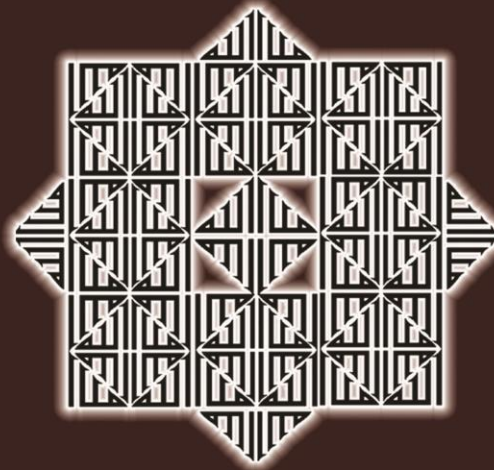


HUNAFFA

Jurnal Studia Islamika



ALKHAIRAAT POLITICAL CHARISMA
Syamsuri

IRAN REVOLUTION, ECONOMIC STRUGGLE AND
INDEPENDENCE UNDER PRESSURE
Meirizon Alizar Ali

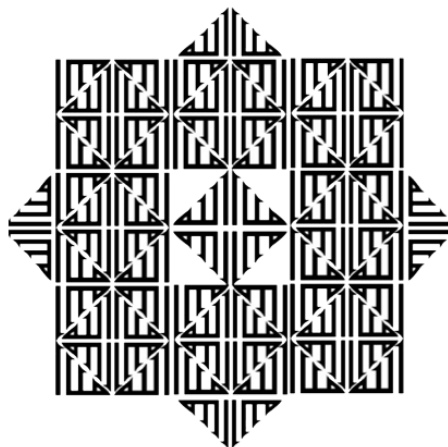
MARKETING PERFORMANCE DETERMINANT
OF HALAL PRODUCTS IN INDONESIA
Confirmatory Factor Analysis Approach
Aan Nasrullah

State Institute for Islamic Studies (IAIN) Palu
Central Sulawesi

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Editorial Preface

Nuridin Nuridin, Institut Agama Islam Negeri (IAIN) Palu

This issue (Vol. 16 issues 1) of *Hunafa: Jurnal Studia Islamika* offers eight articles covering topics of Islamic studies. Various issues relating to Islamic studies are presented interestingly to contribute to the body of knowledge and practices. Academia and practitioners in Islamic studies may gain insight from reading these articles.

The first article is titled “*Al-Khairaat Political Kharisma*” by Syamsuri Syamsuri from Department of Dakwah, Faculty of Ushuluddin, Adab, and Dakwah, Institut Agama Islam Negeri Palu. This paper discusses the roles of Al-Khairaat in politics arena within local and national level. Several political parties have come to the Alkhairaat organization to recruit political cadres in the face of general election events. Alkhairaat's political charisma in the frame of political communication includes the participation, consolidation, and partnership of Alkhairaat politicians who spread in various political parties to win the election contestation.

The second article in the issue is titled “*Bangreng as a Means of Spreading Islam*” by Maylan Sofian, Cece Sobarna, Reiza D. Dienaputra, and Deni Hermawan from STKIP Sebelas April Sumedang. This paper describe *Bangreng* culture which was originally an example used by the Sumedang community as a medium to express gratitude for everything that Allah SWT gave to humans. But the function of art as a ritual began to shift into art as entertainment. This *Bangreng* art is an art that is very interesting to study because there are only a few different functions. This change does not change the name of the show. With this description, it needs to be isolated, that is, the community does not lose identity. The aim is that the public knows the function of the nation in the spread of Islam.

The third article is titled “*Determinants Of Halal Product Marketing Performance In Indonesia: Confirmatory Factor Analysis Approach*” by Aan Nasrullah. This paper discussed the *five variables that contribute to halal product marketing which are product competition, HR marketing performance, infrastructure, amount of distribution cost, and market competition.*

The fourth article is titled “*Foreign Language Teaching and Information Communication Technology: Is There Opportunity for Quranic Language Teachers?*” by Nuril Mufidah, Abdulganij Abimbola Abdussalam, Aliy Abdulwahid Adebisi from UIN Maulana Malik Ibrahim Malang and [University of Ilorin, Ilorin, Nigeria](#). The article discusses the use of ICT in learning of Arabic. The subjects of the study were students of Arabic Language Education at UIN Maulana Malik Ibrahim Malang Indonesia 2018 academic year and students and Department of Arabic, Faculty of Arts University of Ilorin, Nigeria. The findings of the research are that ICT if adequately harnessed and utilized will go a long way in enhancing the quality of teaching of Arabic, as it was established to teaching other languages of the world.

