REVITALIZING ARABIC LANGUAGE LEARNING IN THE ERA OF 5.0: THE ROLE OF SOCIAL MEDIA IN *BI'AH LUGHAWIYYAH*

Samsuar A. Rani
STAIN Teungku Dirundeng Meulaboh
Email: samsuartba@gmail.com

Zikriati
STAIN Teungku Dirundeng Meulaboh
Email: ummizikriati@gmail.com

Rosmiati
IAIN Langsa
Email: rosmiati@iainlangsa.ac.id

Abstract. This study aims to investigate methods for revitalizing Arabic language learning in the 5.0 era, emphasizing the role of social media in enhancing students' educational experiences within the linguistic environment (Bi'ah Lughawiyyah). As digital technology becomes increasingly integrated into daily life, it is essential to adapt language learning strategies to leverage social media as an effective educational tool. Through a literature review approach, this research analyzes various studies on the use of social media in the context of Arabic language learning, considering contemporary theoretical concepts relevant to the 5.0 era. The findings are anticipated to offer new insights for educators in Arabic language education, facilitating the development of more relevant and effective learning strategies in this digital age.

Keywords: *Revitalization of Arabic Language Learning, Era 5.0, Social Media, Linguistic Environment.*

Abstrak. Penelitian ini bertujuan untuk mengeksplorasi strategi revitalisasi pembelajaran Bahasa Arab di era 5.0 dengan fokus pada peran media sosial dalam memperkaya pengalaman belajar siswa dalam konteks Bi'ah Lughawiyyah. Dalam era di mana teknologi digital menjadi bagian integral dari kehidupan sehari-hari, pendekatan pembelajaran bahasa perlu disesuaikan untuk memanfaatkan potensi media sosial sebagai alat pembelajaran yang efektif. Melalui pendekatan pustaka, penelitian ini akan menganalisis berbagai studi terkait tentang penggunaan media sosial dalam konteks pembelajaran Bahasa Arab serta mempertimbangkan konsep-konsep teoritis terkini dalam era 5.0. Temuan dari penelitian ini diharapkan dapat memberikan wawasan baru bagi praktisi pendidikan bahasa Arab untuk mengembangkan strategi pembelajaran yang lebih relevan dan efektif di era digital ini.

Introduction

The revitalization of Arabic language learning in the era 5.0 poses an urgent and crucial challenge in facing the dynamics of digital technology development. Era 5.0, characterized by the increasingly close integration between humans and technology, brings about paradigmatic changes in various aspects of life, including in the context of education. In this increasing digital connected environment, Arabic language learning can no longer ignore the impact and crucial role of social media in shaping communication patterns and social interactions, as well as in building understanding of the Arabic language among students.

The importance of revitalizing Arabic language learning lies not only in the use of digital technology as a learning aid but also in strategically adapting to the social and the occurance cultural changes (Syuhadak & Hilmi, 2020). One of the main focuses in Arabic language learning is Bi'ah Lughawiyyah, which refers to the social and cultural environment in which the Arabic language is used and practiced. In era 5.0, where social media has become an integral part of daily life, the role of social media in shaping Bi'ah Lughawiyyah becomes increasingly significant (Baity & Faiqoh, 2022; Wahab, 2015).

This research aims to explore in-depth strategies for revitalizing Arabic language learning in the era 5.0 by focusing on the role of social media in enriching students' learning experiences within the context of Bi'ah Lughawiyyah. Through a comprehensive literature review approach, this study will analyze various related studies on the use of social media in the context of Arabic language learning, while considering current theoretical concepts in the era 5.0.

A profound understanding of the role of social media in revitalizing Arabic language learning is expected to provide new insights for Arabic language education practitioners to develop more relevant and effective learning strategies in this digital era. By recognizing the crucial role of social media in shaping Bi'ah Lughawiyyah, it is hoped that we can identify more adaptive and innovative learning approaches, thus enabling a more comprehensive and meaningful learning experience for students in mastering the Arabic language.

In the context of the digital revolution, paradigmatic changes in Arabic language learning necessitate educators to continually adapt to the dynamics of the times. Era 5.0 demands a more progressive learning approach that not only integrates technology as a tool but also deeply understands how social media influences students' learning patterns and interactions (Al-Tabany, 2017; Jenita et al., 2023).

Thus, the use of social media in Arabic language learning is not merely seen as an addition or supplement but as an integral part of the new learning environment. One aspect to consider is how social media shapes Bi'ah Lughawiyyah, the social and cultural environment in which the Arabic language is used and practiced. Through interactions on social media, students not only acquire Arabic language content formally but also engage in broader contexts, such as everyday conversations, discussions about Arab culture, or even collaboration on joint projects. This forms a new pattern in learning Arabic, where understanding of the language is no longer limited to structure and vocabulary but also to the use of language in relevant and authentic contexts.

