

The Influence of Artificial Intelligence on Traditional *Sorogan* and *Bandongan* Learning Methods in Arabic

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ABSTRACT

Current learning models have changed a lot along with the times. This proves that developments in the world of education are also changing. The development of digital technology such as artificial intelligence has changed the educational landscape, including in the context of Arabic language learning. Traditional methods of learning such as Sorogan and Bandongan have long been the dominant approach to learning Arabic in various educational settings. However, with the advancement of technology and the penetration of artificial intelligence in education, questions arise about the relevance and urgency of these traditional methods. This research aims to explore the influence of artificial intelligence on the importance of traditional methods of learning Sorogan and Bandongan in learning Arabic. The research was conducted using a literature review. Artificial intelligence has enabled the development of intelligent and adaptive learning platforms that can tailor learning to individual needs. In addition, digital applications in language learning have provided widespread access to interactive and personalized learning resources. Nevertheless, this research also highlights the importance of maintaining traditional methods such as Sorogan and Bandongan in the context of Arabic language learning. This traditional method not only reflects cultural heritage and social values, but also offers an in-depth learning experience in understanding classical texts and contextualizing Arabic in everyday life.

Keywords: education, technology, methods

INTRODUCTION

Changes in learning models reflect the dynamics of developments that are continuously developing in the world of education. These changes are always influenced by developments over time in the form of technology, social trends, and societal needs. The current learning model has undergone a very significant transformation compared to several decades ago. These changes reflect adaptation to the changing demands of the times. One of the main factors driving changes in learning models is technological advances. Along with the development of digital technology, learning approaches have changed from being centered on teachers and textbooks to being more diverse and integrated with various digital tools and platforms (Yustitia, et al., 2024).

The internet, computers, mobile devices, and other technologies have enabled broader access to learning resources, as well as provided flexibility in teaching and learning methods. For example, the emergence of online learning platforms, learning videos, educational games and learning applications has changed the way students and teachers teach. Apart from that, changes in societal demands and needs can also influence the evolution of learning models. Globalization, industrial revolution 4.0, and demographic changes have created new demands for skills and knowledge needed in the world of work. This includes an emphasis on 21st century skills such as critical thinking skills, creativity, communication, and collaboration which often require more innovative and interactive learning approaches (Irawan, 2023).

Education must be able to adapt the curriculum and learning methods to prepare students with relevant skills for future learning developments. Thus, changes in learning models do not only reflect changes in technological developments. But also a better understanding of how humans learn and teach, as well as responses to changing social and economic needs. This shows that the world of education is always in a continuous process of adaptation and change with the aim of preparing future generations with relevant skills and knowledge and able to compete in an ever-changing society.

The development of digital technology, especially artificial intelligence, has become a revolutionary force in changing the educational landscape as a whole, including in the context of Arabic

language learning (Simon, 2023). This transformation not only affects the way we teach and learn, but also changes the fundamental paradigm of how education can be accessed and dynamically personalized according to individual needs. Artificial intelligence has opened wider access to Arabic language learning resources (Simon, 2023). Through online learning platforms, mobile applications and educational software, students can now access various learning materials, from text, audio, video flexibly. This means that students are no longer limited by geographic or physical boundaries and they can learn Arabic from anywhere in the world with an internet connection. Additionally, artificial intelligence enables personalization in Arabic language learning.

Artificial intelligence systems can analyze data about students' learning progress, learning preferences, and level of understanding to present individually tailored content (Putri & Hasan, 2023). For example, students with different levels of understanding can be given exercises and materials that suit their individual needs so as to maximize learning effectiveness. Artificial intelligence has also brought innovation in Arabic language learning methods. For example, with voice recognition and natural language capabilities virtual assistants powered by artificial intelligence can provide students with realistic speaking and listening practice. This practice helps students improve their Arabic speaking and listening skills in a more interactive and satisfying way.