The fifth article is by Meirizon Alizar Ali dari UIN Imam Bonjol. The article is titled “*Iran Revolution, Economic Struggle and Independence under the Pressure*” The article discusses

Iran economy situation after experiencing various kinds of changes in economic policy and facing various kinds of situations Iran succeeded in developing the economy without changing the basics of Islamic *shari'ah* principles and revolution.

The sixth article is titled "*Kaisa Method in Intelligence Multiple Perspective*" by Umi Salamah from PGMI, STAI Ma'had 'Aly Al-Hikam, Malang. The article analyzed memorizing the Qur'an using the Kaisa method in the perspective of multiple intelligence. The Kaisa method is a way of memorizing the Qur'an which is oriented to memorization and understanding of the verses of the Qur'an along with their meanings through movements or kinesthetic which are adapted to the meaning of each verse so as to make it easy to understand and remember every verse of the Qur'an given.

The seventh article is titled "*Mahram Implications in Women's Travel*" by Maulidah Tri Utami from Faculty UshuluddinAdab and Humaniora, IAIN Salatiga. The article discusses mahram as well as a culture of the manner in which a woman is going out of her home or is drawn. From the various resources available this article determine when a woman can compete without mahram.that is how Islam respects and cares for a woman so much that it also notices when a woman is about to travel. Not just one woman, but all Muslim have a rule if a Muslim is to compete for a long time. So, when to reply a Muslim must meet or finish what he needs before taking a sauna.

The last article is titled "*Relations Between Mosque And Social History Of Islamic Education*" by Choirul Mahfud Anna Triayudha, Rateh Ninik Pramitasary, and Hermansyah Akbar Anas from Institut Teknologi Sepuluh Nopember, Surabaya and Pascasarjana Universitas Muhammadiyah Sidoarjo. The article describe the early period of Islamic education, the Prophet provided exemplary by building and empowering mosques. The example of the Prophet continued with the Caliphs afterwards until the present era. The mosque was built by the Prophet from the Al Haram mosque located in Makkah, Quba Mosque located in Quba, Nabawi mosque located in Medina and so on. The role and function of the mosque at that time was as a place of prayer, a place of prayer, a place for discussion or deliberation, a meeting place to develop a war strategy and others related to the problems and needs of Muslims. From time to time, the role or function of the mosque has changed slightly. In essence, mosques are currently influencing the development of the social history of Islamic education in Indonesia.

I hope the articles presented in this issue add further empirical evidence to the growing body of research that examines various fields from Islam perspectives. The articles could trigger other research to study other field of study with Islam perspectives Islamic institutions in Indonesia.

Nurdin Nurdin
Editor-in-Chief
HUNafa: Jurnal Studia Islamika
XVI, 1

FOREIGN LANGUAGE TEACHING AND INFORMATION COMMUNICATION TECHNOLOGY: IS THERE OPPORTUNITY FOR QURANIC LANGUAGE TEACHERS?

Nuril Mufidah¹, Abdulganiy Abimbola Abdussalam², Aliy Abdulwahid Adebisi³

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Abstract. Information Communication Technology (ICT) is one of the globally acknowledged learnings and teaching space today as well as one of the critical propellants of globalization. Development in ICT has vastly transformed every sphere of life and permeated all human actions and endeavors. The influx of ICT is responsible for the e-everything that is now in vogue e-learning, e-mail, e-library, e-registration, e-this, and e-that. This has brought great relief to pedagogy but cannot replace the role played by teachers. However, despite the immense merits of utilizing ICT in teaching, it has been observed that some Arabic language teachers do not make use of such development but stick to the old method of teaching, whereas the language teachers need to incorporate new ideas and technologies into the learning environment to make learning interesting for their students. Based on this premise this paper aims to inform Arabic Language teachers opportunities offered by ICT, used to learning of Arabic. The subjects of the study were students of Arabic Language Education at UIN Maulana Malik Ibrahim Malang Indonesia 2018 academic year and students and Department of Arabic, Faculty of Arts University of Ilorin, Nigeria. The findings of the research are that ICT if adequately harnessed and utilized will go a long way in enhancing the quality of teaching of Arabic, as it was established to teaching other languages of the world.

Keywords: Quranic Language, Teaching language, Information, Communication, Technology, Arabic teacher.

Abstrak. Teknologi Komunikasi Informasi (TIK) merupakan salah satu ruang atau media pembelajaran dan pengajaran yang diakui secara global saat ini, serta salah satu pendorong penting globalisasi.