However, the role of social media in Arabic language learning also presents a number of challenges, including issues of information validity, data security, and time constraints (Syagif, 2023) . It is important for Arabic language education practitioners to thoroughly understand the positive and negative impacts of using social media in learning, as well as to develop appropriate strategies to minimize risks and maximize learning potential.

Thus, this research aims not only to explore the role of social media in revitalizing Arabic language learning but also to provide a comprehensive framework for education practitioners to develop relevant and effective learning strategies in the era 5.0. Through a profound understanding of the dynamics of Bi'ah Lughawiyyah in the context of social media, it is hoped that we can deliver a more engaging, relevant, and meaningful learning experience for students in mastering the Arabic language.

Research Methods

The study employs a literature review approach to investigate Arabic language learning in the 5.0 era and the role of social media in Bi'ah Lughawiyyah. Its design involves searching, selecting, and critically analyzing relevant literature to construct a robust framework of understanding (Adlini et al., 2022; Darmalaksana, 2020). This study will examine scholarly journals, articles, books, and other sources discussing the revitalization of Arabic language learning, the role of social media in language education, and the concept of Bi'ah Lughawiyyah.

The data collection process begins with identifying sources through academic databases and digital libraries. These sources are then filtered based on inclusion criteria such as relevance, methodological quality, and publication year. Subsequently, a critical analysis is conducted to identify key findings, different perspectives, and relevant knowledge gaps pertinent to this research (Hermawan & Pd, 2019; Zakariah et al., 2020).

The data from the literature review will be thematically analyzed by organizing key findings into related themes. These findings will be integrated with the conceptual framework of the study to explore implications for the research context. With this approach, it is hoped to gain deep insights into previous research, strengthen the theoretical foundation, and identify potential directions for future research.

The Concept of Arabic Language Learning in the 5.0 Era

A. **The Definition of the 5.0 Era and Its Implications on Education**

The 5.0 Era, also known as Society 5.0, is a concept advocated by the Japanese government as a futuristic view regarding the development of technology and society. This era is seen as a new stage of evolution in human civilization following the agrarian era (Era 1.0), industrial era (Era 2.0), information era (Era 3.0), and digital era (Era 4.0). The 5.0 Era emphasizes the increasingly close integration between humans and technology, where technology is not only used as a tool but also becomes an integral part of daily human life (Ramli et al., 2023).

The implications of the 5.0 Era on education are significant. This era demands that education leverages technology as the primary tool in the learning process. Technology is no longer just a supplement but an inseparable part of supporting teaching and learning activities. In this era, education is no longer centered around the teacher as the sole source of knowledge but emphasizes collaboration among students, teachers, and

technology. Learning becomes more interactive, allowing students to actively participate in the learning process (Kusum et al., 2023; Setiawan et al., 2023).

The 5.0 Era enables the adoption of more personalized learning approaches. With technologies such as Artificial Intelligence (AI) and data analytics, education can be tailored to the individual needs and interests of students more effectively. Technology in the 5.0 Era facilitates experiential learning-oriented education. Students not only acquire knowledge from books or lectures but also from direct experiences, simulations, and interactions with advanced technology. The 5.0 Era emphasizes the importance of lifelong learning, where education no longer only occurs in schools or universities but continues throughout one's life. Technology plays a crucial role in supporting continuous learning and career development.

The 5.0 Era emphasizes the importance of inclusive education, where technology is used to overcome barriers and facilitate access to education for everyone, including those with special needs or in remote areas. Technology in the 5.0 Era enables the integration of different disciplines in learning. Education is no longer limited to a single discipline but crosses traditional boundaries, allowing students to develop a more holistic understanding (Setiawan et al., 2023).

By understanding and adopting the implications of the 5.0 Era, education can prepare the younger generation to face the challenges and opportunities in an increasingly interconnected world driven by technology. The implications of the 5.0 Era on education not only encompass technical and practical aspects but also change paradigms and mindsets in approaching the learning process.

B. The Characteristics of Arabic Language Learning in the 5.0 Era

Arabic language learning in the 5.0 era reflects significant transformations in approaches, utilized technologies, and learning contexts. In this era, technology becomes an integral part of Arabic language learning. Online learning platforms, mobile applications, and interactive learning software serve as primary tools in supporting the learning process. Technologies such as Artificial Intelligence (AI) and data analytics are also employed for personalized learning and enhancing teaching effectiveness. The 5.0 era emphasizes collaborative and interactive learning. Students are no longer passive in the learning process but are invited to actively participate in discussions, collaborative projects, and interactive simulations. This creates a dynamic learning environment that enables students to learn from each other.

