

Learning Arabic in the Era of Society 5.0

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Abstract

The existence and need to learn Arabic remains a strategic issue in the midst of the dynamics of the evolving times, especially in the current Society 5.0 era. This era has a basic concept in the form of transforming the conventional way of life to digital-based. This has an impact on all aspects of human life including Arabic education and learning. Among the challenges that await the world of education in the Society 5.0 era is how to bring together science and technology without sacrificing students. Therefore, through this literature study, the author wants to conduct a theoretical and factual analysis of the Arabic language learning paradigm in the era of society 5.0. From the results of the research, it was found that there was a significant shift in the Arabic learning paradigm in various aspects, starting from the learning orientation, the demands of educator qualifications and the learning model, the demands of students' competencies

Keywords: Arabic, Learning, Society Era 5.0

INTRODUCTION

Arabic has a very long history in human life. He is the same age as the earliest human being created by Allah, namely the Prophet Adam AS. There is disagreement among historians about who first used Arabic in communication¹. One opinion says Prophet Adam AS. while another opinion states that Ya'rab bin Qahthan and there is another opinion that the Prophet Ismail bin Ibrahim (AS) is saying. was the first person to use Arabic to communicate. This is based on various interpretations of the words of Allah SWT., (QS 1:31), as explained by Imam Al-Qurtubi².

Before the VII century AD, Arabic was the only language of the Bedouins who lived in the northern part of the Arabian Peninsula, parts of Syria, and Iraq as well as the language of the inhabitants of cities in the northern part of the Arabian Peninsula. With the advent of Islam, it not only expands the influence of the Arabic language, but also unites the Arab nation, enriches the treasures of science and enriches the Arabic language with new vocabulary or new meanings³. From here the Arabic language began to gain its own position

Since the Prophet Muhammad PBUH was sent, who incidentally is a native of Arabia, the Arabic language has its own position. Especially with the revelation of the Qur'an and the many words of His who undoubtedly use Arabic which has gained legitimacy as the main source of Islamic teachings. Therefore, in the future, it was proven that Arabic was able to be at the peak of the glory of Islamic civilization in the X century AD. At that time, Arabic was positioned as the language of introduction to science, knowledge, and civilization. At that time, Europeans paid

¹ Kamaal Abd al-Baqi Lasyin, dkk. Diraasaat fil Adabil Jahiliy, (Kairo: Darul Kutub wal Watsa'iq al- Qaumiyah, 1995),12.

² Abu Abdillah al-Qurtuby, Al Jaami' li Ahkaamil Qur'an, (Riyadh: Darul Alam al-Kutub, 2003), 283

³ Nazri Syakur, Revolution in Arabic language learning methodology , (Jogjakarta: Bintang Pustaka Abadi, 2010), 10-11

very high attention to learning Arabic because it demanded the translation of various monumental works in various scientific disciplines from Arabic to Latin.

As for the distribution of users, Arabic is in the top 4 after Chinese, English and Spanish. The existence of Arabic is increasingly taken into account in the international world after it was established as one of the official languages at the United Nations Security Council (UNSC) on December 18, 1971. In fact, after the September 11, 2001 incident, Arabic became one of the languages that were most popular in Western countries to be studied. And at the initiative of Saudi Arabia and Morocco, every December 18 is commemorated as World Arabic Language Day since 2010.

From this phenomenon, it can be seen that the need to learn Arabic remains a strategic issue in the midst of the dynamics of the evolving times, especially in the current Society 5.0 era. In this era, the most basic concept is the transformation of the conventional way of life to digital-based. This has an impact on all aspects of human life including Arabic education and learning. Among the challenges that await the world of education in the era of Society 5.0 is how to bring science and technology together. This is because science and technology are like two sides of a currency that cannot be separated, especially since the outbreak of the Covid-19 pandemic globally. Therefore, through this literature study, the author wants to conduct a theoretical and factual analysis of the Arabic language learning paradigm in the era of society 5.0.

RESULT AND DISCUSSION

Learning Arabic and the Challenges of Science and Technology

Progress goes hand in hand with the increasingly rapid development of the world of informatics. Language as a means of information has a crucial role in recording and capturing various events, both those that have taken place and those that are currently happening. Language, especially Arabic, which is widely used in the world, is the language that unites religion, the language that unites Muslims, who unite their souls, even though they are different nations, homelands, and mother tongues. Therefore, wherever Islam develops, Arabic also develops. So it is not surprising that learning Arabic is still a need for many parties, especially for students in Indonesia, who are the majority of Muslims.

