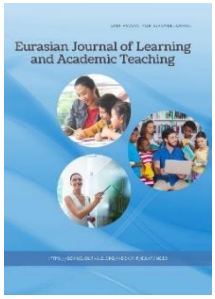


Arabic Language Teachers' Competence Enhancement via Computer-Based Learning Media Workshop

Ahmad Maghfurin Universitas Islam Negeri Walisongo Semarang
Correspondence e-mail: ahmad_maghfurin@walisongo.ac.id

Alis Asikin, Rokhani Universitas Islam Negeri Walisongo Semarang

ABSTRACT

This article explores the design and implementation of computer-based learning media workshops aimed at enhancing the competency of Arabic language teachers. It examines workshop curricula, pedagogical strategies, hands-on experiences, facilitation roles, and evaluation mechanisms. The study underscores the importance of cultural relevance and contextual appropriateness in workshop designs for educators in Islamic schools in Indonesia.The challenges faced during these workshops include practical barriers (limited device access), technological hindrances (varying proficiency levels), and pedagogical adjustments (resistance to change). Recognizing and addressing these challenges is crucial for refining future workshops and ensuring effective technology integration in language education.In conclusion, the transformative journey of improving Arabic language teachers' competency through computer-based workshops faces diverse challenges, and understanding and addressing these obstacles are essential for successful technology-enhanced language education.

Keywords: Computer-based learning, Arabic language teacher competency, Indonesian Islamic schools, professional development, workshop.

Introduction

In the dynamic and ever-evolving contemporary educational landscape, characterized by rapid technological advances, educators are at a tipping point where the integration of innovative tools into teaching methodology is not only desirable but a necessity. This article seeks to explore the transformative potential inherent in computer-based learning media workshops, with a particular focus on its important role in improving the competence of Arabic teachers. This exploratory introduction provides a foundation, emphasizing the importance of technology in language education. This emphasis is confirmed by numerous studies showing the positive impact of technology on language acquisition and proficiency.

A fundamental aspect of this exploration lies in understanding the important role of technology in language education. Scientific works such as **Warschauer (2000) and** Plass JL & Jones LC (2005) have highlighted the positive influence of technology, including multimedia, computer-assisted language learning (CALL) programs, and interactive digital resources, on engagement, motivation, and language. learning outcomes. However, the integration of this technology presents its own challenges, and it is important to examine these challenges in the unique context of Arabic language education, particularly in Islamic schools in Indonesia.

Madrasas in Indonesia face challenges that require targeted investigation. These challenges include limited access to technology, deep-rooted resistance to moving away from traditional pedagogical methods, and the need

for specialized training **(** Nurwahidin et all**, 2023) .** The intersection of these challenges creates a complex environment that requires tailored interventions. Recognizing and understanding these challenges is fundamental to designing effective strategies that address the specific needs of Arabic teachers within the cultural and educational framework of Islamic schools in Indonesia.

This article will explore the transformative journey of Arabic language educators as they engage in computer-based learning media workshops. By highlighting the challenges and opportunities encountered during this workshop, our aim is to contribute differentiated insights that inform and enrich the ongoing discourse regarding technology integration in language education. Additionally, the exam is poised to make a significant contribution to the broader discussion around educator professional development, particularly in the field of specialized language teaching.

The incorporation of technology into language education marks a transformative paradigm shift, challenging and reshaping traditional teaching methodologies. The significance of technology in this context goes beyond digitalization; this includes increasing diverse learning experiences. By encouraging interactive engagement, technology not only immerses students in their digital world but also prepares them for the complexities of an increasingly digitalized society. One important aspect of technology lies in its capacity to enrich the learning experience. Research consistently shows that integrating multimedia, interactive platforms, and digital resources into language teaching improves comprehension and retention **(Chapelle, 2001)** . The dynamic and visual nature of technology creates an immersive environment that caters to a variety of learning styles, encouraging a deeper understanding of linguistic concepts.The role of technology in encouraging interactive engagement goes beyond traditional pedagogical methods. Interactive platforms and digital tools enable students to actively participate in the learning process, facilitating dynamic communication and collaboration. This interactive approach not only enhances language acquisition but also fosters critical thinking and problem-solving skills . The importance of technology in language education is evident in its ability to transcend the limitations of conventional learning strategies.

Recognizing the role of technology in preparing students for future endeavors highlights the importance of technology in the broader educational landscape. The importance of technology in language education becomes the basis for the exploration of subsequent computer-based learning media workshops. Recognizing the transformative potential of technology provides a lens through which the specific impact of this workshop on Arabic teachers can be comprehensively understood. By recognizing the broader context in which technology operates, educators can exploit its potential more effectively, ultimately improving language teaching.

