of Indonesia No. 2 of 2008, 51).

The problems faced in learning Arabic in Indonesia, like other languages, include two aspects: linguistic and non-linguistic issues. There are non-linguistic problems related to sociological, psychological, and methodological factors. Meanwhile, linguistic issues are related to the elements of language, namely phonetics, vocabulary, sentence structure, meaning, and writing (Nazri Syakur, 2010, 57). The classification of issues is not only based on the level and location of educational institutions but also based on the type of problem. There are issues directly related to Arabic material known as linguistic problems and issues that are not directly related to Arabic language called non-linguistic problems (Aziz Fachrurrozi and Erta Mahyuddin, 2011, 2).

Methods play an important role in the Arabic language learning process, especially in Islamic educational institutions. With the advancement of technology and the rapid digitalization in the education sector, technology-based modern learning methods are beginning to dominate. However, there is a gap between traditional and modern approaches. Traditional methods are considered less responsive to technological developments, while modern approaches sometimes overlook the values of depth, perseverance, and meaningful learning that have been highly regarded in traditional methods. This poses challenges in creating an effective, relevant, and balanced Arabic language learning system.

Therefore, an integration that can combine the advantages of traditional methods with modern methods in the current digital era is necessary. This integration is expected not only to improve the quality of Arabic language learning but also to explore how both methods can be

harmonized in the context of Arabic language learning in the digital era.

Integrated Islamic Schools (SIT) are essentially schools that apply the concept of Islamic education based on the Qur'an and Sunnah. In practice, Integrated Islamic Schools are defined as schools that adopt an integrated approach. The implementation is carried out by combining general education and religious education into the curriculum. Additionally, it emphasizes integration in learning methods to optimize cognitive, affective, and psychomotor domains. Integrated Islamic Schools also combine intellectual, spiritual, and physical education. In its implementation, it incorporates involvement and active participation from the learning environment, namely the school, home, and community.

Since its development, the Integrated Islamic School has also used a madrasah curriculum, particularly in Arabic language subjects. Similarly, at SDIT Al Anis Kartasura Sukoharjo, which has a system that adopts Pesantren and is combined with the government curriculum, they promote and develop the integration of the National Curriculum from the Ministry of Education, Ministry of Religious Affairs, and the unique Integrated Islamic School curriculum, which is a system oriented towards the pesantren developed by the Al-Anis Kartasura foundation.

Based on this background, this article aims to present about the Integration of Traditional and Modern Methods in Arabic Language Learning in the Digital Era by taking a study at SDIT Al Anis Kartasura Sukoharjo.

Research method

This research is about the Integration of Traditional and Modern Methods in Arabic Language Learning in the Digital Era, a study at SDIT Al Anis Kartasura Sukoharjo, is a qualitative descriptive research. This research is expected to uncover the meanings present in the thoughts and actions of the research subjects (Strauss, 2007). Data were collected using three methods: direct observation, in-depth interviews, and documentation. Data analysis used an interactive analysis model including data reduction, data presentation, and conclusion (Miles & Huberman, 1992, 16), while validity was tested through data triangulation and informant review.

Result and Discussion

Arabic language learning at SDIT Al Anis Kartasura Sukoharjo

SDIT Al-Anis Integrated Islamic Elementary School (SDIT) Al-Anis Kartasura is an Islamic educational institution under the guidance and supervision of the Al-Anisiyah Islamic

boarding school foundation located in Jiwan village, Rt 02 Rw 06, Ngemplak sub-district, Kartasura, Sukoharjo.

SDIT Al-Anis Kartasura is one of the schools that provides opportunities for the community to obtain decent and quality education. By developing effective and innovative learning models, students are expected to find the most ideal and enjoyable learning methods for themselves. The curriculum of SDIT Al-Anis Kartasura refers to the applicable national curriculum, supplemented by the religious curriculum that is a hallmark of SDIT Al-Anis Kartasura. All learning programs are designed using habituation methods, gradually, continuously, generally, humanistically, holistically, and avoiding violence as an effort to produce students who excel in various fields.

This school, or SDIT Al-Anis, was established in 2005. One of the reasons for its establishment was the emergence of the Integrated Islamic School trend, in response to the need for Islamic education due to its inadequacy, especially if it is only held in the afternoon, considering that the local community is made up of urban residents who work from morning to evening. Thus, there was a need for a school that understands the needs of the surrounding community, helping parents, and thankfully, the response has been positive. To be considered ideal, it takes 2 to 3 years to prepare as the concept of the integrated Islamic school that we offer (Interview with Ahmad Muhammad, Headmaster of SDIT Al-Anis).

In the Arabic language learning at this school, students are accustomed to participating in speeches, such as khitabah, which is a characteristic of this school, and they even make school events bilingual, including Arabic. Indirectly, these activities introduce and establish the identity of this school.