By adopting technologies such as AI and data analytics, Arabic language learning in the 5.0 era can be tailored to the needs and learning styles of individual students. Learning systems can automatically adjust content, difficulty levels, and types of activities according to each student's abilities and preferences, enhancing the efficiency and effectiveness of learning. Technology in the 5.0 era enables Arabic language learning that is more experiential. Students learn not only from books or lectures but also from direct experiences, simulations, and interactions with advanced technologies such as virtual reality (VR) or augmented reality (AR). This helps students to become more engaged and connected with the learning material.

The concept of lifelong learning is becoming increasingly important in the 5.0 era. Arabic language learning no longer happens only in schools or universities, but also through online platforms, online courses, or professional training (Bustam et al., 2024). Students are encouraged to continue learning and developing their Arabic language skills throughout their lives. Arabic language learning in the 5.0 era is not separate from the broader social, cultural, or technological context. More than just learning language structures, students are also invited to understand the cultural, historical, and social contexts in which Arabic is used. This creates a more holistic and profound understanding of the Arabic language.

In the 5.0 era, technology enables more inclusive access to Arabic language education for everyone, including those with special needs or in remote areas. Online learning platforms can be customized to various levels of ability and student needs, ensuring that no one is left behind in the learning process. By understanding the characteristics of Arabic language learning in the 5.0 era, educators can develop more adaptive, relevant, and effective teaching strategies to address the challenges and opportunities offered by the technological and societal revolution.

C. Challenges and Opportunities of Arabic Language Learning in the 5.0 Era

Arabic language learning in the 5.0 era faces several challenges that need to be addressed, yet it also offers various opportunities to be leveraged. One of the main challenges is the integration of technology in Arabic language learning. (Bustam et al., 2024). Although technology offers many advantages, such as broader accessibility and more interactive learning, not all students or educators have equal access to this technology. This can widen the gap in learning and requires extra effort to ensure that all students can access this technology.

Another challenge is the security and privacy of data in the use of technology in Arabic language learning. The use of online platforms or mobile applications allows for the collection of student data, which can raise concerns regarding privacy and the security of students' personal information. Therefore, it is important for educational institutions to implement strict policies regarding data privacy and ensure that student data is well protected.

Furthermore, Arabic language learning in the 5.0 era also faces challenges related to the quality of digital learning content (Mahmudah & Paramita, 2023). Although there are many online learning resources available, not all of them are of high quality or suitable for Arabic language learning needs. It is important for educators to identify and utilize relevant, accurate, and high-quality content to ensure the effectiveness of learning.

Although there are challenges to overcome, the 5.0 era also offers various opportunities that can be utilized in Arabic language learning. One of them is personalized learning. Technology enables the adoption of more personalized learning approaches, where content, difficulty levels, and types of learning activities can be tailored to the needs and interests of individual students. This can enhance motivation and engagement of students in Arabic language learning.

Another opportunity is the globalization of learning. Technology enables students to connect with other Arabic language learners around the world, expanding social networks and facilitating broader cultural and linguistic exchanges (Mahmudah & Paramita, 2023). This creates a more dynamic learning environment and provides students with opportunities to learn from various contexts and perspectives.

Furthermore, the 5.0 era also offers opportunities for the development of 21st-century skills. Arabic language learning can serve as a platform for developing skills such as problem-solving, creativity, communication, and collaboration, which are highly essential in an increasingly interconnected and technology-driven world (Mahmudah & Paramita, 2023).

Considering these challenges and opportunities, Arabic language educators can develop more adaptive, relevant, and effective learning strategies to address the dynamics of the 5.0 era. By wisely leveraging technology, ensuring data privacy and security, and capitalizing on the opportunities of globalization and the development of 21st-century skills, Arabic language learning can become more meaningful and relevant for students in this digital era.

Furthermore, challenges in developing curricula that meet the needs of the 5.0 era also need to be considered. Arabic language learning should be able to take into account the latest developments in technology and the ever-changing social dynamics. This involves integrating relevant content elements, such as vocabulary and phrases related to digital technology, as well as topics that reflect ongoing social and cultural realities. Additionally, challenges in adapting assessment methods and evaluation also become important considerations. In the 5.0 era, educators need to consider assessment methods that are suitable for the context of Arabic language learning using technology. This may include the use of technology-based formative assessment, collaborative online projects, or digital portfolios that reflect students' progress and achievements in Arabic language learning (Manan & Nasri, 2024).