Challenges Faced by Arabic Language Teachers

In the realm of language education, technology integration presents various challenges for Arabic language teachers in Islamic schools in Indonesia. Despite the undeniable benefits of technology, educators face unique challenges in incorporating digital tools into their teaching methodology. The main challenge lies in the limited access to technological infrastructure in this educational environment. A scarcity of devices, reliable internet connectivity, and digital resources can hinder the integration of technology into language teaching.Another major challenge arises from the deep resistance among Arabic teachers to abandon traditional teaching methods. Education systems often reflect long-standing practices, and the introduction of technology can disrupt existing norms. Overcoming resistance to change, particularly in the context of language education, requires a strategic approach that acknowledges and addresses the cultural and pedagogical underpinnings of traditional teaching methods (Siddiqui,2018).

Recognizing the need for specialized training is an added layer of complexity in technology integration for Arabic language

instructors. The distinctive nature of language education demands a different understanding of how technology aligns with linguistic pedagogy. Without targeted training initiatives, educators may struggle to harness the full potential of digital tools, hindering the effective integration of technology into their teaching practices **.** In the midst of the unique challenges faced by Arabic language teachers in Islamic schools in Indonesia, the importance of increasing competency is becoming increasingly apparent. Skills in utilizing computer-based learning media are the main key to overcoming obstacles and developing effective language teaching. The digital era demands changes in pedagogical approaches, and educators must navigate this evolution to ensure the delivery of high-quality language education **(Chapelle, 2001).** Awareness of the need to increase competency encourages further exploration of the transformative potential of computer-based learning media workshops. When educators equip themselves with the skills needed to utilize technology effectively, they will be better positioned to overcome challenges, adapt to the digital age, and provide richer learning experiences for their students.

Rationale for the Computer-Based Learning Media Workshop

The strategic choice of computer-based learning media workshops as a vehicle for increasing competence among Arabic language teachers is confirmed by a clear rationale. This workshop represents a hands-on, hands-on approach designed to equip educators with the essential skills and knowledge needed to effectively navigate the digital world of language teaching. The rationale for this selection is based on the belief that immersive experiences offer a unique and in-depth understanding of digital tools, ultimately enhancing pedagogical strategies for language education. The immersive nature of computer-based learning media workshops allows educators to engage directly with digital tools, thereby fostering a deeper understanding of their function and applications. By providing a practical and experiential learning environment, workshops create opportunities for Arabic language instructors to explore the integration of technology into their teaching methodology in real-time **(Stockwell, 2008)** . This hands-on approach is especially important for educators who may be less familiar with digital tools, as it facilitates a smoother transition in incorporating technology into their language teaching.

The rationale for holding this workshop is further supported by numerous studies highlight the effectiveness of experiential learning in technology integration. Additionally, the rationale recognizes the dynamic and ever-evolving nature of technology in education. The in-depth experience provided through workshops allows educators to stay abreast of the latest developments in digital tools, ensuring that their competencies are not only current but also adaptable to future technological advances. This adaptability is important for Arabic language instructors to effectively integrate technology into their teaching methodology and keep pace with developments in language education.

Methodological Approach:

Systematic exploration of the transformative journey of Arabic language educators through computer-based learning media workshops guided by specific research objectives. These objectives function as a structured framework, describing the scope of the research and providing a road map to comprehensively examine the journey of increasing competency in Islamic schools in Indonesia.The first research objective focuses on understanding the impact of computer-based learning media workshops on teaching methodology. This involves a different analysis of how educators integrate the skills acquired in workshops into their language teaching. Research conducted by Bećirović, S. (2023) emphasizes the importance of evaluating changes in learning methods resulting from technology integration, thereby highlighting broader implications for language education.

The second research objective involves evaluating the challenges Arabic teachers face during the training process. This exam explores the practical barriers, technological barriers, and pedagogical adjustments faced by

educators as they navigate the workshops. Insights gained from these assessments contributed to refinement of workshop design and development of targeted interventions. The third and final research objective is to assess the overall results and implications of the computer-based learning media workshop on language education in Islamic schools in Indonesia. This comprehensive evaluation considers the broader impact on Arabic language educators' student engagement, learning outcomes, and overall professional development. Such assessments are critical for informing educational policy and practice in the context of technology integration.