In practice, there are common problems due to the lack of communication and the gap among teachers of the Arabic language. The teaching teacher is static and has not explored much of the existing materials. The development process for teaching materials has been established from the beginning, and it was the first time that a teacher with a pesantren background created their own teaching materials. These materials have been used until now and have not undergone any development or additions.

The Arabic language curriculum, since it was determined as a local subject, has not been revised in a way that could be more engaging; if a teacher changes, the delivery will be different. However, if the book is interesting, it can be used by other teachers. Teaching at SDIT Al-Anis is systematic and adopts the pesantren approach, combined with the government curriculum. Therefore, this curriculum gives SDIT Al-Anis its distinctive characteristics.

Arabic language materials at this school are arranged according to the basic learning standards in Arabic. In first and second grade, the focus is on vocabulary, while in third grade, grammar and basic Arabic rules are introduced. The materials for lower grades in the second semester of first grade introduce vocabulary about school equipment, body parts, means of transportation, and names of animals. The materials for second grade in the second semester cover adjectives, pronouns, body parts, names of days, and names of months. Meanwhile, for third grade in the second semester, the topics include ownership, prepositions, and pronouns.

Outside of teaching and learning activities, there are extracurricular activities that support the Arabic language, namely speech extracurriculars. In this extracurricular activity, three languages are learned for public speaking, one of which is Arabic, accompanied by a teacher so that students can develop their interest, including in the Arabic language.

According to the supervising teacher, students' motivation to learn Arabic can be considered minimal due to several factors. One of them is that Arabic language learning at this school only has two meetings per week and the frequent change of teachers. However, students at this school prefer learning Arabic through songs, especially in memorizing vocabulary.

SDIT Al-Anis uses a curriculum that incorporates and develops the integration of the National Curriculum from the Ministry of Education, the Ministry of Religious Affairs, and a unique Integrated Islamic School curriculum, which is oriented towards pesantren (Islamic boarding schools) developed by the Al-Anis Kartasura foundation. This pesantren-based Integrated Islamic School curriculum aims to implement character education and follows the model of pesantren, aspiring for students to exhibit good behavior and morals despite differences. It not only shapes students into individuals with pesantren character but also prepares them to continue their education at a pesantren. Based on this understanding, religious studies, tahfiz (Quran memorization), and Arabic language lessons are implemented as provisions for students heading to pesantren after completing their education in this school.

Learning at SDIT Al-Anis is like in a pesantren, integrated with the current government curriculum. Arabic language education adopts the curriculum from the Ministry of Religious Affairs, but the school also develops its own teaching materials based on pesantren-oriented principles. Therefore, this school integrates traditional or classical methods with modern methods. It is hoped that the graduates will be ready to enter a pesantren based on the religious education and Arabic language that are highly emphasized at this school. (Interview with Hikmah, Arabic Language Teacher at SDIT Al-Anis).

Traditional and Modern Methods in Arabic Language Learning

Learning (the teaching-learning process) is a deliberate activity (effort) by an educator to modify (organize) various components of teaching and learning aimed at achieving predetermined objectives. From a process perspective, teaching and learning have a very close relationship. In fact, there is a connection and interaction, as well as influence on one another to support each other because the goal of learning is the criterion for achieving the level of quality and efficiency of learning itself, which is a complex process (Taufik Nur, 2018, 70).

One of the abilities that teachers must possess as a component to carry out their professional duties is understanding the learning students and managing the learning process that can develop the abilities and shape the students and the personality to understand the learning process. In order for students to comprehend the learning processes that occur among them, they need to master the basic concepts and the concepts of learning. Through mastering the nature and basic concepts of learning, teachers are expected to apply them in learning activities because the main function of learning is to facilitate the growth and development of learning for students.

Learning activities are carried out by two actors, namely teachers and students. The teacher's behavior is to teach and the student's behavior is to learn. Learning behavior is related to the design and implementation of learning models (Udin S. Winataputra, 2011, 1). Meanwhile, improving language skills can also enhance all abilities related to language. This is an important way to improve learning capabilities (Win Wenger, 2012, 135). Planning learning cannot be separated from learning variables. This is because learning planning is related to three learning variables. Scholars classify important learning variables mainly related to their activities in developing learning theories. Simon (1969) classified these learning variables as the main components of design science into three (3), namely (1) alternative goals or requirements, (2) possibilities for action, and (3) fixed parameters or constraints.

The methods of teaching Arabic consist of traditional methods and modern methods. The traditional method of teaching Arabic is the *qawaid tarjamah* method. In contrast, modern methods include the Reading Method, Audiolingual Method, Direct Method, Silent Way, and Natural Method (Abidin, Zainul, 2024, 24–46).

