The Urgency of Developing New Strategies: Adressing the Challenges of Regional Language Learning in the Era of Globalization

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INFO ARTIKEL	ABSTRAK

Abstract: *This study seeks to find and implement fresh approaches that would help to solve local language learning issues in the age of globalization. The study examines the impact of globalisation on young people's interest in local languages and the importance of an appropriate educational environment. The final plans aim to increase educational motivation, preserve cultural identity and ensure the viability of local languages in the context of globalisation. This study employs Miles and Huberman interactive model analysis using a descriptive qualitative methodology involving data reduction, data presentation and conclusion drawing/verification. Interviews, observations, documentary research, and subsequently data reduction helped to keep the analysis's focus via means of data. Due to variances in the linguistic systems between the santri's native tongue and Arabic, local language interference in Arabic language learning becomes a major obstacle, particularly in phonological and morphological elements. Strong techniques to overcome this include extensive phonetic practice, contextual morphological approaches and the incorporation of technology such learning software and interactive media (Mayer, Cognitive Theory of Multimedia Learning). By lowering language barriers and raising motivation, multicultural approaches help to establish an inclusive learning environment (Banks, Multicultural Education). Furthermore, the language immersion approach works well for raising Arabic language competency (Krashen, Second Language Acquisition; Vygotsky, Sociocultural Theory), hence the mix of these techniques is projected to maximise learning and greatly lower integration.*

Abstrak: Penelitian ini berupaya menemukan dan menerapkan pendekatan baru yang akan membantu memecahkan masalah pembelajaran bahasa daerah di era globalisasi. Penelitian ini mengkaji dampak globalisasi terhadap minat kaum muda terhadap bahasa daerah dan pentingnya lingkungan pendidikan yang tepat. Rencana akhir bertujuan untuk meningkatkan motivasi pendidikan, melestarikan identitas budaya, dan memastikan kelangsungan bahasa daerah dalam konteks globalisasi. Penelitian ini menggunakan analisis model interaktif Miles dan Huberman dengan menggunakan metodologi kualitatif deskriptif yang melibatkan reduksi data, penyajian data, dan penarikan/verifikasi kesimpulan. Wawancara, observasi, penelitian dokumenter, dan kemudian reduksi data membantu menjaga fokus analisis melalui data. Karena adanya perbedaan sistem linguistik antara bahasa ibu santri dan bahasa Arab, interferensi bahasa daerah dalam pembelajaran bahasa Arab menjadi kendala utama, khususnya dalam unsur fonologis dan morfologis. Teknik-teknik ampuh untuk mengatasi hal ini meliputi praktik fonetik yang ekstensif, pendekatan morfologi kontekstual, dan penggabungan teknologi seperti perangkat lunak pembelajaran dan media interaktif (Mayer, Cognitive Theory of Multimedia Learning). Dengan menurunkan hambatan bahasa dan meningkatkan motivasi, pendekatan multikultural membantu membangun lingkungan belajar yang inklusif (Banks, Multicultural Education). Lebih jauh lagi, pendekatan pencelupan bahasa bekerja dengan baik untuk meningkatkan kompetensi bahasa Arab (Krashen, Second Language Acquisition; Vygotsky, Sociocultural Theory), oleh karena itu campuran teknik-teknik ini diproyeksikan untuk memaksimalkan pembelajaran dan sangat mengurangi integrasi.

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INTRODUCTION

The importance of learning Arabic has declined in recent decades due to increased global connectivity and the proliferation of languages and cultures. Many students find learning Arabic challenging because their language context is dominated by regional languages (Thohir et al., 2020). For instance, students may encounter difficulties when communicating in Modern Standard Arabic as a result of regional idioms, syntactic patterns, and variations in sound pronunciation. Research indicates that the acquisition of Arabic is particularly difficult for speakers of regional languages in numerous regions of Southeast Asia, including Javanese and Sundanese.The fact that Arabic is a necessary language in the religious, intellectual, and professional lives of many people only makes the situation worse (Al Shlowiy, 2022). If these issues are addressed, language learning will be better able to adapt to the demands of globalisation. Students may become less prepared for the global market if they do not have the opportunity to develop their creative thinking skills.

Today's world is becoming more globalized, and there is a lot of linguistic and cultural diversity. Learning Arabic is becoming more important (Ridho, 2023) but it can be hard to do because local languages often dominate the learners' linguistic environment (Wargadinata & Maimunah, 2021). For example, local idioms, grammatical structures and phonetic variations can interfere with students' Modern Standard Arabic competence (Al Shlowiy, 2022). Studies show that local dialects, such as Javanese and Sundanese, make it very difficult for many people in Southeast Asia to become fluent in Arabic. The increasing need for Arabic for intellectual, religious, and professional purposes worldwide further exacerbates this problem. Despite these difficulties, it is possible to implement language programs that meet the needs of a globalised world (Hashim & Leitner, 2020). Without a fresh perspective, students risk regressing in cultural and linguistic competence, which in turn reduces their ability to compete on a global level.