The Revitalization of Arabic Language Learning

A. The Concept of Revitalizing Arabic Language Learning

The concept of revitalizing Arabic language learning refers to efforts to renew and enhance methods, curricula, and approaches to learning within the context of Arabic language. Its goal is to address the challenges encountered in Arabic language learning and leverage the opportunities presented by recent developments in technology and education (Aripin, 2018).

The revitalization of Arabic language learning involves several important aspects. First, there is the use of technology in Arabic language learning. Technology plays a crucial role in updating traditional teaching methods and providing broader access to learning resources. Through online platforms, mobile applications, and interactive learning software, students can access learning materials more easily and experience more interactive and engaging learning experiences (Bustam et al., 2024; Muin et al., 2022).

Secondly, it involves the development of relevant and adaptive curriculum. The revitalization of Arabic language learning requires the development of a curriculum that can respond to the needs and challenges of students in the 5.0 era. This involves adjusting the curriculum to include content that is relevant to students' daily lives, including topics that reflect ongoing social, cultural, and technological realities (Bustam et al., 2024; Muin et al., 2022).

Furthermore, the concept of revitalizing Arabic language learning also encompasses the development of innovative and effective teaching methods. Student-centered, collaborative, and experiential learning approaches are the primary focus of this revitalization. Teaching methods that leverage technology, simulations, games, and collaborative projects can enhance student engagement and motivation in learning Arabic language (Bustam et al., 2024).

The revitalization of Arabic language learning also emphasizes the development of 21st-century skills. In addition to language skills, students also need to be trained to develop skills such as problem-solving, creativity, communication, and collaboration. This enables students to be better prepared to face the challenges of an increasingly interconnected world driven by technology. Lastly, the revitalization of Arabic language learning also involves the development of more relevant and authentic assessment systems. Assessment systems should be able to measure students' progress in achieving comprehensive Arabic language competencies, including communication skills, text comprehension, and language use in appropriate social and cultural contexts (Bustam et al., 2024).

Taking all these aspects into consideration, the concept of revitalizing Arabic language learning aims to create more meaningful, relevant, and effective learning experiences for students in the era of 5.0. Through the use of technology, the development of relevant curriculum, innovative teaching methods, the cultivation of 21st-century skills, and authentic assessment, Arabic language learning can become more dynamic and aligned with the demands of the times.

B. The Importance of Revitalization in the Era of 5.0

The importance of revitalizing Arabic language learning in the era of 5.0 can be understood from several aspects relevant to the dynamics of the times. First, with the emergence of an increasingly interconnected digital era, the need for Arabic language competency relevant to the digital context becomes increasingly important. The revitalization of Arabic language learning aims to ensure that students can master Arabic language in various contexts, including the use of digital technology, social media, and online communication (Baity & Faiqoh, 2022; Zainuri, 2019).

Second, the revitalization of Arabic language learning is also important to prepare students to meet the demands of an increasingly globalized and interconnected job market (Sutiawan, 2023) . In this era 5.0, Arabic language skills are needed not only in academic or cultural contexts but also in professional and business contexts. The revitalization of Arabic language learning aims to produce graduates who can communicate effectively in Arabic in various professional and cross-cultural contexts.

Furthermore, the revitalization of Arabic language learning is also relevant to the need for a deeper understanding of Arab culture in a global context. In this increasingly interconnected 5.0 era, understanding Arab culture becomes important for promoting tolerance, mutual understanding, and intercultural cooperation. The revitalization of Arabic language learning can serve as a means to broaden students' understanding of Arab culture and strengthen intercultural relations at the global level.

Moreover, the importance of revitalizing Arabic language learning is also related to changes in the global education paradigm that emphasize the development of 21st-century skills. In this 5.0 era, students need to be equipped with skills such as critical thinking, communication, collaboration, and digital literacy. The revitalization of Arabic language learning aims to integrate the development of these skills within the context of Arabic language learning so that students can be better prepared to face future challenges and opportunities.

The revitalization of Arabic language learning is crucial to maintaining the continuity and relevance of Arabic as an integral part of the cultural and intellectual heritage of humanity. In an era where minority or non-major languages may be threatened by the dominance of global languages, revitalizing Arabic language learning serves as a means to strengthen the presence and relevance of Arabic in an increasingly interconnected global context.