These give students space to learn independently or in groups through various digital media. Arabic language learning in the digital era demands a more adaptive, creative, and interactive approach to suit the characteristics of today's generation of learners. The use of technology such as learning applications, social media, e-learning platforms, and multimedia-based media has proven to enhance students' interest, understanding, and participation in the learning process. Each strategy has its own advantages, ranging from time flexibility, ease of

access, to visual-auditory approaches that aid contextual language understanding. Learning is no longer one-way; rather, it is more dynamic, collaborative, and provides space for students to learn independently or in groups through various digital media (Zikrullah Nuzuli, Nurdina Afrah, 2024).

Integration of Traditional and Modern Methods in Arabic Language Learning in the Digital Era

The transformation of Arabic language learning in the digital era has a significant positive impact on the ways of teaching and learning at various educational levels. The development of digital technology has opened new opportunities in delivering material, enriching the learning experience, and allowing the learning process to be more flexible. The use of technology facilitates access to diverse information sources, enhances interaction between students and teachers through online platforms, and supports the implementation of more dynamic, creative, and contextual teaching methods. In addition, digital media such as Arabic language learning applications, interactive videos, and online discussion forums can stimulate students' interest in learning and accelerate the mastery of language competencies (Ahmad Ali Muzakk, Rodhy Harisca, Husain Ibnu Abdilah, 2025, 37-48).

In an era of rapidly evolving education, the integration of traditional and modern learning methods has become increasingly relevant and necessary. This strategy offers a holistic and balanced approach, leveraging the strengths of each method to create a more effective and meaningful learning experience for students. Through a smart combination of the richness of traditional educational heritage and technological innovations, as well as student-centered learning approaches, the implementation of this strategy aims to optimize the learning process, meet diverse learning needs, and prepare students to face future challenges with better readiness (Maulana Malik Ibrahim, Mukhsin, 2025, 512-529).

The integration of technology in learning has a significant impact on the improvement of digital pedagogical competencies. The planned and integrated use of digital technology in learning activities directly enhances teachers' abilities to design, deliver, and evaluate digital-based learning. The higher the level of technology integration in learning, the higher the teachers' digital pedagogical competencies, which include the ability to design innovative, interactive, and relevant learning experiences for the needs of the digital era. Teachers who can utilize technology are not only more effective in teaching but also capable of creating a more interactive, innovative learning environment that aligns with the characteristics of learners in the digital era (Siti Rosyidah, Achmad Supriyanto, Mustiningsih 2025, 116-117).

The method of teaching Arabic at SDIT Al-Anis used in first, second, and third grade classes is the drill method. This method is used because it still requires repetition in the material. Unlike upper classes, which must adjust to modern methods to be easily understood by students.

SDIT Al-Anis, like a Pesantren (Islamic boarding school), combines traditional education with the current government curriculum. It is possible that the Arabic language learning adopts the curriculum from the Ministry of Religious Affairs, but this school also develops its own teaching materials based on Pesantren oriented principles. Therefore, the integration of traditional and modern methods is highly pursued, adapting to the current digital era, which not only allows for transformation in Arabic language learning but also opens up opportunities to improve the quality of this school, making it contextual, adaptive, and competitive in the digital era by integrating traditional and modern methods in today's digital learning.

Conclusions

From the description above, it can be concluded that the integration of traditional and modern methods in learning Arabic in the digital era is highly needed and is expected to have a positive impact on the effectiveness and quality of the teaching and learning process. Traditional methods remain relevant in instilling the fundamentals of the Arabic language in depth, especially in the aspects of grammar (*nahwu-sharaf*), vocabulary mastery, and character building discipline. Meanwhile, modern methods based on technology, such as the use of interactive learning applications, educational videos, e-learning platforms, and the utilization of social media, have proven to enhance motivation, engagement, and accessibility of learners to Arabic language materials. The use of technology also allows learning to be conducted in a more flexible, creative manner, and in accordance with the learning styles of the digital generation. The integration of both creates a balanced learning method, where traditional values are maintained, yet remains responsive to the times. This integration process requires an active role from teachers as facilitators and innovators in designing learning, as well as institutional support in the form of training and the provision of digital resources. In line with this, learning at SDIT Al-Anis, like in a Pesantren, is integrated with the current government curriculum. The Arabic language learning adopts the curriculum from the Ministry of Religious Affairs, but this school also develops its own teaching materials based on a Pesantren-oriented principle. It is expected that graduates are ready to enter Islamic boarding schools based on religious education and the Arabic language, which are highly emphasized in this school. Thus, the integration of traditional

and modern methods not only allows for the transformation in Arabic language learning but also opens opportunities to enhance the quality of education that is contextual, adaptive, and competitive in the digital era.

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