



THE REVOLUTION OF ARABIC LANGUAGE LEARNING MEDIA: CHALLENGES AND SOLUTIONS IN 3T AREAS (REMOTE, FRONTIER, OUTERMOST)

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Abstract

Education plays a crucial role in a nation's development and civilization. However, regions categorized as underdeveloped, frontier, and outermost (3T) in Indonesia face significant challenges in providing quality education, including Arabic language learning. Arabic, as the language of the Qur'an and a key reference in Islamic teachings, is essential for students seeking a deeper understanding of religious texts. Nevertheless, Arabic learning in 3T areas is hindered by linguistic and non-linguistic factors, such as difficulties in grammar and pronunciation, low student motivation, inadequate learning facilities, and ineffective teaching methods. This study employs a literature review method, analyzing various academic sources to explore the challenges and potential solutions for Arabic language learning in 3T regions. The research highlights that the use of innovative educational media significantly enhances students' motivation and comprehension. However, implementing digital-based learning tools remains a challenge due to limited internet access, lack of technological infrastructure, and insufficient teacher training. To address these challenges, this study proposes several solutions, including improving infrastructure, integrating local cultural resources into the curriculum, and providing teacher training programs on innovative teaching methods. Game-based learning, such as Arabic Monopoly, flashcards, and interactive storytelling, has proven effective in increasing student engagement. Additionally, traditional games like spinning tops (gasing) and congklak, adapted to Arabic language learning, can serve as culturally relevant teaching tools. The findings emphasize the need for collaborative efforts among educators, policymakers, and institutions to support Arabic language education in 3T areas. By combining digital innovations with traditional learning strategies, a more inclusive and effective learning environment can be established. This research contributes to developing sustainable and context-appropriate Arabic language learning strategies, ensuring equitable education opportunities in remote regions.

Keywords:

Arabic language learning; educational media; game-based learning; 3T regions; teacher training; educational equity.

INTRODUCTION

Education is a crucial aspect in the process of nation-building and the advancement of civilization. Indonesia is one of the countries that considers education to be of great importance, as stated in Law No. 20 of 2003. Education in Indonesia,



particularly in regions with limited access to adequate educational resources, must be a significant concern for all of us. Underdeveloped, frontier, and outermost regions (commonly referred to as 3T areas) are often characterized by underdeveloped infrastructure, a lack of qualified educators, and limited educational facilities. This, in turn, can affect the quality of learning, including Arabic language education, which is one of the foreign languages taught in Indonesia.

Arabic plays a vital role in the context of Islamic education in Indonesia. As the language of the Qur'an and a primary reference for Islamic teachings (Hunainah, Ikhwanisyah, et al., 2023), proficiency in Arabic is crucial for students who seek to understand religious texts. However, Arabic language learning in 3T areas presents numerous challenges. Research indicates that the issues faced include both linguistic and non-linguistic factors. From a linguistic perspective, students often struggle with sentence structure, grammar, and pronunciation (Haq, 2023). Meanwhile, non-linguistic factors include low student motivation, limited learning facilities, and ineffective teaching methods. A relevant study has noted that the use of appropriate learning media can enhance the effectiveness of the teaching and learning process (Faiz & Afrita, 2024).

Technology-based learning media has emerged as a potential solution to address these issues. In today's digital era, the use of media such as instructional videos, interactive applications, and online platforms can help students grasp the Arabic language more easily. Research shows that digital media usage can increase students' interest and motivation in learning (Ritonga et al., 2023). However, implementing learning media in 3T areas is not without challenges. Limited internet access and technological devices are major obstacles in adopting modern teaching methods. Additionally, many teachers in these areas are not yet trained in utilizing technology as a teaching aid. Therefore, training programs for teachers in the use of digital media are essential to enhance their competence in teaching Arabic (Dariono, 2021).

The significance of this research lies in its effort to identify existing problems and seek innovative solutions in the use of Arabic language learning media in 3T areas. By understanding the challenges faced and exploring potential solutions, it is hoped that the quality of Arabic language education in these regions can be improved. Through this research, the author aims to contribute to the development of more effective and efficient Arabic language teaching strategies in 3T areas. Consequently, students in these regions can receive a quality education that is relevant to their needs.