Perkembangan dalam TIK telah mengubah setiap bidang kehidupan dan mempengaruhi semua tindakan dan upaya manusia. Masuknya TIK mendorong untuk semua aspek kehidupan menjadi berbasis elektronik; yang sekarang masyhur seperti e-learning, e-mail, e-library, e-registrasi, dan lain sebagainya. Hal ini sangat membantu penyebaran pengetahuan tetapi tidak dapat menggantikan peran yang dimainkan oleh guru. Namun, terlepas dari manfaat luarbiasa dari penggunaan TIK dalam mengajar, beberapa guru bahasa Arab tidak menggunakan pengembangan seperti itu tetapi tetap berpegang pada metode pengajaran yang lama, sedangkan guru bahasa perlu memasukkan ide dan teknologi baru kelingkungan belajar untuk menjadikan pembelajaran menarik bagi mahasiswa mereka. Berdasarkan hal ini penelitian ini bertujuan untuk menginformasikan peluang guru bahasa Arab yang ditawarkan oleh TIK, yang digunakan untuk belajar bahasa Arab. Subjek penelitiannya itu mahasiswa jurusan Pendidikan bahasa Arab di UIN Maulana Malik Ibrahim Malang Indonesia tahun pelajaran 2018 dan mahasiswa jurusan bahasa Arab University of Ilorin, Nigeria. Temuan dari penelitian ini adalah bahwa TIK jika dimanfaatkan secara memadai dan dimanfaatkan dengan maksimal akan membantu dalam meningkatkan kualitas pengajaran bahasa Arab, seperti yang ditetapkan untuk mengajar bahasa lain di dunia.

Kata Kunci: Bahasa Quran, BahasaPengajaran, Informasi, Komunikasi, Teknologi, guru bahasa Arab.

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Introduction

Today our world has entered the industrial revolution era 4.0 all aspects of life are application-based or digital. So education must adapt to the teaching and learning process to utilize material and media to assist students in learning. Moreover, Arabic is one of the international languages with the possibility of finding teaching and learning materials spread on the internet. Also, students who are interested even close to the digital world. In everyday life, students are accustomed using and interacting with the digital world in all aspects of life, such as the use of

android, mobile phones, internet and even buying and selling food using digital applications. "Google" is a viral and widely used search engine¹

The inevitability of the digital world is automatically also influential in the world of education, e-learning becomes an interactive, attractive and entertaining learning media.² In the Indonesian context, the government strongly supports online learning innovations, as illustrated on the page <http://spada.ristekdikti.go.id/> namely, "future learning will have a strategic role inequitable access to education in Indonesia"³

The facts in the field of the problem of teaching Arabic with classical methods are so dull that they are less attractive.⁴ Instead, the use of the internet could be helpful in the learning process of Arabic.⁵ The absence of technology or electronic or digital based learning media is one of the problems. The use of technology has a positive impact on student learning outcomes.⁶In addition to have an impact with the score for students, also attracting students.⁷

The use of ICT is widespread in contemporary society, and it impinges upon almost all forms of human interaction. Its presence and usage have brought changes of patterns in communicative behavior, above all in the spheres of business and administration, and governments throughout the world have become increasingly

¹A. Chris, *Top 10 search engines in the world*, (2018).

²S. Goyal, *E-Learning : Future of Education*, J. Educ. Learn., 6, no. 2 (2012), pp. 239–242.

³Kemenristekdikti, *Sistem Pembelajaran Daring Indonesia (SPADA Indonesia)*, (2018)

⁴Abdul Aziz Khoiri and Ilham Fatkhu Romadhon. *Arabic Teacher: Pembelajaran Modern Bahasa Arab Berbasis E-Learning Bagi Non-Native Speaker. Prosiding Konfererensi Nasional Bahasa Arab 3.3* (2017), pp. 289-299.

⁵Nuril Mufidah. *Pemanfaatan Internet untuk Pembelajaran Qiro'ah Muwassa'ah* (Bachelor, Mini thesis, Universitas Negeri Malang, 2009)

⁶Imam Asrori and Moh. Ahsanuddin. *Media Pembelajaran Bahasa Arab*. (Malang: CV Bintang Sejahtera, 2015)

⁷Nuril Mufidah. "Arabic Acquisition Through Facebook Group Learning." *Ijazarabi*1, No 1. (2018) DOI: <http://dx.doi.org/10.18860/ijazarabi.v1i1.4933>

aware of the need to provide education and training to meet the challenges and opportunities, which the global economy, fueled by developments in ICT, presents.

The new technologies are breaking down borders and barriers at a faster rate than is possible in physical terms. Sudden, unexpected encounters with other languages and cultures confront people throughout the world with new choices, opportunities, and challenges. Thanks to the WWW, access to authentic materials has never been easier; vast linguistic resources and an exhaustive range of materials are available in almost all languages in the world, ready for immediate exploitation.⁸ Information and Communication Technologies are related to two options offered by information systems: access to a vast amount of information in digital form and distance communication such as emails, chats, etc.