Artificial intelligence has improved the evaluation of Arabic language learning. Artificial intelligence systems can be used to automatically create adaptive tests and evaluation exercises that can adjust the level of difficulty to the student's abilities. This practice allows for a more accurate and objective assessment of students' learning progress in Arabic. Overall, the development of digital technology such as artificial intelligence has changed the paradigm of Arabic language learning which can bring significant innovation in terms of access, personalization, interactivity and evaluation. This issue can open up new opportunities to strengthen students' Arabic language skills more effectively and efficiently so as to prepare students to participate in a world connected to multilingual practices.

The traditional Sorogan and Bandongan learning methods have been one of the dominant approaches in learning Arabic in various educational environments for several generations. This method has historical roots in education in the Arab world and has become an integral part of the academic cultural heritage of Arab societies. Sorogan is a traditional method of learning Arabic that is often used in various Islamic educational institutions. This method involves learning together in the classroom with the teacher as a guide through reading and interpreting classical Arabic texts and discussing the meaning of application in the context of everyday life (Kamal, 2020). Sorogan emphasizes the interaction between teachers and students and between students with each other in understanding and internalizing the Arabic language and the cultural values contained in these texts.

On the other hand, Bandongan is a traditional method of learning Arabic which is also popular in various Arab communities. Bandongan involves a learning method based on repetition and memorization where students intensively study classical Arabic texts by reading them repeatedly and memorizing them (Kamal, 2020). This approach emphasizes repetition as a way to strengthen understanding and mastery of the Arabic language, as well as to preserve the rich and complex heritage of Arabic literature. This method reflects traditional educational values in Arab society which emphasize the importance of a deep understanding of the Arabic language as one of the core elements in the cultural and intellectual identity of the Arab people. This method also shows the richness and uniqueness of the Arabic literary heritage which has been a source of inspiration and knowledge for generations of Arabs for centuries.

The Sorogan and Bandongan methods have dominated Arabic language learning in traditional contexts whose existence is important to remember because they are not static. Along with the times and advances in technology, approaches to learning Arabic have also developed (Manasiq, 2022). We can see the integration of digital technology and a more interactive and personalized learning approach that can enrich students' learning experience in understanding and mastering Arabic texts. Thus, Sorogan and Bandongan still have their own value and uniqueness in the context of Arabic language learning. Many teachers still maintain an important role in preserving the Arabic cultural and literary heritage. A strong foundation includes a deep understanding of Arabic language learning (Kamal, 2020). Although the emergence of modern learning approaches can erode traditional learning methods, traditional methods like these remain relevant and valuable in learning Arabic now and in the future.

As technology advances and the penetration of artificial intelligence in education, the question of the relevance and urgency of traditional methods such as Sorogan and Bandongan in Arabic language learning becomes increasingly important (Arifiah, 2021). Although these traditional methods have

become an integral part of the cultural and academic heritage of Arab societies, they are faced with the challenges of digital technology in changing the way we learn and teach. This research aims to explore how artificial intelligence influences the importance of traditional Sorogan and Bandongan learning methods in Arabic language learning. Thus, this research will provide insight into how digital technology can be used to improve the development of traditional Sorogan and Bandongan learning methods in Arabic language learning. In addition, this research will help us understand the dynamics between tradition and innovation in education, as well as explore the potential for collaboration between ancient cultural wisdom and modern technological advances.

METHOD

This research uses a descriptive approach method with literature study. Data collection techniques were obtained from library sources in the form of books, scientific journals and relevant proceedings. The data taken is reduced first before being presented (Feni Rita F, et al., 2022). The researcher did this to provide relevant understanding before presenting it to the reader.

RESULTS AND DISCUSSION

1. Sorogan and Bandongan Methods

The Sorogan and Bandongan methods are two traditional approaches that have long been used in learning Arabic. These two methods offer different approaches to the learning process. However, both have unique uses in developing Arabic language skills. Sorogan is a method that emphasizes group discussion in the classroom. Students gather in small groups to discuss and analyze Arabic texts together. This discussion is guided by the teacher or group leader who provides direction and answers students' questions (Widyawati, 2018). Through this discussion student not only learn to understand Arabic texts, but also practice speaking and listening actively in Arabic. They also learn to understand the cultural, historical, and social context behind these texts. The Sorogan learning process begins with a teacher or group leader introducing the text to students. After that, students are asked to read the text individually to understand the context and meaning. Then students gather in groups to begin a discussion about the text.