This research begins a qualitative journey to reveal the complexity of the journey to increase Arabic teacher competency through computer-based learning media workshops. A qualitative methodology was chosen, using participant observation, surveys, and interviews to explore the rich and varied experiences of the educators involved in this workshop. This methodological choice aligns with the nature of the exploration, which seeks to capture subjective aspects, perceptions, and in-depth insights of teachers in navigating the intersection between technology and language education. Qualitative research methods, as stated by **Creswell (2013)** , provide a means to explore the intricacies of the journey to increase competency holistically. Participant observation allows researchers to immerse themselves in the workshop environment, gaining direct insight into the dynamics of training sessions. Surveys offer a structured yet flexible approach to collecting quantitative and qualitative data, providing a broader understanding of participants' perspectives. Interviews, on the other hand, offer a personalized and in-depth exploration of individual experiences, allowing researchers to uncover nuanced details about the challenges and opportunities faced by Arabic teachers.

This methodological approach recognizes the dynamic and context-dependent nature of competency enhancement in language education. By capturing the experiences of educators in their natural environments, this research aims to reveal not only the challenges faced but also the unique strategies used to overcome these challenges. A qualitative lens allows for a comprehensive exploration of the lived experiences of Arabic teachers, offering valuable insights that quantitative methods may overlook **(Merriam & Tisdell, 2016).**

Workshop Design and Implementation

This workshop is part of the initiative of the Arabic Language Education Study Program Lecturer Team at Walisongo State Islamic University Semarang in the context of Community Service. This activity was attended by 76 Arabic language teachers in Jepara Regency and was held after the COVID-19 pandemic. The aim is to equip teachers with skills in creating and using technology-based learning media, which has become a new habit in learning after the COVID-19 pandemic.

The material presented in this workshop discusses Arabic language learning media design using Adobe Flash Professional CS6 software. Adobe Flash CS6 has the capability to produce attractive presentations, games, films, interactive applications and learning applications. The features of this software are very complete, including the ability to collaborate with various types of supporting files such as images, audio, Latin and Arabic text, and animation **(Ampera, 2017).** The workshop material includes an introduction to the Adobe Flash Professional CS6 application, starting from installation, use, practice, to evaluation of training implementation. The hope is that this training can increase participants' knowledge and creativity in planning and designing Arabic language learning media using Adobe Flash Professional CS6.Training activities are carried out offline in a discussion and direct practice format. Participants were selected through voluntary participation, with a target participant of 79 Arabic language teachers who are members of the Madrasah Tsanawiyah 02 Jepara Working Group. As a follow-up, evaluation is carried out by filling out a Google form which can be accessed via https://forms.gle/nTshYUDCc8JQ3uub8 .

The implementation of training activities is divided into two main sessions. The first session discussed the concept of media,

including the definition, function and foundation of learning media. The second session was a practice in preparing Arabic learning media using Adobe Flash Professional CS6. The training activity began with assistance in installing Adobe Flash CS6 software on the participants' laptops. The choice of using Adobe Flash as a training tool was chosen because of its ability to display various forms of animation that can be adapted to user needs **(Muhamad Fatchan, 2018)** . The initial step in the training is installing Adobe Flash CS6 on the participant's computer device, taking into account the minimum specifications required by the device.

Table 01:
Minimum Computer Device Specifications

Windows	Mac
• Intel® Pentium® 4 or AMD Athlon® 64 processor • Microsoft® Windows® XP with Service Pack 3 or Windows 7 with Service Pack 1. • 2 GB of RAM (3 GB recommended) • 3.5 GB of available hard-disk space for installation; • 1024 x 768 display (1280 x 800 recommended) • Java™ Runtime Environment 1.6 (included)	• Multicore Intel processor • Mac OS X v10.6.8 or v10.7. • 2 GB of RAM (3 GB recommended) • 4 GB of available hard-disk space for installation • 1024 x 768 display (1280 x 800 recommended) • Java™ Runtime Environment 1.6 (included)

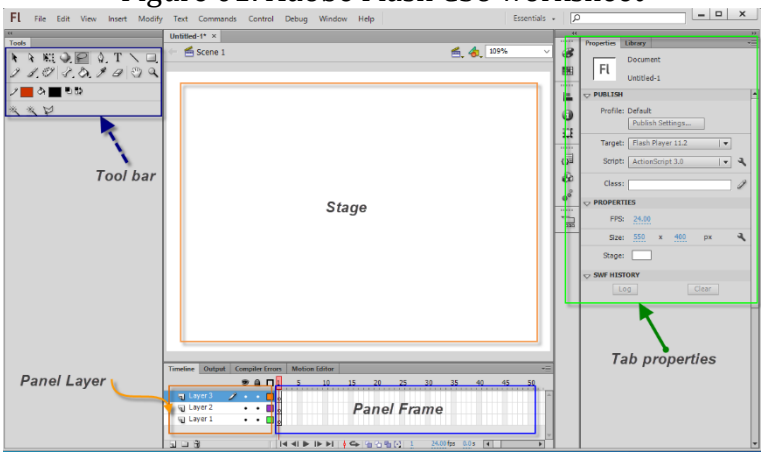
Specifications of the computer device It's quite light and compatible with all types of laptops today so that this installation stage runs smoothly without any problems. The next stage is mentoring to create learning media that contains teaching material. This Adobe Flash software, although easy to use, is still something new for the training participants, so the training is carried out carefully, slowly and gradually. Media design begins by inputting text, inputting images into the stage (work page) according to the appropriate layers and frames.