Information and Communication Technologies in teaching are the use of potentialities and properties of these systems⁹. Foreign language Teaching Methodologies are much interested in the two possibilities offered by ICT because first, ICT render it possible for authentic language to be used in class thanks to the variety of information introduced. Second, ICT helps people create links and maintain easy and fast communication, which is one of the most critical aspects of the language and one of the main goals of language teaching and learning. ICT gives us the opportunity to create an active learning environment based on media where task-based learning takes place, which modifies the process of learning strategies used by students.¹⁰¹¹ The selection of these strategies depends firstly on the type of

⁸F. Anthony, Information and Communications Technology in Foreign Language Teaching and Learning – An Overviewed-Journal of the Teaching and Learning of Foreign Languages: State-Of-The-Art, Needs and Perspectives United Nations Educational, Scientific and Cultural Organization UNESCO Institute for Information Technologies in Education. *F. Anthony*. January 2016.

⁹Shahmir, Samieh, Farideh Hamidi, Zohre Bagherzadeh, and leila salimi. "Role of Ict in the Curriculum Educational System." *Procedia Computer Science* 3 (2011): 623-626.

¹⁰ Ibid

¹¹ Aratusa, Zana Chobita. "Using Accent Reduction Software to Improve English Beginners' Pronunciation." In *UNNES International Conference on English Language Teaching, Literature, and Translation (ELTLT 2018)*, 188, 112-116. Semarang: UNNES, 2018.

task set to students and secondly, on the type of support chosen by the teacher.¹² Njamanze opines that technological innovations have gone hand in hand with the growth of language teaching. With the aid of technological advancement, resounding improvement has been recorded in the manner in which teachers learn, communicate and discharge their duties. ICT has offered the Arabic language teachers the opportunity to leapfrog the old and parochial chalk and talk method to modern ways of teaching. The use of ICT in language learning involves not only pedagogical changes for teachers but also involves environmental and pedagogical changes for learners who are traditionally used to face-to-face teaching in classrooms.¹³ The recent upsurge of some technologies in teaching and learning has salvaged learners from the quagmire of peremptory teachings; they can confirm whatever they were taught, repeatedly practice what they have learned and determined the pace at which they learn. ICT and new technologies can help development in learning of individual skills of learners that may seem more difficult with the traditional and conventional method¹⁴.

Status of Arabic Language, Nationally and Internationally

Language according to the Indonesian Dictionary is a sound symbol system that is used by members of a community to work together, interact and identify themselves. As for various languages. One of them is Arabic. Arabic has spread all over the world not only in the Middle East but many non-Arab countries that learn Arabic, including Indonesia. With the composition of the majority population is Muslim in Indonesia, the use of Arabic in learning in Indonesia is an important matter.

¹²Esmeralda K.E.T. "Use of Information and Communication Technologies in Teaching French." *E-journal of Journal of Educational and Social Research MCSER Publishing* 5 No. 1. (2015)

¹³ Hu, Chenglie. "Students, Computers and Learning: Where Is the Connection?" *Education and Information Technologies* 22, no. 6 (2017): 2665-2670.

¹⁴F. E. Akele. *Information and Communication Technology as Teaching and Learning Space for Teachers of English Language in Schools*. (2014).

Arabic has special features from other languages. Studying Arabic is a provision in understanding Al-Qur'an Hadith and Islamic laws. Therefore, as Muslims learn Arabic is a necessity.¹⁵ This reason is one of the main factors in learning to teach Arabic in Indonesia, in addition to Arabic as the language of international communication.

The teaching of Arabic for Non-Arabs at an early stage aims, among other things, so that students can pronounce Arabic sounds appropriately (especially those that have no similarities with other languages) and with proper intonation, can pronounce the sounds of adjacent letters, can distinguish long and short pronunciation of *harakat*, be able to convey ideas with complete sentences in various situations and conditions, be able to speak with simple sentences with appropriate tone and intonation, can speak in formal situations with a series of simple and short sentences, and able to speak fluently around general topics¹⁶. Learning Arabic has four language skills that must be possessed, namely listening skills (*maharah al-istima'*), speaking skills (*maharah al-kalam*), reading skills (*maharah al-qira'ah*), and writing skills (*maharah al-kitabah*)¹⁷.

The success of educational goals is the primary goal of each instructor and learner in conducting learning activities. To achieve these goals, strong supporting factors are needed. One of them to encourage success is, of course, using learning media. Aminuddin¹⁸ explains that to achieve educational goals, a conducive classroom atmosphere needs to be created. One of the best ways to create a conducive atmosphere is to use learning media. The material and media for learning

¹⁵Nandang Sarip Hidayat. "Problematika Pembelajaran Bahasa Arab" 37 No1 (2012): pp. 82-87.