This discussion is guided by the teacher or group leader who provides direction, asks questions, and provides explanations if necessary. In Sorogan discussions, students exchange opinions, provide analysis of the text, and share the understanding they have gained. Students can question the meaning of words or sentences they do not understand while sharing their understanding of the cultural or historical context behind the text and conveying their views about the message or theme contained in the text. During the discussion process, students not only understand the text in more depth but also practice active Arabic speaking and listening skills. They also learn to think critically, construct arguments, and collaborate with fellow students to achieve better understanding (Widyawati, 2018). Apart from that, the Sorogan method also promotes social interaction between students and builds positive relationships between them.

Group discussions allow students to support, help and motivate each other in the learning process. Overall, the Sorogan method creates a dynamic, interactive, and collaborative learning environment where students can develop Arabic language skills in a natural and fun way (Karim, 2020). By emphasizing group discussions and social interactions, this method can help students gain a deeper understanding of Arabic language and culture and strengthen communication skills in the language.

Bandongan is a method that emphasizes repetition and memorization of Arabic texts. In Bandongan, the teacher or class leader reads the text repeatedly, and students are asked to repeat it until they memorize it well (Akbar & Ismail, 2018). This process helps students to internalize the structure of the Arabic language and expand their vocabulary. It also trains students in focus, concentration, and persistence in learning.

The Bandongan process begins with the teacher or class leader reading the Arabic text repeatedly, phrase by phrase, to the students. Students are then asked to repeat the text after the teacher carefully and thoroughly. This repetition is done repeatedly until students can memorize the text well (Kamal, 2020). The Bandongan method emphasizes intensive and repetitive practice to help students strengthen their Arabic language skills. This memorization process helps students to remember Arabic words, phrases and sentences correctly, as well as expand their vocabulary in the language.

Apart from memorizing Arabic texts, students are also taught to understand the meaning and context of the texts they memorize (Harahap & Zainuddin, 2023). The teacher or class leader can provide

an explanation of the meaning of the words or sentences they memorize, as well as the cultural or historical context behind the text. Although Bandongan is often criticized for focusing too much on memorization without paying attention to deep understanding, this method still has its value and usefulness. The process of repetition and memorization helps students to strengthen their skills in reading, listening and pronouncing Arabic correctly. It also expands their vocabulary and helps them to understand Arabic sentence structure better.

Both methods have unique uses in developing Arabic language skills. Sorogan strengthens speaking, listening and understanding Arabic skills through discussion and collaboration (Widyawati, 2018), while Bandongan strengthens reading, writing and memorizing skills through repetition and intensive practice (Akbar & Ismail, 2018). The two work together to create an immersive and focused learning environment for the development of Arabic language skills. In the context of learning Arabic, these two methods bring significant benefits in helping students gain a better understanding of Arabic language and culture.

2. The Influence of Artificial Intelligence in Arabic Language Learning

In today's modern era, Artificial Intelligence (AI) has become an integral part of our lives, providing various significant benefits in various fields. One of the main benefits of AI is increased efficiency and productivity. With its ability to automate repetitive and repetitive tasks, AI frees up human time to focus on tasks that require creative and complex decisions. The influence of AI in Arabic language learning is bringing significant changes to the way we learn and teach the language. One of the main impacts is AI's ability to provide a more personalized learning experience (Syagif, 2022).

The AI system can adapt learning materials and methods according to the needs and learning styles of each student, thereby helping to increase learning effectiveness. Apart from that, AI also increases the availability of Arabic learning resources. There are many language learning applications and platforms that use AI technology to present material in an interactive and interesting way (Putri & Hasan, 2023). This makes learning Arabic more accessible and more interesting for learners. In general, the integration of AI in Arabic language learning has had a significant impact in improving the accessibility, effectiveness and quality of learning for students. The following are some AI that are popularly used to help learn Arabic easily, namely:

a. ChatGPT

ChatGPT is a sophisticated innovation in the field of artificial intelligence developed by OpenAI which utilizes technology in the form of natural language processing to create natural and in-depth interactions with humans. Based on Generative Pre-trained Transformer 4 (GPT-4) architecture. This model has been trained to use large amounts of data from the internet and produce understanding and text that is coherent and relevant in various contexts (Zein, 2023).

