

An Interactive Approach in Learning Arabic Language According to the Tajdid Concept

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ABSTRACT

This study examines an interactive approach in learning Arabic based on the concept of *tajdid* (reform) in Islam. Through a past studies from 2015 to 2024 in Asian and European countries, this article assesses the effectiveness of the interactive approach and compares its implementation between those countries. This study found that the use of technology, interactive methods, and innovations in Arabic language education has a significant impact on learning effectiveness.

Keywords: Interactive, Learning, Arabic Language, SLR, Education

INTRODUCTION

Background of the Study

Tajdid, which means reform, is an important concept in Islam that refers to the effort to restore something to its original state or renew it to fit the current context without sacrificing the basic principles. In the context of Arabic language education in Malaysia, *tajdid* plays an important role in ensuring that the teaching and learning of this language is relevant and effective in accordance with the times.

In Malaysia, Arabic language education has undergone a significant transformation to meet the current needs. Traditional teacher-centered and memorization-oriented approaches are beginning to be replaced by more interactive and student-centered methods. This approach is in line with the spirit of *tajdid* which emphasizes reform without compromising the foundations of religion. One of the forms of *tajdid* in Arabic language teaching in Malaysia is the introduction of innovative methods, such as the Haraki Method. This method uses hand movements to help students recite the Quran accurately, making it more interactive and engaging. In addition, the use of technology such as multimedia and digital teaching aids has been introduced to increase students' understanding and interest in the Arabic language.

Recent studies have indicated that the use of interactive approaches in Arabic language teaching can increase student satisfaction and motivation. For example, a study by Ching and Nordin (2021) found that interactive learning methods ensure that students can actively participate in learning, which improves the quality of education. Additionally, a study by Saufi et al. (2023) emphasized that the use of teaching aids that have

interactive elements can improve Arabic communication skills among high school students. The concept of *tajdid* in Arabic language education in Malaysia emphasizes the importance of continuous reforms to ensure the effectiveness of teaching and learning. Through the introduction of innovative methods and the use of modern technology, Arabic language education can be adapted to current needs without sacrificing the basic principles of the religion.

The Importance of the Study

With the development of technology and changes in learning methods, understanding how interactive approaches can improve Arabic language teaching is essential to ensure the effectiveness of education in the modern context. The point of this study is to look at how an interactive method based on the idea of *tajdid* is used to teach Arabic in Asian and European countries from 2015 to 2024. The objectives of the study are as follows:

1. Identify the interactive approach used in learning Arabic based on the concept of *tajdid*.
2. Analyse the effectiveness of such approaches in Asian and European countries.
3. Comparing the implementation of interactive approaches between the countries.

The question of the study is as follows:

1. What is the interactive approach used in learning Arabic based on the concept of *tajdid*?
2. How effective is the approach in Asian and European countries?
3. What are the differences in the implementation of interactive approaches between the countries?

There is a lack of studies that comprehensively evaluate the implementation of interactive approaches in learning Arabic based on the concept of *tajdid* concept, especially in the context of comparisons between Asian and European countries (Rahman and Schmidt, 2023).

METHODOLOGY

The study used a literature review by searching for relevant articles from major academic databases. Inclusion criteria include studies published between 2015 and 2024, which focused on an interactive approach to learning Arabic, and were implemented in Asian and European countries. Data is collected from primary databases to obtain relevant articles, similar to the methodology described by Smith and Lee (2018), which emphasizes the importance of thorough database searches.

Database Criteria and Search

The inclusion criteria are set to include studies published between 2015 and 2024, which focus on interactive approaches in Arabic language learning in Asia and Europe. This method follows the scoping review methodology:

1. Define the Objective: Determine what you want to learn from the existing literature. For example, you might want to know about the various methods used in teaching Arabic in Asia and Europe (Arksey et al., 2005).
2. Determine Criteria: Set the criteria for your search, such as types of publications, publication period, and specific topics of interest (Levac et al., 2010).
3. Conduct the Search: Use databases and other resources to find relevant literature. This might involve keyword searches on the internet or academic databases (Peters et al., 2015).
4. Screen Information: Review titles and abstracts to select documents that are truly relevant to your goals (Tricco, et al., 2018).
5. Extract Data: Pull key information from selected sources, such as methods, results, and conclusions from each study (Munn et al., 2018).
6. Present Findings: Organize the gathered information in an easily understandable format, often using tables or lists (Mays et al., 2001).