¹⁶Rahmaini. 2015. "Strategi Pembelajaran Maharah Kalam Bagi Non Arab", *إحياء العربية* 2 No. 1 (2015): 33-227.227 ,.

¹⁷ Muspika Hendri. "Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunkatif". *POTENSIA: Jurnal Kependidikan Islam*, Vol. 3, No. 2, 2017, pp. 196-210

¹⁸ Aminuddin. "Media Pembelajaran Bahasa Arab". *Jurnal Al-Munzir* Vol. 7(2014).

to teach languages are found on the internet.¹⁹ The utilization can be guided in the classroom or independently and repeated by students themselves.

The State Islamic University of Maulana Malik Ibrahim Malang (UIN Maulana Malik Ibrahim Malang) as a university appointed by the government as a world-class university has prepared itself for a long time. This form of readiness is the existence of a special Arabic language teaching program (PKPBA) which is required for all new students in full one year. PKPBA was held with the aim of equipping students with the ability to read and understand Arabic texts as well as translate Arabic books with their mission to make Arabic a language of communication for all citizens of UIN Maulana Malik Ibrahim Malang and as a tool to understand the Quranic text , *Sunnah* and Islamic books (PKPBA, 2017).

There are particular characteristics, which distinguish Arabic from the other Arts disciplines because it is a language, which has been studied and developed by Nigerians for eight centuries before their study of other foreign languages. Its subject matter continues to elicit the interest of millions of Nigerians who study it without depending on government support. The legacy of skill, quality, and accomplishment left behind by such prolific Nigerian writers in Arabic serve as source materials for historians and other cognate disciplines in the Arts and Social Sciences. It also serves as a stimulus for students wishing to learn it as an academic discipline in the university as a continuum to what happens outside the universities cumulatively and iteratively in addition to those who study it out of sheer interest in a foreign language. It also provided diagnostic categories at different layers of language to enrich applied linguistics. This reciprocal relationship of Arabic with other disciplines is bound to influence the students of the subject positively. The

language has influenced many Nigerian languages through the convergence of lexical items through borrowing.²⁰

Also, none of the members of the Semitic family of languages has endured the storm of time as Arabic. It has left an unfolding mark on all spheres of life, including worth history, culture, and civilization. Translation of most of the Greek philosophy as well as summaries, commentaries and other independent works of Arabic philosophy into Latin were reportedly made possible from the Arabic version.²¹ Moreover, accurate records in Europe namely: Chemistry, Alchemy, Algebra, Physics, Medicine, Astronomy, Geography, Optics, and Mathematics were of original documentation in Arabic.

The importance of Arabic Language in promoting world political and economic orders as well protecting national interests cannot be over-emphasized, on the African continents, Arabic is a language spoken by twenty-two Middle Eastern Countries. On the global importance of the Arabic Language, quoted Brenham remarks:

"It is still today the main, and in most places the only language. Of this whole area. Also, as the language of the Qur'an and rich literacy inheritance, as the language of learning and the law, it is the classical language of the religion and the educated through the whole Islamic world that stretches far beyond these boundaries. It is without question one of the most significant languages of the world."²²

The Functional Role of Teacher in Achieving the Goals of Education

The success of education as veritable machinery for social and economic transformation and foundation for new social order is however based on the

²⁰ Ndimele, Ozo-mekuri. *Convergence: English and Nigerian Languages: A Festschrift for Munzali A. Jibril*. Nigeria: M & J Grand Orbit Communications, 2016.

²¹ M.K. Ahmad "The Arabic Language: an Integration and Development Tool for The Enhancement of Nigeria's Foreign Policy and Economic Relations."(2016)

²² Kandhelvi, Shaykh Muhammad Zakariyya. *Fazail Eamaal Full English*. Johanesburg: Waterval Islamic Institute, 2017

availability of resources in both human and material form as an input to facilitate the process. At the center of the human resources is the teacher who holds the key that opens the door into modernization. He energizes the machinery of education and directs the process. The teachers are therefore usually held responsible for any lapses and deficiencies in the performance of educational machinery. Teachers are responsible for the implementation of the curriculum and are therefore the determinant of quality in the school, and it is upon their competences and functional efficiency that the system of education lies.