RESEARCH METHOD

This research was conducted through a literature study, which involved gathering various sources from Arabic language books and journals, as well as collecting in-depth and detailed information using various data collection procedures over a specific period (Murdiyanto, n.d.). The sources were collected through the following stages: Reading and studying literature, references, or library materials related to and supporting the topic of issues in Arabic language learning media; Taking notes on key points to identify relevant and continuous studies concerning the issues in Arabic language learning media; Describing generalizations in accordance with the context of 3T areas.

RESULTS AND DISCUSSION

A. Problems of Arabic Language Learning Media in 3T Areas



One of the main challenges in presenting Arabic language learning media in 3T (Underdeveloped, Frontier, and Outermost) areas is the limited access to effective and innovative learning media. Learning media play a crucial role in enhancing learning outcomes, increasing interest and motivation, and improving students' visual understanding of Arabic (Sulfikar & Nurul Fawzani, 2023; Saputra et al., 2021; Amzaludin et al., 2023; Priantiwi & Abdurrahman, 2023).

1. Unequal Distribution of Education Development and Facilities

According to Coleman (1968), the concept of equity in education includes several aspects: providing free education services up to the completion of education as a primary access for the workforce, implementing an equal curriculum for all children regardless of their background, and ensuring the development of educational facilities for all students without exception. However, educational facilities in 3T areas are often inadequate or even nonexistent. Schools in these regions may lack proper buildings, libraries, laboratories, or sports facilities, which significantly hinder students' learning experiences. The government tends to focus educational development in urban areas, particularly on Java Island. To address the issue of educational inequality in Indonesia, several steps must be taken: first, increasing the number and competence of teachers, and second, establishing new schools in remote areas.

2. Lack of Internet Access

The internet is a communication network that connects multiple computers, reaching millions of users worldwide. It serves as a vast digital library containing diverse information in text, video, animation, graphics, and other formats (Suwarya, 2021). Utilizing the internet as a learning medium through active and creative innovations can help teachers facilitate learning. Internet-based learning can adapt to changing educational environments and methodologies, significantly impacting teaching and management systems (Ritonga et al., 2023; Latifah & Ramadan, 2023). However, in 3T areas, only 17% of schools have internet access (Shaina, 2022), and most communities lack mobile network coverage (Armansyah, 2024). This creates a "double digital divide": in addition to infrastructure limitations, teachers and students often lack digital literacy. Government digital learning programs, such as Rumah Belajar, remain inaccessible due to signal and device limitations (Armansyah, 2024).

3. Limited Quality Learning Materials and Difficult Access to Education

3T areas are characterized by remoteness, isolation, and limited access to basic infrastructure. Around 29% of schools in these areas lack electricity, and only 17% have internet access. Harsh geographical conditions, such as mountains, rivers, or remote islands, result in long travel distances—averaging 149 km or five hours—to reach schools. This isolation exacerbates the scarcity of educational facilities: only 54% of schools have libraries, and just 39% possess adequate textbooks (Shaina, 2022). These constraints not only hinder the teaching-learning process but also discourage students from continuing their education (Ritonga et al., 2023). Poor transportation infrastructure further restricts the distribution of learning materials. For instance, in East Kalimantan, inadequate roads delay textbook deliveries and school renovations (Persepsi News, 2023). As a result, schools in border areas often lack books, teaching aids, and updated curriculum materials. Students in remote Papua or East Nusa Tenggara must navigate rugged terrain and rivers to attend under-equipped schools (Ayudhia Nur Luthfia et al., 2023). This situation contradicts the principle of quality learning resources, which require accessibility and availability (Imran, 2014).



4. Shortage of Skilled or Professional Teachers

The lack of qualified educators in 3T areas remains a challenge in Indonesia's educational structure. Unequal teacher distribution affects the entire education ecosystem, particularly in 3T regions. Although the national student-teacher ratio is 1:15, in remote areas like West Papua or the Mentawai Islands, a single teacher often instructs 35-40 students while simultaneously serving as the school principal. The Bachelor Teaching Program in Outermost Regions (SM-3T) only fulfills 30% of the demand for teachers, and financial incentives such as an additional salary are insufficient to attract skilled educators (Kompasiana.com, 2024). Consequently, schools in remote Kalimantan or East Nusa Tenggara merge classes or reduce subjects such as science and foreign languages. Teachers in 3T areas frequently teach multiple subjects outside their expertise. In Central Sulawesi, for example, 68% of math teachers also teach history due to a lack of subject specialists (BAB 1.pdf, n.d.). This contradicts pedagogical competency standards requiring subject-specific mastery. As a result, learning methods remain monotonous, dominated by lectures with minimal hands-on activities (Kompasiana.com, 2024). In contrast, interactive learning has been proven to enhance students' knowledge retention. However, only 23% of teachers in 3T areas have attended technology-based training in the past five years (Adelwis et al., 2024). Teacher Subject Consultation Groups (MGMP), designed for professional development, operate in only 12% of regions due to geographical constraints and limited funding (Adelwis et al., 2024).