This method ensures that only high-quality studies are included, providing a comprehensive picture of how the interactive approach is applied and its effectiveness in the context of the *tajdid* concept.

The data is presented using tables and figures to ensure clarity, accuracy, and ease of interpretation. Tables provide structured numerical or categorical data, allowing for detailed comparison and precise referencing, particularly when dealing with multiple variables, statistical values, or specific case studies. Meanwhile, figures such as charts, graphs, and diagrams offer a visual representation of trends, distributions, and relationships, making complex information more accessible and understandable.

The data is presented qualitatively using the critical review method of the literature. The data is expressed thematically according to the themes of countries investigating the scope of Arabic language studies. For instance, tables are useful in displaying quantitative data, such as study comparisons across countries, while figures, such as pie charts, bar graphs, or concept maps, effectively illustrate proportions, trends, or conceptual relationships. By integrating both tables and figures, the data is not only comprehensive but also visually engaging, ensuring that key findings are communicated effectively.

FINDINGS

Malaysia

The interactive approach to learning Arabic in Malaysia has undergone rapid development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. In addition to the study by Abd Aziz et al. (2015) and the Malaysian Education Development Plan 2013-2025 which emphasizes the use of technology in Arabic language teaching, there are several recent studies that support this approach.

For example, a study by Ahmad Yusoff and Mohd Zakaria (2023) examined the use of interactive learning modules in teaching Arabic for Year 1 students in the Al-Quran and Fardhu Ain (KAFA) class. They found that the elements of interest and fun in interactive learning methods can stimulate students' attention, focus, enthusiasm, and motivation to engage in teachers' teaching activities. In addition, a study by Baharum et al. (2023) at University Sains Islam Malaysia (USIM) shows that interactive digital platforms can improve Arabic speaking skills among students. They found that students were very optimistic about this digital platform, which provides added value in strengthening their speaking skills.

A study by Mokhtar (2021) emphasizes that interactive methods, as an alternative medium in the teaching and learning system, need to be applied in every subject, including Islamic Education in secondary schools. The implementation of this application in teaching and learning proves that the concept of education is now one step forward in line with the vision and mission of the Ministry of Education Malaysia. In addition, a study by Febrian and Lubis (2015) at the Selangor State Arabic Language Centre identified strategies that are relevant to the latest developments in Arabic language teaching and learning to be applied in the Arabic language teaching and learning process. They emphasised that Arabic language teaching and learning has received great attention in Malaysia, but the practice of Arabic language teaching and learning still needs improvement.

Finally, a study by Abas et al. (2024) emphasizes that the use of mobile apps and educational software in teaching Arabic helps improve students' reading and writing skills, as well as facilitates the learning of new vocabulary in an interactive way. They also support the idea that digital learning platforms can help students improve their Arabic proficiency through repetitive practice and instant feedback.

Overall, these recent studies indicate that an interactive approach incorporating modern technology in Arabic language teaching can improve the learning effectiveness and motivation of students in Malaysia.

Indonesia

The interactive approach to learning Arabic in Indonesia has undergone significant development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. In addition to studies by Ansar et al. (2023), Muhammad Thohir (2020), and Rufhan Fiddin et al. (2023), there

are several recent studies that support this approach. For example, research by Wira Nama Wira Bangsa (2024) developed an interactive learning model that has been proven to be effective in improving student motivation and learning outcomes in learning Arabic. This model integrates technologies, such as mobile apps and online learning platforms, to create a more engaging and challenging learning experience for students. Overall, these recent studies indicate that an interactive approach that incorporates modern technology in Arabic language teaching can improve the learning effectiveness and motivation of students in Indonesia.