Continuous learning is one of the key aspects of ChatGPT (Suharmawan, 2023). This model is trained using machine learning techniques that allow it to continuously evolve and improve its capabilities over time. With a huge database of texts available on the internet, ChatGPT is able to recognize patterns and information that enable better understanding of various topics and languages. Each iteration of the model aims to improve the accuracy, relevance and subtlety of its responses and makes it more sophisticated with each update.

Learning Arabic with the help of language models like ChatGPT offers a lot of potential. However, it also has some challenges that need to be considered. The ChatGPT model has the ability to explain various linguistic theories related to Arabic quite well (Simon, 2023). For example, GPT can describe basic concepts such as nahwu and shorof which are related to syntax and morphology in Arabic grammar. In addition, this model can also explain the phonological system of the Arabic language, which includes various consonants and vowels, as well as existing dialect variations such as Fusha (Classical and Standard Arabic) and Ammiya (colloquial dialect) (Nurullawasepa et al., 2023). However, when it comes to the aspect of interpreting Arabic texts, especially texts that have deep and contextual meaning, such as religious texts and classical literature. ChatGPT often faces major challenges. One of the difficulties is in capturing the nuances and context that are often crucial in the interpretation of Arabic texts. Arabic has many homonyms and synonyms, so the same word can have different meanings depending on the context. This makes the interpretation by the AI model less accurate if it cannot understand the context well (Ruhmadi & Al Farisi, 2023).

To overcome errors in interpretation, there are several efforts that can be made. The use of additional sources such as authoritative dictionaries and commentaries by recognized scholars as well as translated literary works can help verify and improve the interpretations produced by AI models. Involving Arabic linguists and Islamic scholars in the interpretation process can also ensure that the interpretation given is accurate according to accepted understanding. Additionally, improving the model by including more diverse training data can develop algorithms that better handle context and language nuances is also an important step. Although it is a challenge in interpreting Arabic texts. The use of models such as GPT still has great potential in supporting learning and disseminating knowledge about Arabic language and culture as long as it is used with understanding and supported by authoritative sources.

b. Tashkeel App

The Tashkeel application is a digital tool designed to make it easier to read and understand Arabic texts written without harakat or diacritical punctuation. Arabic written without vowels is often referred to as “bare” text which only displays consonant letters without vowel markers, making it difficult to read. This applies to beginners or those who do not have a strong background in Arabic. The main function of Tashkeel is to add harakat to the text automatically, making it easier to read and understand (Fahraini & Almaliki, 2023).

The benefits of using Tashkeel are numerous. For Arabic language students. This application is very helpful in understanding how to read text correctly and reduces errors in pronunciation in understanding. Tashkeel also increases the accessibility of Arabic texts to a wider audience including those without a strong Arabic language background (Fahraini & Almaliki, 2023). By adding harakat automatically, this application can save users time that would otherwise be spent adding harakat manually, allowing them to focus more on understanding the content of the text. In addition, with proper harakat, the risk of errors in reading and interpreting Arabic texts is drastically reduced, which plays an important role in religious and academic contexts where accuracy is of paramount importance.

c. Google Translate

Google Translate is one of the most frequently used applications to translate text from one language to another. Based on artificial intelligence (AI), Google Translate is able to translate Arabic texts into various languages. Thus, this application becomes a very useful tool for those who want to learn Arabic or understand texts in that language. The main feature of Google Translate is its ability to translate text in a short time (Baharuddin et al., 2021). Users can enter Arabic text and select the destination language to translate it so. The translations produced by Google Translate are usually quite fast and accurate, especially for simple or common sentences.