Considering all these aspects, the importance of revitalizing Arabic language learning in the 5.0 era becomes evident. Through this revitalization, Arabic language learning can become more relevant, effective, and meaningful for students in this digital age, ensuring that Arabic remains a vital asset in the cultural and intellectual heritage of humanity. Furthermore, the significance of revitalizing Arabic language learning in the 5.0 era is also related to the challenges and opportunities faced in the context of globalization and digitalization. In an era where information can be easily disseminated through digital platforms and cross-border communication is on the rise, the ability to understand and communicate in Arabic becomes increasingly valuable.

C. The Strategy for Revitalizing Arabic Language Learning

The strategy for revitalizing Arabic language learning encompasses various approaches designed to enhance the effectiveness and relevance of learning within the context of the 5.0 era (Sutiawan, 2023). First, the use of digital technology is one of the primary strategies in this revitalization. This approach includes leveraging online learning platforms, mobile applications, and interactive learning software to provide students with more engaging, interactive, and up-to-date learning experiences. By harnessing technology, students can access learning materials anytime and anywhere, as well as engage in a variety of learning activities such as simulations, games, and collaborative projects.

Additionally, the strategy for revitalizing Arabic language learning also involves developing a more relevant and adaptive curriculum. The curriculum should be designed to incorporate content that aligns with students' needs and interests, as well as reflects the latest developments in Arabic language and relevant socio-cultural contexts. This entails adjusting the curriculum to include topics that reflect students' everyday realities, such as digital content, social media, and technological advancements (Muin et al., 2022).

Furthermore, the development of innovative teaching methods is also an integral part of the strategy for revitalizing Arabic language learning (Zainuri, 2019). Student-centered, collaborative, and experiential teaching methods can enhance student engagement and motivation in learning Arabic. This approach includes the use of engaging teaching techniques such as problem-based projects, group discussions, and the utilization of digital media to enrich the learning experience.

Additionally, the strategy for revitalizing Arabic language learning also emphasizes the development of 21st-century skills. Arabic language learning should be designed to foster skills such as problem-solving, creativity, communication, and collaboration, which are crucial in an increasingly interconnected and technology-driven world. This enables students to be better prepared to face future challenges and opportunities, as well as to become lifelong learners who are adaptive and innovative (Muin et al., 2022).

Finally, the strategy for revitalizing Arabic language learning also includes the development of relevant and authentic assessment systems. The assessment system should be able to measure students' progress in achieving Arabic language competencies comprehensively, as well as enable performance-based assessment and evaluation of students' achievements in contexts that are relevant to real-life situations (Idrus, 2019). This includes the use of various types of assessments, such as project assignments, online exams, and digital portfolios, to reflect students' progress in learning Arabic.

By implementing these revitalization strategies, Arabic language learning can become more adaptive, relevant, and effective in addressing the dynamics of the 5.0 era. Through the utilization of technology, development of relevant curriculum, innovative teaching methods, fostering 21st-century skills, and authentic assessment, Arabic language learning can become more meaningful and effective for students in this digital age.

The Role of Social Media in Bi'ah Lughawiyyah

The role of social media in the linguistic environment, or language environment, is becoming increasingly significant in the 5.0 era. Social media has transformed the way people interact, communicate, and share information, including in the context of language usage (Ilmiani & Muid, 2021; Rizqi, 2016). Social media has become a crucial platform for interacting in Arabic. Through platforms such as Facebook, Twitter, Instagram, and WhatsApp, users can communicate in Arabic with others from various parts of the world. This enables direct language and cultural exchange, expanding the reach and use of the Arabic language within the global community.

However, the role of social media in the linguistic environment also presents its own challenges. The use of non-standard language, abbreviations, and inconsistent spelling often arise in social media interactions, which can influence students' understanding and proficiency in Arabic. Therefore, it is important to develop a critical and contextual understanding of Arabic language usage in various contexts, including in social media interactions (Ilmiani & Muid, 2021).

Social media in the linguistic environment offers significant opportunities to expand and enrich the use of the Arabic language within the increasingly interconnected global community. By leveraging social media as a resource for informal learning, cultural interaction spaces, and a platform for language practice, students can develop their Arabic language skills holistically and contextually.

A. The Concept of Bi'ah Lughawiyyah in Arabic Language Learning

The concept of Bi'ah Lughawiyyah refers to the linguistic or cultural language environment that encompasses language practices, norms, and conventions used in verbal and non-verbal communication within an Arabic-speaking society. In Arabic language learning, understanding and applying the concept of Bi'ah Lughawiyyah is important as it enables students to learn Arabic in a contextual and authentic manner.

The concept of Bi'ah Lughawiyyah takes into account the pragmatic aspects of the Arabic language, which is how Arabic is used in real communicative situations. This includes understanding polite speech, norms of politeness, and communication conventions that are prevalent in Arabic-speaking societies (Rizqi, 2016, 2017). By understanding these pragmatic aspects, students can learn to use Arabic language appropriately according to different social and cultural contexts.