Prior studies on Arabic language acquisition have thoroughly examined instructional methodologies, curriculum design, and the influence of technology on enhancing language proficiency. Investigations conducted by Khoir & Aminatuzzuhriah (2024) and Repalena et al. (2024) demonstrate the impact of interactive learning technologies on vocabulary enhancement. Ningtyas et al. (2021) focused on pedagogical strategies for teaching non-native Arabic speakers. Little academic research has been done on the impact of regional languages within a multilingual society. Unlike the body of current research mostly addressing broad difficulties in learning Arabic, such as low motivation and inadequate teachers, the consequences of local language disruptions have not been thoroughly investigated. The lack of research emphasizes the need of looking at how regional language affects students's grasp of Arabic and finds answers to this problem. Dealing with this knowledge gap helps to conduct more targeted teaching activities and promotes thorough understanding of the topic.

There has been extensive study on how to teach Arabic, how to create curricula, and how to use technology to help students learn the language. Research by Khoir & Aminatuzzuhriah (2024) and Repalena et al. (2024) shows that vocabulary enhancement is influenced by interactive learning technologies. (2024). Ningtyas et al. (2021) concentrated concurrently on strategies for instructing pupils whose mother tongue is not Arabic. Particularly in multilingual societies, the influence of local languages has attracted very little attention. Unlike the body of current research which concentrates more on common challenges in learning Arabic, such lack of passion and ineffective teachers, the impact of local linguistic interference has not been fully investigated. Closing this knowledge gap will help us to engage in more focused instruction and raise our close awareness of the topic, so highlighting the need of investigating how regional language influences Arabic acquisition by students and provides solutions for this problem.

Through this project, I hope to investigate the obstacles caused by regional language interference in Arabic language learning within multilingualism. This study will provide thorough answers to the following questions: What is the effect of the phonological and grammatical characteristics of the local language itself on students' knowledge of Arabic? What are the most effective learning methods to mitigate the negative impact of language interference? What are the current Arabic language learning

models that allow for the integration of local linguistic parameters and, consequently, the development of syllabus strategies different from traditional language teaching? Through answering this question, I aim to help by providing specific solutions for policymakers and language teachers, thereby promoting a more inclusive and successful Arabic language learning environment. This study tries to find a balance between the shortcomings of most global linguistic education ideologies against diversity and their accompanying penalties, and the need for uniform language learning strategies in today's globalized world.

METHOD

The research method used in this study is a descriptive qualitative approach with the analysis of the Miles and Huberman interactive model. This model was chosen because it is able to provide a deep understanding of the urgency of developing new strategies in facing the challenges of regional language interference in Arabic language learning in the era of globalisation. The Miles and Huberman interactive analysis model involves three main interconnected components, namely data reduction, data presentation, and conclusion drawing/verification (Huberman & Miles, 2002; Miles, 1994). The data reduction process was conducted from the beginning of data collection by filtering, summarising and focusing on data relevant to the research problem. The data gathered originated from comprehensive interviews with Arabic language educators at Dormitory Darul Lughoh Al Arabiyyah Pesantren Darussalam, classroom observations of the instructional process, and documentation analyses pertaining to the implemented learning methodologies. Irrelevant or trivial data will be discarded to retain the emphasis of the investigation (Miles, 1994; Solehudin & Arisandi, 2024).

Furthermore, data presentation was done in the form of descriptive narratives that made it easier for researchers to understand patterns, relationships, and trends that emerged from the reduced data. This presentation helps in identifying the main challenges faced in Arabic language learning due to regional language interference, as well as exploring new strategies that are potentially effective in the era of globalisation (Eid & Elbanna, 2018; Huberman & Miles, 2002). The last step was drawing conclusions and making sure they were correct. This is where the researcher looked more closely at the data to find bigger meanings and effects. Throughout the study process, checks were made all the time to make sure that the results were valid and accurate. Data triangulation techniques were applied to increase the credibility of the research results, by comparing data from various sources and methods (Ritonga et al., 2021; Sakho, 2012). With this approach, the research is expected to make a significant contribution to the development of Arabic language learning strategies that are adaptive to the challenges of regional language interference, as well as relevant to the evolving dynamics of globalisation.