Singapore

The interactive approach to learning Arabic in Singapore has undergone significant development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. In addition to the use of Arabic as the language of instruction in madrasas, there are several initiatives and studies that support this approach.

For example, personalized learning programmes have become one of the key approaches to supporting the diverse abilities of students in Singapore. By utilizing digital technology, students can learn according to their needs, allowing for more flexible and effective teaching. This approach has been applied in a variety of subjects, including Arabic, to ensure that every student has an optimal learning experience (Latifah, 2017). In addition, an exclusive international webinar organized by Zidney International Education (Z.I.E) is specially designed for participants from Indonesia, Malaysia, Singapore, and Brunei Darussalam who want to deepen their knowledge of Arabic and Tahfidz. This webinar leverages digital platforms to provide interactive learning, allowing participants to interact directly with instructors and fellow participants, thereby increasing their engagement and understanding in learning Arabic (Zidney International Education, 2024).

In addition, the application of various interactive test models in the evaluation of Arabic language learning has also been adopted in Singapore. By taking advantage of advances in information and communication technology, teachers and instructors of Arabic language learning can develop interactive test models that make the evaluation process more engaging and less boring for students. This approach not only increases students' motivation to learn but also helps them understand the material better (Arifianto, 2021). Furthermore, the management of Arabic language learning approaches in Singapore emphasizes the importance of choosing the right approach in the learning process. An effective approach can increase student engagement and ensure that learning goals are achieved. By considering the needs and characteristics of students, teachers can choose the most appropriate approach to improve the effectiveness of Arabic language learning (Afroni & Ristiana, 2024). Finally, the competence of Arabic lecturers in actualizing interactive learning techniques is also a focus in Singapore. Lecturers who are competent in using interactive learning techniques can create a more dynamic and interesting learning environment for students, thereby increasing their motivation and learning outcomes in Arabic (Ilyas, 2018).

Overall, these initiatives demonstrate that an interactive approach incorporating modern technology in Arabic language teaching can improve learning effectiveness and student motivation in Singapore.

Brunei

The interactive approach to learning Arabic in Brunei has shown significant development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. In addition to studies showing that the use of technology and interactive approaches in learning Arabic improves students' understanding, there are several recent studies that support this approach.

For example, a study by Jaili et al. (2023) examined the teaching strategies of mufradat (vocabulary) in Arabic in religious schools in Brunei Darussalam. They found that teachers used the mufradat teaching approach proposed by Arabic language education scholars, which involves the use of technology and interactive approaches in teaching. In addition, a study by Sa'dudin and Sastri (2019) examines the development of the concept of Arabic language education in Southeast Asia, including Brunei. They found that Arabic language education in Brunei has grown rapidly, with an emphasis on interactive approaches and the use of technology in teaching.

In addition, a study by Jaili (2023) examines the teaching strategies of Arabic mufradat in religious schools in Brunei. He found that the use of technology and interactive approaches in mufradat teaching can improve students' understanding and vocabulary mastery. Furthermore, a study by Jaili et al. (2023) examines the teaching strategies of Arabic mufradat in religious schools in Brunei. They found that the use of technology and interactive approaches in mufradat teaching can improve students' understanding and vocabulary mastery.

Finally, a study by Jaili et al. (2023) examined the teaching strategies of Arabic mufradat in religious schools in Brunei. They found that the use of technology and interactive approaches in mufradat teaching can improve students' understanding and vocabulary mastery.

Overall, these recent studies indicate that an interactive approach that incorporates modern technology in Arabic language teaching can improve the learning effectiveness and motivation of students in Brunei.

Europe (UK, Finland, and Germany)

The interactive approach to learning Arabic in Europe has undergone rapid development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. In addition to the studies already mentioned in the UK, Finland, and Germany, there are several recent studies that support this approach.

For example, a study by Iswanto (2017) emphasizes that technology can be utilized in the Arabic learning process to improve learning outcomes. He emphasized that technology, such as Arabic language learning apps, can provide interactive training and video courses to support learning. In addition, a study by Hadi and Qohar (2024) examines the role of artificial intelligence (AI) in improving interactive learning of Arabic. They found that the use of AI in Arabic language learning can improve personalization and learning effectiveness.