The concept of Bi'ah Lughawiyyah also encompasses sociolinguistic aspects, which are the relationships between the Arabic language and identity, social status, and power within society. This includes understanding variations in Arabic dialects, the use of formal and informal language, and the social implications of language choices. By understanding these sociolinguistic aspects, students can develop awareness of how Arabic is used to build social relationships, express identity, and respond to different communicative situations (Nurdianto, 2020) .

Furthermore, the concept of Bi'ah Lughawiyyah also considers the grammatical and lexical aspects of the Arabic language, including grammar rules, sentence structures, and vocabulary. This includes understanding the uniqueness of Arabic, such as its conjugation system, verb forms, and word formation patterns. By understanding these grammatical and lexical aspects, students can develop skills in using and understanding Arabic language accurately and effectively (Atabik et al., 2021).

The concept of Bi'ah Lughawiyyah also involves an understanding of the cultural aspects associated with the Arabic language, including traditions, customs, values, and cultural norms reflected in the language. This includes understanding the cultural meanings embedded in expressions, proverbs, and metaphors in Arabic. By understanding these cultural aspects, students can develop cultural sensitivity and the ability to communicate effectively in different cultural contexts (Nurdianto, 2020).

Overall, the concept of Bi'ah Lughawiyyah in Arabic language learning involves a holistic understanding of how Arabic is used and understood in various social, cultural, and pragmatic contexts. By considering these aspects, students can develop their Arabic language skills comprehensively and contextually, as well as become more sensitive, flexible, and effective Arabic language learners in communicating with native and non-native speakers.

B. The Utilization of Social Media in the 5.0 Era for Arabic Language Learning

The utilization of social media in the 5.0 era has opened new opportunities in Arabic language learning. Social media provides a vast and easily accessible platform for students to interact in Arabic with native speakers and other learners from around the world. Through discussion groups, forums, and online communities, students can actively practice Arabic, exchange information, and share their learning experiences, which can enhance motivation and engagement in learning.

Social media also provides easy access to various Arabic language learning resources, such as instructional videos, podcasts, blogs, and educational websites. This enables students to learn Arabic independently and flexibly, according to their needs and interests. They can choose content that aligns with their proficiency level and interests, and learn at their own pace.

Social media facilitates collaborative learning and project-based learning in Arabic. Through features like discussion groups, live streaming, and collaboration tools within social media apps, students can work together in groups to complete learning projects, practice speaking in Arabic, and provide feedback to each other (Fauzi & Anindiati, 2020; Yasin et al., 2023). This allows students to develop collaboration, communication, and problem-solving skills in the context of the Arabic language.

Not only that, social media also enables educators to provide direct feedback to students in Arabic. Through features like comments, direct messages, or live Q&A sessions, students can receive specific and targeted feedback from educators about their progress in learning Arabic. This can help students correct mistakes, overcome obstacles, and enhance their understanding of the Arabic language.

Furthermore, social media can also be used as a tool to broaden students' learning experiences beyond the classroom. Through features like live streaming, webinars, or online discussions, students can engage in activities related to Arabic language, such as seminars, workshops, or cultural events, without having to leave their homes. This

allows students to engage in more comprehensive and integrated learning in Arabic, as well as broaden their understanding of Arab culture and the Arabic-speaking world as a whole.

By wisely utilizing social media, Arabic language learning can become more dynamic, inclusive, and effective in this 5.0 era. Through the utilization of social media platforms, students can actively develop their Arabic language skills, gain access to diverse learning resources, collaborate with fellow learners, receive direct feedback from educators, and engage in activities that deepen their understanding of the Arabic language and its culture (Fauzi & Anindiati, 2020; Yasin et al., 2023).

The utilization of social media in the 5.0 era also opens opportunities to integrate technology into Arabic language learning. Various features and social media applications can be adapted to create interactive and engaging learning experiences for students. For example, the use of live streaming or video calls on social media platforms can be utilized to conduct live learning sessions between educators and students, facilitating direct dialogue in Arabic.

Furthermore, social media can also be used as a tool to promote extracurricular learning activities related to Arabic language. Through the creation of groups or dedicated pages, students can participate in discussions, competitions, or special events that deepen their understanding of Arabic. This not only expands students' learning experiences but also builds a strong learning community in the social media environment.

Moreover, social media can serve as a platform to promote cultural diversity in Arabic language learning. By sharing content that introduces Arab culture, such as music, films, literature, or cuisine, students can gain a deeper understanding of the cultural context in which the Arabic language is used. This helps students develop an appreciation for cultural diversity and understand Arabic in a broader context.