The National policy on Education also acknowledges the pivotal role of the teacher in education and the importance of the quality teacher in qualitative educational program implementation. In Section 9 subsection 57 of the Nigeria National Policy on Education.²³

The principles for organizing Indonesian national education, among others, in point 2 Education is held as a systemic unit with an open and multi-meaning system.²⁴ Point 3 states that Education is held as a process of civilizing and empowering students that lasts a lifetime. The use of ICT in learning opens up opportunities for students to study openly and take different important information, while also being able to repeat Arabic exercises or material as a foreign language from Arabic-language videos or recordings from native speakers. This will bring multi-meaning benefits in learning Arabic. Besides this, the phenomenon of ICT utilization in education can also support the empowerment of students for lifelong learning.

Discussion

ICT as the New Trend in Teaching Language

²³Salami A.A. Trends and Innovations in Teacher Education in Nigeria. (Ilorin: Rubby print publication, 1994)

²⁴

The teaching-learning process is a means through which the teacher, the learner, and other variables are organized systematically to attain pre-determined goals and objectives. When used appropriately, the facilities of ICT is said to help expand access to education, strengthen the relevance of education to the increasingly digital workplace, and raise educational quality by, among others, helping to make teaching and an engaging, active to real life. ICT offers various Technologies that can be used by humans in order to facilitate their routine activities. Using Information Technologies learners are now able to learn communication throughout the world. They are independent and free in the choice of their programs of study and access to the resources. They may learn collaboratively, share information, exchange their learning experiences and work through cooperative activities in virtual learning communities. ICT help to facilitate the teaching-learning process more productively. Similarly, the role of the teacher is also different in new settings than in the conventional system. The teacher facilitates and guides the learners in their study playing the role of a coach or mentor. Now the teacher is not at the Centre of the instruction and sole source of information as in conventional classrooms.

In a nutshell, information technologies are restructuring the teaching-learning process to meet the international standards. Moreover, ICT is used in the following ways:

- a. It Improves the Quality of Education.
- b. It transforms the learning environment into learner-centered

Simhachalam added the following essential aspects:

- a. It provides a learning goal for students' to develop certain technology competencies.
- b. It provides a resource for curriculum planning through the extensive materials that are available on the Internet.

- c. It provides tools to improve students' ability to learn through techniques, such as simulation and visualization in science as well as text analysis in literature.
- d. It supplies some software and applications that encourage reflection in language learning and provides models of good teaching performances.²⁵

ICT Opportunities for an Arabic Teacher

ICT has undoubtedly revolutionized the way we do things and the way things are done for us. Some of the Nigerian universities have migrated to online base orientation. Admission processes, registration of courses are also processed online. However, despite the emergence of ICT which has tremendously effect on our lives and it will continue-has it appear to the present researchers- to dictate the pace at which we do things; some Arabic teachers in Nigeria still lag in the integration of ICT. Is there any opportunity for Arabic language teachers? The answer to the question will allow Arabic teachers to survive within the context of modernity and globalization.

The Relationship between ICT and Islam

Arabic is one of the two most important languages in the world. Moreover in this millennial era language has a prominent position, especially the existence of Arabic for several reasons 1) the language of the Qur'an, it is essential for every Muslim to learn Arabic to understand the meaning of the Qur'an. 2) Arabic-language accompany prayer language, all movements in prayer. 3) The language of the hadith, all the traditions of the Prophet in the form of words, deeds, and *taqrir* of the Prophet were written in Arabic.²⁶ Although the majority of the population of Indonesia is Muslim and uses language and worship, Arabic teaching is still constrained by two

²⁵Thamarana Simhachalam. "An Overview of the Contribution of ICT in English Language Teaching and Learning". *Ijellh International Journal of English Language, Literature and Humanities*. (2016)

²⁶A.Suherman. "Faktor Kesulitan yang Dihadapi Siswa dalam Pengucapan Berbahasa Arab Serta Solusi Pemecahannya."

main things, namely language problems or problems faced by students that are directly related to language. The second problem is non-linguistic or problems that influence, even dominant can frustrate, the success of the learning program implemented.²⁷

One of the unique features of the Islamic society is the way in which it combines the immutable and the flexible. It is a society that strictly adheres firmly to its fixed principles, but at the same time encourages its followers to adopt those things which are beneficial to society. The Messenger of Allah (SAW) is reported to have said:

“Wisdom is the lost property of the believer, wherever he finds it, he has more right to it.”(Ibn Majah Hadith 1395).²⁸

Islam as the religion of knowledge. The first verses of the Glorious to be revealed enjoined reading, which is the key to knowledge. Allah (SWT) says:

Read! In the Name of your Lord who has created (all that exist).He has created man from a clot (a piece of thick coagulated blood). Read! Moreover, your Lord is the Most Generous. Who has taught (the Writing) by the pen. He has taught man that which he knew not (Qur'an 96:1-5). Allah (SWT) created man and provided him with the tools for acquiring knowledge namely hearing sight and wisdom. Allah says: Are those who know equal to those who not know? It is only men who understand will remember (i.e., get a lesson from Allah's sign and Verses)” (Qur'an 39:9).²⁹

In our view, the opportunities that could be accrued from the information and communication technology by scholars of Arabic include:

Source of Information

²⁷A. Fahrurrozi.“Pembelajaran bahasa arab : problematika dan solusinya.”*Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban*, 1 No.2. (2014) <https://doi.org/10.15408/A.V1I2.1137>

²⁸Ibn Majah. Vol 2.