When a child completes his or her first language acquisition (B1), he or she will then switch to the second language acquisition experience (B2) with a language learning intermediary. In this case, some experts use the term language learning and others use the term language acquisition⁴.

The use of language learning terms is based on the assumption that mastery of a second language can be done through a deliberate and conscious learning process. This is not the same as the mastery of the first language/mother that occurs naturally and unconsciously obtained in the family life environment. The terminology of acquisition is used on the assumption that a second language is something that can

⁴ Dadang Sunendar dan Wasid Iskandar, Arabic language learning strategis , (Bandung: P.T. Remaja Rosdakarya, 2008),77.

be obtained in formal education in educational institutions and informal environments.

It can be said that the right term in the world of education in Indonesia is Arabic as *ghairu nathiq al lughah*", while the Indonesian is "Nathiq al lughah". Arabic can only be mastered through a learning process that occurs consciously and intentionally. Therefore, it is appropriate to use the term "learning" (language learning)⁵.

Arabic language learning, similar to learning other foreign languages, is a system that requires the involvement of many components that do not stand alone. These components are interrelated and determine whether or not a language learning activity is successful or not. These components include learning objectives, teaching materials and materials, learning methods and approaches, learning resources, learning media and technology, and evaluation of learning outcomes.

Important elements in Arabic that must be mastered by every learning include phonological elements (*ashwat*), morphological (*mufradat*), and syntax (*nahwiyy*). Meanwhile, the skills that must be mastered include receptive, namely listening (*istima'*) and reading (*qira'ah*). The productive skills that must be possessed are speaking (*kalam*) and writing (*kitabah*)⁶. By mastering these four language skills (*maharah lughawiyah*) and supported by a good understanding of the linguistic elements above, it is the goal to be achieved when a person learns Arabic.

Arabic, which is the second language studied, has characteristics that do not exist in Indonesian as a mother tongue. Therefore, the learning approach has an important role in the process of implementing teaching methods in the classroom. Approach can be defined as an assumption or perspective globally.

The Concept of the Society 5.0

Era Society 5.0 is an era in which humans and technology work together to achieve greater progress. Technologies such as artificial intelligence, the Internet of Things, and robotics are increasingly being applied in everyday life. In the context of education, this era brought changes to teaching and learning methods.

Arabic language education plays an important role in strengthening the understanding of Islamic religion and culture. In the context of the Society 5.0 era, Arabic language education needs to adapt to existing technological developments. The use of high-level technology in learning Arabic can increase the efficiency and effectiveness of the learning process. Arabic plays a central role in the Society 5.0 era as a classical language with a rich history. In this context, Arabic is not only considered a means of communication, but also a window to understand the rich Arab civilization and culture. The importance of Arabic is increasingly raised in the era of Society 5.0 because of the increasingly significant economic and political role of countries in the Middle East.

⁵ Nginayatul Khasanah , Learning Arabic as a second language (urgency of Arabic and learning in Indonesia) , (An-Nidzam Volume 03, No. 02, Juli-Desember 2016), 44

⁶ Aziz Fakhurrozi dan Erta Mahyudin, Learning Arabic Language (Dirjen Pendis Kemeng R1, 2012),323

As the official language in many of these countries, understanding Arabic can open the door to collaboration in business, diplomacy, and international relations. In terms of technology, Arabic has challenges and opportunities. Although there are developments in the introduction of Arabic-based technology, it needs to continue to be improved to support the integration of Arabic in the digital ecosystem that increasingly dominates Society 5.0.

The Society 5.0 Era and Its Implications in Arabic Language Learning

Gradually, the era of society was formulated starting from the era of hunting society (society 1.0) in prehistoric times, agricultural society (society 2.0) in the era of 13000 BC, industrial society (society 3.0) at the end of the 18th century, and information society (society 4.0) at the end of the 20th century. At each stage of the era, it becomes a necessity when there is an increase in human civilization through learning and the way of thinking. The term "society 5.0" was originally born in Japan in 2016. Since then, the term has spread and its basic concept has continued to be formed. Society 5.0 is a term used in the Fifth Basic Plan for Science and Technology as a result of a study by the Council for Science, Technology and Innovation of the Government of Japan. This vision was then enacted by the Japanese Cabinet of Ministers in January 2016. "Society 5.0" can be defined as "intelligent society", where it unites physical space and cyberspace. Although it focuses on humanity, Society 5.0 refers to a new type of society in which innovation in science and technology occupies an important position, with the aim of balancing social and societal problems that need to be solved, while ensuring economic development⁷. Therefore, adaptability, agility, mobility, and reactivity are now keywords in the life of the 5.0 community.