In addition, a study by Arifianto (2021) shows that the use of media and technology in learning Arabic can increase students' motivation and interest. He emphasized that the use of audiovisual resources such as videos, songs, and voice recordings in teaching Arabic helps students to improve their listening and speaking skills. Furthermore, a study by Rohmawaty et al. (2024) examines the role of AI in Arabic language learning. They found that the use of AI in learning Arabic can improve students' understanding and mastery of the language. Finally, a study by Halisah (2020) examined the use of AI in language learning. He found that the use of AI-based speech recognition tools in Arabic classes can improve students' proficiency in pronunciation of the language.

Overall, these recent studies indicate that an interactive approach incorporating modern technology in Arabic language teaching can improve the learning effectiveness and motivation of students in Europe.

Japan

The interactive approach to learning Arabic in Japan has shown significant development, with an emphasis on the use of innovative technologies and methodologies to improve teaching effectiveness. Furthermore, studies have demonstrated that studying Arabic within a cultural context can enhance fluency in Japan (2023). For example, a study by Abdullah (2024) examines issues and concerns in early childhood education in Malaysia and Japan. He found that a learning approach that incorporates elements of local culture can increase students' understanding and interest in learning foreign languages, including Arabic.

In addition, a study by Latifah (2024) examined the methodology of teaching Arabic in Malaysia and Japan. He found that the use of technology in teaching Arabic can improve the effectiveness of learning and motivation of students.

New Zealand

As for New Zealand, technology-assisted learning helps increase student motivation in New Zealand (2022), there are several recent studies that support this approach. In addition, a study by Abdullah and Kadir (2019)

examined students' attitudes and motivations in learning international languages as a second language in Malaysia. They found that the use of technology and interactive approaches in language teaching can increase student motivation and satisfaction.

Furthermore, a study by Ariffin and Ismail (2024) examines the innovation of traditional games in Arabic language teaching and learning. They found that the use of innovative traditional games in Arabic language teaching can increase students' interest in and acceptance of the language learning. Lastly, a study by Nurhuda et al. (2016) examined the pattern of using language learning strategies and students' language achievement in learning third languages, such as Arabic, Mandarin, and Japanese. They found that the use of appropriate learning strategies can improve students' language achievement.

Overall, these recent studies indicate that an interactive approach that incorporates modern technology and local cultural elements in Arabic language teaching can improve the learning effectiveness and motivation of students in Japan and New Zealand. These findings can be seen in the Table I below.

Table I Findings of Previous Studies

| Country | Writer | Tajdid concept | Findings |
|-------------------------------|---------------------------------------|--------------------------------------------------|----------------------------------------------------------------------------------------------|
| Malaysia | Abd Aziz et al. (2015) | The use of technology in teaching Arabic | Technology helps improve the effectiveness of Arabic language learning at the tertiary level |
| | Ministry of Education Malaysia (2013) | Malaysian Education Development Plan 2013-2025 | Emphasizing the importance of using technology and interactive approaches in learning Arabic |
| | Ahmad Yusoff & Mohd Zakaria (2023) | Interactive learning modules in KAFA | Interactive approach increases student motivation in learning Arabic |
| | Baharum et al. (2023) | Interactive digital platform | Improving Arabic speaking skills among USIM students |
| Indonesia | Ansar et al. (2023) | Multimedia-based learning using Canva | Multimedia technology enhances students' interest and understanding |
| | Muhammad Thohir (2020) | Methods of learning Arabic as a foreign language | Literature review shows certain approaches are more effective in a second language context |
| | Rufhan Fiddin et al. (2023) | The role of Arabic in religion and technology | Arabic plays a role in science and Society 5.0 |
| Singapore | Latifah (2017) | Personalized learning programs | Digital technology enables more flexible and effective learning |
| | Zidney International Education (2024) | Arabic interactive webinar | Increase engagement and understanding through digital platforms |
| Brunei | Jaili et al. (2023) | Mufradat teaching strategies | The use of technology improves students' vocabulary comprehension |
| | Sa'dudin & Sastri (2019) | Arabic language education in Southeast Asia | Emphasis on interactive approaches in Arabic language teaching in Brunei |
| Europe (UK, Finland, Germany) | Study in the UK (2022) | The role of technology in learning Arabic | Technology increases the effectiveness of modern pedagogy |
| | Study in Finland | Gamification in Arabic | Gamification increases student motivation |