²⁹Qur'an Kareem.

Knowledge is considered a stray camel of the Muslims which they must hold wherever it is found. The prophet's call to seek knowledge even into China signifies distance is no barrier to search for it. A means of reaching China and even beyond is the internet which is considered as a group of a computer located all over the world connected through telephone lines and satellite communication.

E-mail Services

Electronic Mail allows messages to be sent from a sender to the receiver over the internet. It is the most popular service of the internet. It performs the function of the post office box but remains the fastest means of sending and receiving information. A book of many pages can equally be attached to an e-mail message for safe delivery to a destination. The receiver, if online, can instantly receive the message or see it anytime his mailbox is opened. This service provides an opportunity to request for information without any delay. Unlike the postal service which can withhold useful documents or delay information unnecessarily, the e-mail delivers messages instantly, and if there is an error somewhere that it could not deliver a given message, it gives feedback for its inability to deliver the message. Thus corresponded is highly facilitated through this wisdom as professional colleagues could easily be reached in any part of the world.

Internet Relay Chat

That allows hundreds of public and private chat areas with topics spanning various aspects of human interest. It an opportunity of chatting with one another electronically. This can be in the form of a new group or multi-user domain or the Internet Relay Chat (IRC). The Newsgroups and multi-user domain provide the opportunity of opening up a discussion by posting a message through WhatsApp, Viber, IMO, Skype and numbers of other social media devices which allow participants open and read the message and make contributions. This provides the

opportunity of cross-fertilization of ideas which is a prerequisite for active intellectualism.³⁰

World Wide Web (www)

There are many resources on the web that can enhance teaching and learning. People can even take university courses and other classes on the web. The web is an excellent source of research material. You can find reports, statistics, directories and much more. To browse or surf the internet for information or search the net, one needs a search engine tool, which is numerous. Some of them are:

- a. Yahoo! URL: <http://www.yahoo.com> -It is one of the most popular search engines and has links printing to various categories so that you can narrow your search.
- b. Google URL: <http://www.google.com>-This is another power that can be used to information in education and another multifaceted area in pedagogy.

Books, journals, magazines, encyclopedia, and newspapers can be surfed here. English and other languages can be adopted in browsing for a particular topic of any field in Google site.

Arabic Websites

Apart from the various institutions that offer different online courses, there are also some Arabic websites which display various programs on Arabic and Islamic Studies. The following are some of the websites:

- a. General Arabic Sites
- b. Specialized Arabic Sites
- c. Arabic link: Their website is: www.abdul.com/arbic.htm
- d. Arabic 2000.com-Arabic Around the web.

³⁰O. O. Is-haq, *Islamic Studies I the World of ICT: Opportunities and Challenges. In Public and Information and Communication (ICT) Through the Lenses of Arabic and Islamic Studies*. Ed. Y. O. Imam. (A publication of the Nigeria Association of Teachers of Arabic and Islamic Studies(NATAIS), 2009).

- e. www.geocities.com/Rainforest/3286/ring.html (Arabic ring)
- f. Net Nile (in the Arabic Language). Their website is: www.netnile.com
- g. Arabic language Adventure: learn the basics of the Arabic alphabet and grammar with this step by step interactive guide. Their website is www.arabic-language.com
- h. Arabic Sinai: their website is: www.sinai.ch
- i. Fadi's Homepage. Offered free online Arabic Language Tutorial. Their website is: fadl.webjump.com
- j. www.maktaablisanuliArab.com
- k. www.maktaabwaqfiyya.com.³¹

Internet as a Wonderful Teaching AID and Technological resources currently deployed in language learning. In the borderless globalization of information era, internet plays a vital role as knowledge disseminator. Nothing can stop us from getting what we want to know, we want to see, and we want to listen because everybody can access the internet. Whether it is harmful or useful, it depends on us how to decide. However, in teaching Arabic, the researchers also had integrated some related video clips from this website into the teaching and learning process, because video can be a compelling educational and motivational tool. Teaching aspects of phonetics is a typical example

The Significance of ICT to Teachers and Students

The introduction of ICT in teaching can strengthen the Teacher-student, Student-teacher relationship.