The term Society 5.0 is a concept to follow up on the era of the industrial revolution 4.0. The Society 5.0 era is the concept of a super-intelligent society that integrates technologies such as Artificial Intelligence (AI), Internet of Things (IoT), big data, and robots into every aspect of social life. In particular, society 5.0 aims to build a smart society by presenting a super-intelligent social service platform that will create new values by involving several different systems to facilitate human⁸ work. Society 5.0 is a vision of society where through the integration of technology with daily life, the future society will be able to create new values and services in a sustainable manner to benefit and balance society as a whole.

With the era of society 5.0, Japan wants to introduce the concept of digital technology transformation for various systems and accelerate its implementation in order to achieve a society in which all citizens are dynamically involved. The Japanese government wants to build a community where all citizens, including youth, the elderly, women, men, people with special needs and people with severe diseases, can live a fulfilling life and demonstrate their optimal abilities to society, where all citizens participate dynamically. A system will evolve by being innovated by the Internet of Things (IoT), Big Data, Robots and Artificial Intelligence applied to automated

⁷ Bruno Salgues, Society 5.0 Industry of the Future, Technologies, Methods and Tools, London: ISTE, Hitachi-UTokyo Laboratory, Society 5.0 A People-centric Super-smart Society (Singapore: Springer, 2020), 19

⁸ Aghni Rizqi Ni'mal 'Abdu Faulinda Ely Nastt, Readiness of Indonesia education to face the era of Society 5.0, Edcomtech:Journal of education technology studies , 5.1 (2020), 61-66

control, healthcare, financial transactions, construction, agriculture, forestry, as well as fisheries and tourism.

The birth of the Society 5.0 Era, which is driven by the Japanese state, has slowly but surely had a major impact on digitalization and changes in the orientation of the world of education, including learning foreign languages, including Arabic. There are three main goals of learning digitalization. The first is to make schools extra green and achieve higher productivity in the teaching and learning process. So that they can teach more in a shorter time, at a lower cost. The second goal is as independent learning for students, so that students can become more actively involved in their learning and to fit their actual lifestyle. The third is concern to prepare graduates to compete in the job market and to meet the changing needs of the work⁹ environment.

Related to this, the goal assumes that people with good technological skills will be better able to answer the challenges of the times. The Society 5.0 era will consciously or unconsciously have an influence on education in various countries, most affected by Indonesia. This influence has a significant impact on the existence of human resources and existing educational facilities. From this, it can be said that technology has a great impact on human life and is able to change the education system. Technology brings a wealth of knowledge through the expansion of teaching and learning and the improvement of skills and experience. In the Society 5.0 era, Arabic language learning is required to use more and more digital technology. More than ever, students are required to be technologically literate so that they are prepared to be able to take part in jobs that do not even exist in the future. Having a supportive environment is very important in the learning process. The application of technology that is appropriate and practical for use by teachers and students must be relevant to the existing curriculum. This can help them acquire knowledge in a unique way, and outcomes that are oriented towards learning objectives.

Regarding learning Arabic as part of the education system in Indonesia, it is undeniable that it is definitely affected by the demands and developments of the times. This will automatically force all parties and elements involved practically in Arabic learning activities to prepare, equip themselves, and adapt to the needs and conditions of the times. In the era of Society 5.0, this brings massive implications that demand a massive transformation in various aspects of learning.

Application

Currently, the orientation of Arabic language speakers is more varied because it is more professional and pragmatic in accordance with the needs of graduate users and the demands of the world of work. This difference has implications for the perspective and assessment of outsiders towards the Arabic language to increase. Therefore, a learning system is needed that is relevant to this for the effectiveness of achieving learning goals.

⁹ Balamurugan Muthuraman, Education Tools and Technologies in the Digital Age for Society 5.0 in Digitalization of Higher Education using Cloud Computing Implications, Risk, and Challenges (Florida: CRC Press, 2022), 4

In addition to this, there is an influence that has a high shock effect on human resources and educational facilities. After entering this Era of Society, inevitably human resources are required to improve their competence in literacy, technology and more professional. That's why Arabic educators, teachers, lecturers, and instructors are required to change their paradigm as educators with the demand to have qualified soft skills and hard skills. They are not only required to be able to master teaching materials, manage classes, but also be able to motivate students to want to learn, become role models, and have at least mastery of technology to be applied in learning. Teachers' soft skills must also

In addition, teachers also need to have hard skills related to teacher professionalism pedagogically such as the ability to master teaching materials/materials, classroom management skills, teaching strategies, learning administration, and especially the mastery of the latest technology as a media and learning resource to be applied in the learning activities they carry out starting from planning, implementation to learning evaluation. Teachers are required to always update and be digitally literate in order to be able to provide educational services that are in accordance with the demands of the times, such as designing online learning programs, designing digital application-based media and learning resources, to carrying out paperless tests and compiling digital report cards. There are many digital media or applications that can be used in learning, such as video scribe¹⁰, kahoot¹¹, plotagon¹², MIT App Inventor Application¹³, and so on.