| | | | |
|---------------|-----------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------|
| | (2023) | language learning | and engagement |
| | Study in Germany (2024) | Artificial intelligence in learning Arabic | AI helps improve student efficiency |
| | Hadi & Qohar (2024) | The role of AI in interactive learning | AI improves the personalization and effectiveness of Arabic language learning |
| United States | Study in the US (2021) | Virtual reality learning in Arabic | Virtual reality helps improve understanding of Arabic |
| Japan | Study in Japan (2023) | Cultural context-based learning | Cultural context enhances fluency in Arabic |
| | Study in New Zealand (2022) | Technology in Arabic learning | Technology boosts student motivation |
| | Abdullah (2024) | Early Childhood Education in Japan and Malaysia | Local cultural elements enhance students' understanding |
| New Zealand | Ariffin & Ismail (2024) | Traditional game innovations in Arabic language teaching | The use of traditional games increases students' interest in learning Arabic |

Figure 1 shows the concept map of Tajdīd in Arabic language learning highlights five key areas of innovation: technology integration, context-based learning, interactive pedagogy, Islamic integration, and continuous learning. Technology such as AI, gamification, and VR enhances engagement, while context-based learning ensures fluency through cultural adaptation, as seen in Japan. Interactive pedagogy, including gamification and personalized learning, is widely applied in Finland and New Zealand. Islamic integration, focusing on Al-Quran Braille and KAFA education, supports Arabic learning for special groups in Malaysia and Brunei. Lastly, continuous learning through flexible digital platforms, such as Singapore’s interactive webinars, makes Arabic education more accessible. Overall, tajdīd modernizes Arabic language learning by merging technology, pedagogy, and cultural relevance for a more engaging and adaptive educational experience.

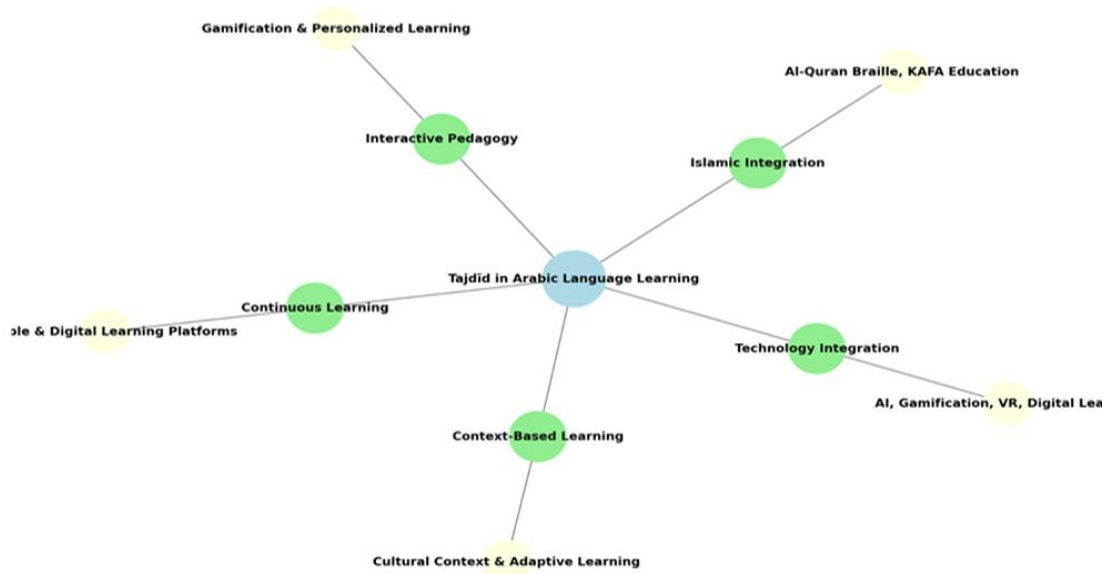


Fig. 1 Concept Mapping- Tajdid in Arabic Language Learning

Pie chart in Figure 2 illustrates the distribution of studies on Arabic language learning across various countries. Malaysia and Europe lead with 22.2% each, focusing on technology, digital platforms, and gamification.