On the part of Teachers

- a. Present the material more excitingly and attractively.

³¹O. O. Is-haq. *Islamic Studies I the World of ICT: Opportunities and Challenges. In Public and Information and Communication (ICT) Through the Lenses of Arabic and Islamic Studies*. Ed. Y. O. Imam. (A publication of the Nigeria Association of Teachers of Arabic and Islamic Studies(NATAIS), 2009).

- b. Guide and help students in searching the qualitative material.
- c. Make the best use of time in other word; it saves time.
- d. Coach the learners.
- e. Provide individualized instruction through guided apparatus.

On the part of Students

- a. Participate in a media revolution, profoundly affecting the way they think about and use of ICT.
- b. Improve the ways of learning in new learning fashions.
- c. Extend the ability and skills of applying their learning in the real situation.
- d. Working in groups for cooperative and collaborative learning
- e. Developing self-learning habits at their own pace and time.
- f. Learn with the teacher instead of the teacher.
- g. Develop inquiry-learning habits.
- h. Use the right information at the right time to achieve the right objective. Review and explore qualitative data.
- i. Experiences and information teachers are living anywhere in the world.

Problems Militating Against the Use of ICT in Nigeria

ICT in Nigeria has many shortcomings due to the following reason:

- a. Challenges of Power Outage
- b. Poor educational system.
- c. Insufficient awareness.
- d. Lack of collaboration. Technology is beyond the individual.
- e. Lack of fund: To establish a good ICT center is capital intensive; most of our institutions' fund to establish or internet services.
- f. Lack of adequate ICT infrastructure.

g. Lack of Interest in ICT.³²

Empowering ICT for Learning and Teaching Arabic in Indonesia

In the 2018 the Arabic Education department at UIN Maulana Malik Ibrahim Malang has using e-learning. As for procurement, socialization and training carried out by the campus in each faculty. The e-learning web address provided is <http://elearning.uin-malang.ac.id/login/index.php>. It includes a link for students to download material and upload assignments from lecturers. The lecturer dashboard contains the subject taught, total student attendance, link assignment, and allows lecturers to upload material both written, audio and video material.

Campus Wi-Fi supports E-learning for teaching Arabic. So that students can access easily and for free in all campus areas. Learning becomes flexible and not bound by space as for the collection of tasks, namely by uploading on the e-learning web with a duration of time that has been determined and agreed between lecturers and students. Usually, the collection time is given 3 to 7 days.

In addition to the material prepared by the lecturer in the campus e-learning, students can also add material and other knowledge readily available on the internet. E-libraries and, as well as books in PDF format with new themes that are following the subject studies, can provide additional knowledge for students.

The shift in the trend towards the digital world makes knowledge that used to be imprisoned in libraries, currently open and broader. In addition to getting more extensive, it is also cheaper to obtain because of the library based on digital universities. So that students can visit a variety of literacy that is not bound by the library of UIN Maulana Malik Ibrahim Malang.

³²O. O. Is-haq, *Islamic Studies I the World of ICT: Opportunities and Challenges. In Public and Information and Communication (ICT) Through the Lenses of Arabic and Islamic Studies*. Ed. Y. O. Imam. (A publication of the Nigeria Association of Teachers of Arabic and Islamic Studies(NATAIS), 2009).

Besides all the supporting factors, it was found that there were also constraints faced by lecturers and students. Technical constraints on the use of e-learning are obstacles at the beginning of the implementation of learning. This can be overcome by socialization and training. This obstacle no longer appears after 5 meetings. For lecturers in particular, among other things, it takes considerable time to comment on the assignments of each student, answering online questions that are far more than during face-to-face meetings in class. As for those who are specifically for students, among others are the obstacles to upload tasks beyond the specified time limit so that they fail to upload. This is more because learning with e-learning systems requires organizational ability or self-management and a good time. Students who cannot organize time well cannot control when to study and when to upload assignments. Although e-learning is more flexible, that is, it is not bound by time and place but without good self-control will make students constrained in completing tasks according to the target and time.

Conclusion

Information and Communication Technology has dramatically affected our society in several dimensions-ethical, social, political and pedagogical. Without any doubt, our discussion has examined the various services offered by ICT specifically in respect of Arabic Language Teachers. ICT is presently considered as one of most determinant factors for the success of any nation; the paper calls on the Arabic Language Teachers to embrace it in order to disseminate Arabic teachings in all ramifications accurately. Besides, it is essential for us to too familiar with the equipment, participate in training courses and take advantage of the possibilities it offers in the language learning classroom mainly Arabic language. However, ICT tools cannot be free from shortcoming and disadvantages in it. One should, therefore, make use of its advantages.

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