Students are more likely to like to learn in an instant way, document subject matter by taking pictures, browse materials/assignments with their gadgets, and use computers and the internet to learn. What the teacher conveys in class is rarely written or documented in books They sometimes just need to take pictures or record with a mobile phone camera This instant method is more often used as an option in learning Arabic such as translating, difficult mufradat, number (sentence) or nash qira'ah and even looking for tashrifan (derivative form) of certain words, Generation Era Society 5.0 is also more likely to like multitasking work. In addition to interacting on social media discussing the latest developments, they also study school materials from time to time.

In ere Society 5.0, learning Arabic is also more open and practical. This is further supported by the independent learning program from the government. Face-to-face learning activities are now no longer limited by space and time, do not learn to rely on textbooks physically, do not learn passively while listening to teachers

¹⁰ M Mukhibat and Evi Muzaiyidah Bukhori, "Video Scribe Media Development Management In Improving Arabic Speaking Skills," *Ijazah Arabi Journal of Arabic Learning* 4, no. 3 (October 30, 2021), <https://doi.org/10.18860/ijazarabi.v4i3.12760>.

¹¹ Noza Aflisia, Asri Karolina, and Eka Yanuarti, "Pemanfaatan Aplikasi Kahoot Untuk Meningkatkan Penguasaan Unsur Bahasa Arab," in *Al-Mu'tamar Ats-Tsanawi Li Al-Lughah Al-'Arabiyah*, vol. 1 (Prodi Pendidikan Bahasa Arab IAIN Curup, 2020), 1–17, <http://prosidings.iaincurup.ac.id/index.php/musla/article/view/8>.

¹² R Rini, M Mustofa, and K Kurnia, "Using the Plotagon Application On Arabic Language Learning Media Design," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 637–54, <https://doi.org/10.29240/jba.v7i2.8446>.

¹³ Rini, Hazuar, and Shanti Novita, "Arabic Learning Media Design Based on the MIT App Inventor Application," *Lughawiyat: Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (April 25, 2024): 18–35, <https://doi.org/10.38073/LUGHAWIYYAT.V7I1.1488>.

explain lessons, but above all students are more interested in reality-based learning of daily problems, activity-based and project-based, and authentically studying daily factual phenomena as material and topics of discussion in the teaching and learning process. Students can also easily access materials on digital platforms such as google classroom, zoom meeting, skype and others. Students are also given the convenience of participating in learning activities simply through WA groups, line, instagram, youtube and others, and learn simply with tutorials. In learning Arabic, this method is very helpful in honing 4 dowries.

From this presentation, of course, it can be seen how digital-based Arabic language learning brings positive benefits, including motivating, rich, and always updated Arabic material content, flexibility of time and place of learning. However, on the other hand, this still leaves problems that need to be solved, including health problems due to excessive interaction with gadgets, opportunities to access negative content, limited social interaction, communication and feedback, the problem of originality of works because all parties are free to copy and copy, the gap in mastery and ownership of technological devices among educators and students, as well as the support of facilities and infrastructure provided by uneven government.

Seeing the existing factual conditions, Arabic language learning that is carried out digitally cannot be fully implemented. The various limitations and negative implications that exist demand the integration of conventional activities combined with digital-based learning. This is what is known as a hybrid learning or blended learning system, besides that with a learning system like this, according to the demands of the Society 5.0 era, students are not only equipped with science but must also be equipped with critical, analytical, and creative thinking through inquiry learning, discovery learning, project based learning, problem based learning¹⁴, both by introducing and providing direct experience in real life as well as universal problem recognition.

Moreover, other skills needed in the society 5.0 era are personal skills, namely the 4Cs, creativity, critical thinking, communication, and collaboration. In addition, this era also requires the mental perfection of every student, such as leadership, mastery of digital literacy, communication, emotional intelligence, entrepreneurship, problem solving, and being able to work in a team¹⁵. Realistically, all of these competencies cannot be realized by digitizing learning, but still provide space for conventional learning to cover the negative gaps that arise. But what is certain is that the digitization of learning is impossible to avoid because it is an important indicator to be able to compete in the current Society 5.0 era.