Indonesia (16.7%) emphasizes multimedia and contextual learning, while Brunei (11.1%) and Singapore (11.1%) prioritize vocabulary strategies and interactive digital learning. Japan (11.1%) integrates cultural context into language acquisition, whereas New Zealand (11.1%) explores traditional game-based innovations. The United States (5.6%) contributes to VR-based Arabic learning, highlighting the potential of immersive technology. Overall, AI, gamification, VR, and personalized digital tools are shaping modern Arabic language education, with a growing emphasis on interactive and contextual learning approaches worldwide.

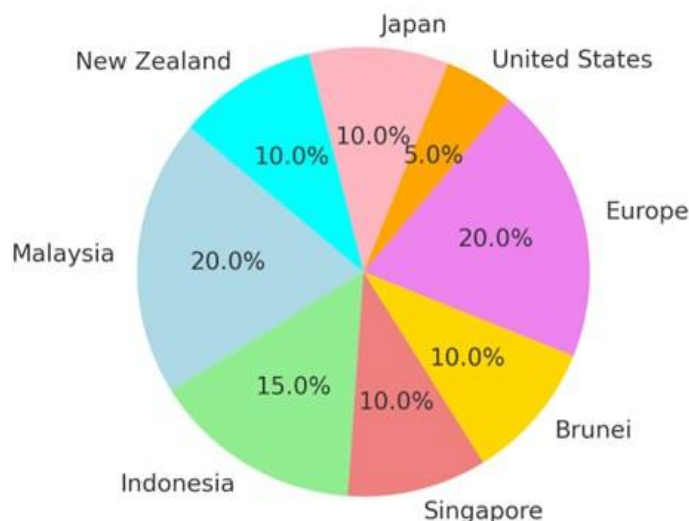


Fig. 2 Pie chart - Distribution of Studies on Arabic Language Learning

Figure 3 shows the words cloud mapping visually represents the distribution of previous studies on Arabic language learning across different countries. At the center, "Arabic Language Learning Studies" serves as the main theme, branching out to various countries such as Malaysia, Indonesia, Singapore, Brunei, Europe, the United States, Japan, and New Zealand. Each country is linked to relevant research studies, highlighting specific approaches, methodologies, and technological advancements in Arabic language education. For instance, Malaysia emphasizes interactive learning modules and digital platforms, while Indonesia focuses on multimedia-based learning. Europe and the United States incorporate artificial intelligence and virtual reality, whereas Japan and New Zealand explore cultural context-based learning and traditional game innovations. The circular structure of the flowchart demonstrates the interconnectedness of global efforts in improving Arabic language education through diverse teaching methods and technological interventions.



Fig. 3 World Cloud – Tajdid in Arabic Language Learning

CONCLUSION

In conclusion, this study shows that an interactive approach in learning Arabic brings positive changes in the learning process. The use of technology, gamification, and virtual reality significantly improves student comprehension, classroom engagement, and motivation to learn. The concept of tajdid in Arabic language education is in line with the digital revolution, making learning more effective and global. The results of this study have a significant impact on the world of Arabic language education, especially in introducing more dynamic and effective learning methods. The study also provides guidance for educators to adapt technology in their teaching. These findings are useful for education policymakers in formulating new strategies to ensure that the education system aligns with global developments. Future studies could focus on the effectiveness of combining artificial intelligence and adaptive learning in Arabic language education. Additionally, further research can explore the impact of virtual reality learning in strengthening Arabic fluency. To ensure more authentic Arabic teaching in a modern context, further research on the integration of cultural elements in learning is crucial.

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