Finally, the utilization of social media in Arabic language learning also allows students to build networks and connections with native Arabic speakers or other learners around the world (Dariyadi, 2019; Insan & Hermawan, 2023). Through interaction and collaboration with various individuals who share an interest in Arabic, students can enhance their communication skills, deepen their understanding of the Arabic language, and broaden their insights into global Arab culture.

By effectively utilizing social media in Arabic language learning, students can experience more dynamic, engaging, and relevant learning in the constantly evolving modern world. Through the use of various social media features and applications, students can enhance their Arabic language skills, deepen their understanding of Arab culture, and build strong networks within the global Arabic language learning community.

Conclusion

In the 5.0 era characterized by the integration of digital technology, the revolution in Arabic language learning becomes crucial. The role of social media in shaping the language environment is increasingly significant in Arabic language learning. Through this research, it is found that social media opens new opportunities for students to interact, learn independently, and collaborate. However, the use of social media also brings challenges such as information validity and data security. Therefore, it is important for Arabic language education practitioners to understand its positive and negative impacts and develop relevant and effective learning strategies. This research provides new insights and a comprehensive framework for the development of learning strategies in the 5.0 era, thus expected to provide a more engaging, relevant, and meaningful learning experience for students in learning Arabic.

References

Adlini, M. N., Dinda, A. H., Yulinda, S., Chotimah, O., & Merliyana, S. J. (2022). Metode penelitian kualitatif studi pustaka. *Edumaspul: Jurnal Pendidikan*, *6*(1), 974–980.

Al-Tabany, T. I. B. (2017). *Mendesain model pembelajaran inovatif, progresif, dan konteksual*. Prenada Media.

Aripin, S. (2018). Revitalisasi Pendidikan Islam pada Madrasah. *Kordinat: Jurnal Komunikasi Antar Perguruan Tinggi Agama Islam*, *17*(1), 167–186.

Atabik, A., Slamet, Y., Mustajab, M., & Mohamad, T. R. (2021). *Model Pembelajaran Bahasa Arab Di Madrasah Aliyah Berbasis Pesantren (Studi Kasus di MA Salafiyah, MA Darussa'adah, MA Yapika Kebumen)*.

Baity, A. N., & Faiqoh, P. K. (2022). Optimizing Arabic Learning for University Students through 4C Skills of 21st Century. *Kilmatuna: Journal Of Arabic Education*, *2*(2), 281–292.

Bustam, B. M. R., Astari, R., Yulianto, N., Aisyah, U. N., & Ali, N. S. (2024). *Inovasi media pembelajaran bahasa Arab berbasis pemanfaatan teknologi*. UAD PRESS.

Dariyadi, M. W. (2019). Pembelajaran bahasa Arab di era digital 4.0. *Prosiding Konferensi Nasional Bahasa Arab*, *5*(5), 448–462.

Darmalaksana, W. (2020). Metode penelitian kualitatif studi pustaka dan studi lapangan. *Pre-Print Digital Library UIN Sunan Gunung …*. http://digilib.uinsgd.ac.id/32855/

Fauzi, M. F., & Anindiati, I. (2020). *E-learning pembelajaran bahasa Arab*. books.google.com. https://books.google.com/books?hl=en%5C&lr=%5C&id=C2fvDwAAQBAJ%5C&oi=fnd%5C&pg=PA1%5C&dq=metode+pembelajaran+bahasa+arab%5C&ots=UtK7K0jjVM%5C&sig=-gOck_5XdDDrEbo1gPx0u3wD-9A

Hermawan, I., & Pd, M. (2019). *Metodologi penelitian pendidikan (kualitatif, kuantitatif dan mixed method)*. Hidayatul Quran.

Idrus, L. (2019). Evaluasi dalam proses pembelajaran. *Adaara: Jurnal Manajemen Pendidikan Islam*, *9*(2), 920–935.

Ilmiani, A. M., & Muid, A. (2021). Bi'ah Lughawiyyah Era Society 5.0 Melalui Penggunaan Media Sosial Mahasiswa. *Arabi: Journal of Arabic Studies*, *6*(1), 54–67.

Insan, F. N., & Hermawan, A. (2023). Perkembangan Teknologi Media Pembelajaran Bahasa Arab. *Al-Fakkaar*, *4*(2), 158–178.