Working with Adobe Flash software requires knowledge and understanding of the Adobe Flash work page and also the tools / equipment that are often used in it. Among the tools that are often used in working with Adobe Flash can be seen in the following table and image:

Table 02: Adobe Flash Pro CS6 tool bars

No	Tool Name	Function
1	 Selection Tool	For selecting objects on the stage
2	 Text Tools	For make object text and paragraphs on stage
3	 Line Tool	For make line objects on the stage
4	 Rectangle Tool	For make object box on stage With click end lower Can changed become circles and ovals.
5	 Erase Tool	For delete objects on stage (Madcoms and Andi 2013, 6–7)

Figure 01: Adobe Flash CS6 worksheet



Menu Bar. The menu bar is located at the top of the Adobe Flash Pro CS6 software. Here there are many commands used to operate Adobe Flash CS6,

Stages. The stage is a place to display work, a place to create movie clip objects, buttons, graphics and text.

Toolbox. This toolbox is located on the right, but its placement can be changed to suit the user's comfort. This toolbox is a collection of work tools used to create text or objects. Among the toolboxes that are often used in making learning media are the Selection tool, Text tool, Rectangle tool, erase tool, bruse tool, line tool and Hand tool.

Timeline. The timeline is located at the bottom of Adobe Flash CS6. Its function is to set the duration of the animation, organize the page, layer placement, and script placement. All forms of movie objects created will be arranged via the Timeline. This timeline consists of two parts, a layer panel and a frame panel.

Layers. Layer is a panel that functions to regulate the placement of objects on the stage. Through this layer, an object can be placed behind or in front of another object.

Frames. Frames are part of the timeline panel, frames are a series of small parallel boxes in sequence which function to organize the animation of movie clips, arrange page layout

Properties. The properties panel is located on the right of the work screen, functions to display the parameters / variations of existing objects that have been created on the stage screen. **(Ardy Saputro 2016, 6–12)**

After inputting text and images, the next step is to provide navigation buttons between each frame / page. Then the final step is to provide code / action script for each button component in each frame.

Figure 02: session of Design of Arabic Learning Media.

Activity media design using Adobe Flash is not difficult , however need accuracy in its implementation . The main obstacle faced participant training is limitations in enter Arabic text . This matter caused by reality that type in Arabic is _ something talent specifically

those that don't owned by all participant . Therefore _ that , deep training here , speaker more focus explain function knob navigation and how to give code on the buttons. After pass all these stages , steps final is publish product from results Work with using Adobe Flash CS6 software. Excess main from this software is his abilities For published or exported in SWF, EXE, and HTML formats . Publication results in these three formats own very small size , makes it easy in share with participant educate through flash disk , drive, or even through WhatsApp chat attachment **(Atika and Malasari , 2022).**

Result of training making this Arabic language learning media form prototype or learning media templates For class VIII in the textbook of the Ministry of Religion of the Republic of Indonesia. Templates that have been made Then shared to all participant For studied and developed more carry on in accordance with curriculum Latest Arabic Language Subjects. Participant expected can perfect this template in accordance with teaching material in the book lesson. At the end of the workshop, carried out evaluation For get impressions and assessments from participant training media creation . Evaluation This covers evaluation to training and benefits obtained _ participant after follow activity the . By In general , workshop participants expressed a sense of happiness and satisfaction with activity This . Although so , they are feel not enough time For train apply material training to in classroom learning _ they . Therefore _ that 's them hope for training can proceed to stage next with more Lots time practice .

Discussion

Based on the challenges faced by Arabic teachers in integrating technology in the teaching process, this article conducts a systematic analysis of the results and impact of computer-based learning media workshops. In an effort to address emerging uncertainties and obstacles, this book presents an in-depth exploration of how technology integration impacts teaching methods, levels of student engagement, and the overall professional development of Arabic language educators. By presenting multiple perspectives on the results, this article makes a significant contribution to the broader discourse on the role of technology in language education and the potential for sustainable competency improvement.