B. Strategies to Overcome Arabic Learning Media Challenges in 3T Areas

Based on the challenges faced in 3T areas—both directly and indirectly related to Arabic learning media—researchers propose solutions for the government and teachers, including infrastructure improvements, context-based teacher training programs to enhance educators' ability to develop independent teaching materials, and integrating local resources with the national curriculum as a sub-system to achieve educational goals in Indonesia.

Some innovative arabic learning media for 3T Areas that can be applied to develop learning in 3T areas include Arabic Monopoly, Flashcards and Picture-Based Learning, Traditional Games, Comics and Picture Stories. Arabic Monopoly is a game-based learning tool effectively increases students' interest in Arabic (Iskandar et al., 2022; Ica et al., 2021; Larasati & Ahsanuddin, 2023). It provides an engaging and educational way for students to learn vocabulary.

Flashcards and picture-based learning as a visual media, help students remember Arabic words. By integrating Arabic vocabulary with local objects (such as agricultural tools, endemic flora and fauna, or forest products like rattan, honey, and timber), learning becomes more relevant (Jariyah & Asrori, 2022). Traditional games as learning media such as spinning tops can be adapted into Arabic vocabulary games, where students form sentences using words that appear when the top stops spinning. Similarly, a congklak (traditional board game) with prepositions written on it can help students learn Arabic grammar (Abdurahman et al., 2025). Comics and picture stories such as local legends can be adapted into Arabic-language narratives, making learning more culturally relevant.

These media should be combined with an inclusive and innovative learning environment, integrating language practice beyond the classroom (Annisa & Safii, 2023;



Islamy et al., 2024). Digital technology can enhance student motivation and communication skills in Arabic (Faiz & Afrita, 2024; Safitri et al., 2022). Additionally, government and educational institutions must provide adequate resources and infrastructure to support Arabic learning (Islamy et al., 2024). The role of Islamic boarding schools, Islamic universities, and religious institutions is crucial in promoting Arabic education (Hunainah et al., 2024).

Arabic learning media should not stand alone but be integrated with character education (Hunainah, Usop, et al., 2023; Ramdhani et al., 2017). Thus, innovation in learning media must be complemented by interactive learning environments, language games (Ilmiani et al., 2022), and tutors who act not only as mediators and facilitators but also as role models guiding students academically (Laila Agustina et al., 2023; Hunainah, 2024).

Finally, teachers must be actively involved in the development of these learning media. They should be trained to use media effectively and creatively, allowing them to adapt teaching methods to students' needs in 3T areas (Mahmudah, 2018; Mohammad Shohibul Anwar et al., 2023). By combining technology, innovative learning media, and active teacher participation, Arabic education in 3T areas can be significantly improved.

CONCLUSION

This study identifies the challenges and innovative solutions in the use of Arabic language learning media in 3T areas, with the hope of contributing to the development of effective and efficient learning strategies. In addressing the challenges of Arabic language learning media in 3T areas, several key issues arise, including limited infrastructure, lack of internet access, inadequate learning materials, and a shortage of skilled educators. These obstacles hinder students' ability to engage effectively with the language, reducing motivation and learning outcomes. Unequal distribution of educational resources further exacerbates these difficulties, leaving remote schools with minimal support and outdated materials.

To overcome these challenges, a multifaceted approach is essential. Improving infrastructure, providing context-based teacher training, and integrating local resources into the curriculum can create a more accessible and relevant learning environment. Innovative teaching tools such as Arabic Monopoly, flashcards, traditional games, and illustrated stories have proven effective in enhancing student engagement. Additionally, digital platforms, when accessible, offer an opportunity to supplement traditional learning methods. A collaborative effort involving the government, educational institutions, and local communities is crucial to ensuring sustainable improvements. Teachers play a pivotal role in this process and must be equipped with the necessary skills to adapt learning media creatively. By combining technology, innovative teaching strategies, and strong institutional support, Arabic language education in 3T areas can be significantly enhanced, fostering greater student participation and long-term educational success.

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