Jenita, J., Harefa, A. T., Pebriani, E., Hanafiah, H., Rukiyanto, B. A., & Sabur, F. (2023). Pemanfaatan Teknologi Dalam Menunjang Pembelajaran: Pelatihan Interaktif Dalam Meningkatkan Kualitas Pendidikan. *Community Development Journal: Jurnal Pengabdian Masyarakat*, *4*(6), 13121–13129.

Kusum, J. W., Akbar, M. R., & Fitrah, M. (2023). *Dimensi Media Pembelajaran (Teori dan Penerapan Media Pembelajaran Pada Era Revolusi Industri 4.0 Menuju Era Society 5.0)*. PT. Sonpedia Publishing Indonesia.

Mahmudah, M., & Paramita, N. P. (2023). Transformasi Pembelajaran Bahasa Arab di Era Digital: Tantangan dan Peluang dalam Pendidikan. *Prosiding Pertemuan Ilmiah Internasional Bahasa Arab*, *14*(1), 841–858.

Manan, A., & Nasri, U. (2024). Tantangan dan Peluang Pendidikan Bahasa Arab: Perspektif Global. *Jurnal Ilmiah Profesi Pendidikan*, *9*(1), 256–265.

Muin, A., Fakhrudin, A., Makruf, A. D., & Gandi, S. (2022). *Pengembangan Kurikulum Merdeka*.

Nurdianto, T. (2020). Kompetensi Dasar Pembelajaran Bahasa Arab. *Yogyakarta: Zahir Publishing*. http://repository.umy.ac.id/bitstream/handle/123456789/35840/Pembelajaran Bhs Arab_Talqis Nurdianto_softbook.pdf?sequence=1%5C&isAllowed=y

Ramli, A., Putri, R., Trimadona, E., Abadi, A., Ramadani, Y., Saputra, A. M. A., Pirmani, P., Nurhasanah, N., Nirwana, I., & Mahmudah, K. (2023). *Landasan Pendidikan: Teori Dan Konsep Dasar Landasan Pendidikan Era Industri 4.0 Dan Society 5.0 Di Indonesia*.

PT. Sonpedia Publishing Indonesia.

Rizqi, M. R. (2016). Peran Bi'ah Lughawiyyah dalam Meningkatkan Pemerolehan Bahasa Arab. *Jurnal Alfazuna: Jurnal Pembelajaran Bahasa Arab Dan Kebahasaaraban*, *1*(1), 128–144.

Rizqi, M. R. (2017). Resonansi Bi'ah Lughawiyyah Dalam Meningkatkan Akuisisi Bahasa Arab. *Dar El-Ilmi: Jurnal Studi Keagamaan, Pendidikan Dan Humaniora*, *4*(2), 89–105.

Setiawan, Z., Pustikayasa, I. M., Jayanegara, I. N., Setiawan, I. N. A. F., Putra, I. N. A. S., Yasa, I. W. A. P., Asry, W., Arsana, I. N. A., Chaniago, G. G., & Wibowo, S. E. (2023). *PENDIDIKAN MULTIMEDIA: Konsep dan Aplikasi pada era revolusi industri 4.0 menuju society 5.0*. PT. Sonpedia Publishing Indonesia.

Sutiawan, I. (2023). *Madrasah Menghadapi Era Society 5.0*. GUEPEDIA.

Syagif, A. (2023). Peluang Dan Tantangan Pengembangan Literasi Digital Dalam Pembelajaran Bahasa Arab Pada Jenjang Pendidikan Dasar. *FASHLUNA*, *4*(1), 87–100.

Syuhadak, S., & Hilmi, D. (2020). *Pembelajaran Bahasa Arab ditinjau dalam perspektif studi multikultural di Perguruan Tinggi Keagamaan Islam Negeri Jawa Timur*.

Wahab, M. A. (2015). *Revitalisasi penciptaan bi'ah lughawiyyah dalam pengembangan keterampilan Bahasa Arab*.

Yasin, M., Kelrey, F., Ghony, M. A., Syaiful, M., Karuru, P., Pertiwi, A., Abadi, A., Ardiansyah, W., & Aryanti, N. (2023). *Media Pembelajaran Inovatif: Menerapkan Media Pembelajaran Kreatif untuk Menyongsong Pendidikan di Era Society 5.0*. PT. Sonpedia Publishing Indonesia.

Zainuri, M. (2019). Perkembangan Bahasa Arab di Indonesia. *Tarling: Journal of Language Education*, *2*(2), 231–248.

Zakariah, M. A., Afriani, V., & Zakariah, K. H. M. (2020). *Metodologi Penelitian Kualitatif, Kuantitatif, Action Research, Research And Development (R n D)*. Yayasan Pondok Pesantren Al Mawaddah Warrahmah Kolaka.