Google Translate also has errors in translating Arabic text. One of them is the inability to understand the context correctly. Arabic is very dependent on context to interpret the meaning of words and sentences. However, Google Translate often fails to capture these nuances. This causes the resulting translation to often be inaccurate or even wrong. Grammatical errors are also common due to the complexity of Arabic grammatical structures. This language has strict rules regarding verb conjunctions, dual forms, and plural forms that are often not interpreted correctly by Google Translate. As a result, the resulting translation may not match the original form of the sentence. In addition, idioms and expressions typical of a language are often translated literally, ignoring figurative or idiomatic meanings. For example, expressions that have special meaning in Arabic culture often lose their meaning when translated into other languages. Inappropriate word choice is also a problem.

Google Translate sometimes chooses the wrong meaning of a word because it cannot determine the specific context in which the word is used. This results in inaccurate or even confusing translations. The sentence structure in Arabic is also different from other languages such as English. Google Translate often produces unnatural translations because it cannot handle structural differences well (Syam et al., 2023). Even though Google Translate is an alternative tool, human understanding is still needed in the translation process to ensure accuracy and smooth translation. Without human intervention, automatic translations are still likely to have some errors.

CONCLUSION

Sorogan is a method that emphasizes group discussion in the classroom. Students gather in small groups to discuss and analyze Arabic texts together. Meanwhile, Bandongan is a method that emphasizes repetition and memorization of Arabic texts. In Bandongan, the teacher or class leader reads the text repeatedly and students are asked to repeat it until they memorize it well. This method is unique in developing Arabic language skills. In this modern era, artificial intelligence (AI) has become an important part of our lives and provides various significant benefits in various fields. The influence of artificial intelligence in learning Arabic is bringing significant changes to the way we learn and teach the language. Like the GPT Chat which has the ability to explain various linguistic theories related to Arabic quite well. However, when it comes to the aspect of interpreting Arabic texts, especially texts that have deep and contextual meaning, such as religious texts and classical literature.

GPT chats often face big challenges. The Tashkeel application is a digital tool designed to make it easier to read and understand Arabic texts written without harakat or diacritical punctuation. Google Translate is one of the most frequently used applications to translate text from one language to another. Google Translate also has errors in translating Arabic text, one of which is the inability to understand the context correctly. This makes the Sorogan and Bandongan methods in learning Arabic play an important role in introducing the culture they bring as well as the social interactions that occur between students and teachers. Teachers in traditional methods also have the freedom to adapt learning to individual student needs. The importance of maintaining traditional methods such as Sorogan and Bandongan in learning Arabic lies in the cultural depth they bring and the social interactions that occur in them. By studying classical texts through the Sorogan method, students not only understand the literal meaning of the text, but also explore deeper and contextual meanings.

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BIOGRAPHIES OF AUTHORS

 A portrait of Sovia Fahraini, a young woman wearing a green blazer, a black hijab, and glasses. She is smiling slightly and looking directly at the camera.	<p>Sovia Fahraini, is a Arabic Language Education student at the State Islamic Institute of Kediri, Indonesia. He was born in Mojokerto on March 29th, 2001. While studying at IAIN Kediri, Sovia was involved in various internal and external organizational activities. As well as focusing on writing fields such as anthology books, scientific writing competitions, journals publications and national to international level conferences. Writing is a skill I have trained since childhood, so by writing I can channel several ideas and inspirations so that they can be useful for the general public. As the saying goes, “By reading you will know the world and by writing you will be known to the world.” He can be contacted at email: <i>sovifahra@gmail.com</i>.</p>
 A portrait of Riyadus Sholichin, a young man wearing a green blazer over a patterned shirt and a black cap. He is smiling and looking towards the camera.	<p>Riyadus Sholichin, is a Study of Religious student at the State Islamic Institute of Kediri, Indonesia. He was born in Surabaya on December 28th, 2000. While studying at IAIN Kediri, Riyadus was involved in various internal and external organizational activities. As well as focusing on the field of writing such as website media contributors, book manuscript contributors, scientific writing competitions, journal publications and national to international level conferences. Apart from writing, Riyadus also likes making graphic designs such as posters and the like. He can be contacted at email: <i>dudusriyadus@gmail.com</i>.</p>