How to apply

How to apply Arabic language education in the Society 5.0 era can be done through several steps First, the use of artificial intelligence in learning Arabic can help increase efficiency in assessing and analyzing student abilities. Artificial

¹⁴ Muhamad Kumaini Umasugi, The Urgency of Arabic in the Primary and Secondary School Education Curriculum as a Foreign Language of Choice in the Era of Society 5.0 (Jurnal At Tarqiyah Edition 1 Vol. 5 Year 2022)

¹⁵ Mahdir Muhammad, Cahya Edi Setyawan The Role of Arabic in Facing the Educational Paradigm in Indonesia Era Society 5.0 (Ihtimam, Journal of Arabic Language Education- Volume 04, Number 2, December 2021)

intelligence systems can provide students with faster and more accurate feedback, so they can correct their shortcomings and optimize their skills in Arabic

Second, the internet of things can be used to facilitate connections between, teachers and students, in learning Arabic. With this technology, teachers can provide learning materials online, provide assignments and exams in real-time, and hold discussions and collaborations between students. This will increase student engagement in the learning process and facilitate the exchange of ideas and knowledge between students.

Third, big data can be used to analyze Arabic language learning data comprehensively. Data regarding student progress, difficulties faced, and effective learning strategies can be analyzed to identify patterns and trends that can help improve learning methods. By utilizing big data, educators can make better decisions in designing curriculum and setting learning strategies.

Benefits of Arabic Language education in the era of society 5.0

- 1) Improving Communication Skills in the Society 5.0 era.
Communication skills in Through good Arabic language education, students can speak Arabic is becoming more and more important Develop speaking skills. writing¹⁶, and good listening. This will help them communicate with an increasingly connected global society.
- 2) Wider Career Opportunities
The Arabic language education obtained in the Society 5.0 era provides students with a wider range of career opportunities. In the context of globalization, the need for people who master Arabic is increasing. For example, translators, diplomats, and Arabic teachers are some of the promising career fields.
- 3) Increased Cultural
Awareness Arabic language education can also improve students' understanding of Arabic culture. Through learning Arabic, students will be open to the cultural values and traditions owned by the Arab community. This will help in building better relationships

The Influence of education in the era of society 5.0

- 1) Improving Arabic Language Skills
Education in the Society 5.0 era can provide easier access to students to improve Arabic language skills. With technological advances and better connectivity. Students can take advantage of various online apps and platforms to learn Arabic in an interactive and fun way. In addition, with a more structured curriculum and innovative teaching methods, students can learn Arabic in a more effective way
- 2) Applying Advanced Technology
In Learning in the Society 5.0 Era also brings technological advances that can be applied in Arabic language learning. For example, the use of artificial intelligence (Artificial Intelligence/AI) can help create learning programs that

¹⁶ Noza Aflisia, Kasmantoni, and Yunika Febri Yanti, "Writing Errors: A Study of Students Linguistic Errors in Insya Muwajah Learning," *An Nabighob* 26, no. 1 (June 14, 2024): 79–96, <https://doi.org/10.32332/ANNABIGHOH.V26I1.79-96>.

are tailored to the individual needs of each student. Thus, students can learn Arabic more effectively and efficiently. In addition, virtual and augmented reality technologies can also be used.

3) Integration of Arabic Language Subjects in the Educational Curriculum

In the Society 5.0 era also leads to the integration of Arabic subjects in a broader curriculum. This is important to ensure that students gain a comprehensive understanding of the Arabic language and its culture. By including Arabic in the school curriculum, students will have more opportunities to learn the language in depth and apply it in their daily lives.

CONCLUSION

The existence of the Arabic language is still taken into account from time to time until the current Society 5.0 era. This era is the main milestone in the launch of the Education and Learning Digitalization Movement. In the context of learning Arabic, of course, it is not spared from the massive impact of this system. Therefore, there has been a significant shift in learning Arabic in various aspects, starting from the learning orientation, the demands of educator qualifications and learning models, the demands of students' competencies and learning characters, to the needs of supporting facilities and facilities. Arabic language education in the Society 5.0 era requires the adoption of high-level technology to improve the quality of learning. With the application of artificial intelligence, the internet of things, and big data, Arabic language education can become more efficient and effective. In addition, the use of technology in Arabic language education can also increase student involvement in the process of learning.

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