The comprehensive approach adopted in this article ensures a thorough examination of the urgency of technology in language education, the specific challenges faced by Arabic teachers, and the essentiality of competency enhancement as a solution. By detailing the experiences of educators, researchers, and policymakers, this article aims to provide valuable insights that can shape the direction of more innovative and adaptive Arabic language education for the future.

The core of this article is an in-depth exploration of the design and implementation of computer-based learning media workshops, which are an important component in the journey to increase the competency of Arabic teachers. This section examines various aspects, including the workshop curriculum, the pedagogical strategies used, and the integration of hands-on experiences. The workshop curriculum is a fundamental element that shapes the learning experience of educators. This includes the selection of relevant digital tools, a series of teaching modules, and the incorporation of pedagogical theory. The pedagogical strategies used during the workshop play an important role in facilitating effective learning. This article investigates the teaching methods used, such as collaborative learning, interactive demonstrations, and guided practice sessions. These strategies are designed not only to increase educators' technology proficiency but also to foster a deeper understanding of how to integrate these tools into language teaching (Plass & Jones, 2005).

The integration of hands-on experiences in the workshop structure is a key feature that allows educators to actively engage with digital tools. Participants gain practical insight into the application of technology, overcoming the challenges outlined in the literature review. This experiential learning approach is in line with Stockwell's (2008) research, which highlights the importance of learner readiness and usage patterns in mobile learning contexts.

Effective facilitation involves not only technical expertise but also a deep understanding of the pedagogical implications of technology integration. Facilitators serve as guides, helping educators navigate the digital landscape and providing tailored support to address individual challenges (Levy, 2009). Evaluation mechanisms embedded in the workshop design are essential to assess the effectiveness of the competency improvement process. This article examines how assessments, feedback sessions, and reflective activities are integrated to measure participant progress and gather insights for continuous improvement. Combining formative and summative assessments is in line with best practices in educational program evaluation (Scriven, 1991).

The duration and format of the workshops were also assessed taking into account factors such as session length, frequency and balance between theoretical and practical components. This article investigates research on effective workshop duration and format, recognizing that workshop design must accommodate the diverse needs and preferences of educators (Garet et al., 2001). Consideration is given to providing resources and support outside of workshop sessions. This article explores whether ongoing mentoring, access to digital repositories, and communities of practice are established to sustain educators' growth in technology integration (Ertmer & Ottenbreit-Leftwich, 2013).

Cultural considerations are essential to ensure that workshop content is acceptable to participants and aligned with the broader educational context. The journey to increase the competency of Arabic teachers through computer-based learning media workshops is a transformative process but not without challenges. This section critically examines the obstacles educators faced during this workshop, including practical barriers, technological barriers, and important pedagogical adjustments required. Understanding these challenges is critical to discerning the effectiveness of workshops and refining future interventions in technology-enhanced language education. Practical barriers emerge as major challenges hindering the integration of technology into language teaching. This can include limited access to devices, inadequate technological infrastructure, and limited resources in educational settings. Technology barriers pose a range of other challenges, ranging from educators' varying levels of technology proficiency to issues related to software compatibility and accessibility. These challenges are multifaceted and require tailored strategies to address the diverse needs of Arabic teachers.

Recognizing these barriers is fundamental to developing targeted interventions to bridge the digital divide and ensure equitable access to technology-based professional development. Pedagogical adjustments present challenges, as educators navigate the shift from traditional teaching methods to the use of technology in language teaching. Resistance to change, the need for additional training, and concerns about its impact on teaching effectiveness can hinder the smooth integration of digital tools. Addressing these pedagogical adjustments requires a strategic approach that combines technical training with pedagogical support.

Conclusion

This article highlights the imperative role of computer-based learning media workshops in enhancing the competency of Arabic teachers amid the evolving educational landscape. It emphasizes the crucial intersection of technology and language education, supported by studies showcasing its positive impact on language acquisition. The exploration navigates the specific challenges faced by Arabic educators in the unique context of Indonesian Islamic schools, including limited technology access and resistance to pedagogical change.The article contribute nuanced insights to the ongoing discourse on technology integration in language education by exploring the transformative journey of Arabic language educators during these workshops. It also seeks to make a substantial contribution to the broader discussion on professional development for educators, especially in the realm of specialized language teaching. In

summary, this exploration sheds light on the diverse challenges faced by Arabic language educators during computer-based learning media workshops, ranging from practical to technological and pedagogical adjustments. Recognizing and overcoming these challenges are pivotal for refining future workshops, ensuring their effectiveness in equipping educators to navigate obstacles and leverage technology for enriched language instruction.

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