RESULTS AND DISCUSSION
Dominance of Phonological and Morphological Interference

Regional language interference in Arabic language acquisition is a linguistic phenomena frequently seen, particularly in pesantren settings where most students possess varied native language backgrounds (Thoyib & Hamidah, 2018). A prevalent form of interference occurs in the domains of phonology and morphology. Phonological interference can occur when students find it difficult to pronounce the unique special Arabic sounds that do not exist in their native language. For example, the letters ز("ain"), ض("dhad") and ص("shad") may be pronounced differently. When learning Arabic, students may use word-building patterns from their native languages, which distorts the structure of the language (Robbani & Zaini, 2022).

Significant differences in sound systems and grammatical patterns between local languages and Arabic are the main causes of this barrier. For example, some local languages do not have emphatic consonant sounds as in Arabic, or have simpler morphological rules compared to complex Arabic. It directly affects (speaking and writing) fluency in Arabic, where santri who sometimes have problems maintaining phonetic and morphological accuracy (Hindun & Humaidi, 2024; Zakiatunnisa et al., 2020). In addition, to support this, it was also conducted interview with the Arabic teacher of

darussalam Islamic boarding school in darul lughoh al arabiyyah dormitory Ustadzah Nisa. In the interview, she described what she had noticed about students' challenges:

> *"Many of my students come from areas with a strong mother tongue, such as Java or Sunda. They often have difficulty in pronouncing certain Arabic letters, for example the letter 'ع' which often sounds like a regular 'a'. In addition, they also tend to apply word patterns from their local language, so their Arabic sentence structure becomes less precise."*

From the quote, it is clear how phonological and morphological interference is a real challenge in the Arabic language learning process. This suggests the need for more effective learning strategies to help santri overcome these obstacles, such as intensive phonetic exercises and contextualised morphological approaches tailored to their linguistic background (Bani, 2023; Masithoh, 2021).

The result and show that phonological and morphological interference happens when learning Arabic because the santri's first language and Arabic have different ways of putting words together. In Odlin's (1989) theory of language transfer, language transfer was defined as "the idea that when learners know something about their first language, they can transfer that knowledge to their second language. This could lead to positive or negative transfer, depending on the learners' knowledge and the structure of the first and second languages." If Santri can't get away from the sounds and shapes of their native language, they make mistakes when they try to learn Arabic words and sentence structure (Hindun & Humaidi, 2024; Wati, 2023). Phonological interference, such as difficulty in pronouncing the letter 'ع', shows how differences in sound systems can affect pronunciation accuracy. Meanwhile, morphological interference illustrates how word formation patterns from the local language are misapplied in Arabic. Therefore, a more contextualised and phonetic-based approach is needed to help santri overcome these obstacles. Phonetic exercises that focus on specific sound differences as well as morphological teaching that emphasises the differences in word structure between local languages and Arabic can be effective solutions to reduce the effects of such interference (Wati, 2023; Yoviyani & Mulyati, 2023).

The Importance of Technology Integration in Learning

There is no avoiding the fact that in this age of globalisation, which is characterised by rapid technological advances, the incorporation of technology into the process of learning Arabic is an absolute must. Through the use of a variety of contemporary technological devices, it is possible to reduce the negative effects of regional language interference, which often hinders fluency in Arabic. The applications, interactive media and digital platforms available for language learning not only provide students with a wider variety of materials, but also give them the opportunity to be exposed to real Arabic content. This enables them to improve their pronunciation, expand their vocabulary and gain a better understanding of the grammatical structures of Arabic (Bin-Hady & Al-Tamimi, 2021; Musolin et al., 2024). Technology makes education more personalised and flexible. For example, students' language skills have been greatly improved by using applications such as Duolingo or Memrise to practise vocabulary and grammar, and YouTube to listen to Arabic conversations in real time (Fitrianto, 2024; Keshav et al., 2022). In addition, interactive media such as virtual language labs also provide a more engaging and immersive learning experience.

As evidence of this finding, an interview was conducted with ustadzah lutfiyah, an Arabic teacher in one of the dormitories of darul lughoh al arabiyyah, pondok pesantren Darussalam, explaining her experience in integrating technology in learning:

> *"Since I started using Arabic language learning apps like Quizlet and utilizing interactive videos, I have seen a significant improvement in the students' speaking skills." They are more confident in pronouncing new vocabulary because they often hear the correct pronunciation from native speakers. In addition, they also understand the meaning of words more quickly because they are used to seeing the context of their usage in videos."*

From this quote, it can be concluded that the inclusion of technology in Arabic language teaching has quite a good effect. In addition to reducing the effects of regional linguistic interference, technology increases students' motivation and improves their learning efficiency.

The integration of technology in Arabic language teaching is an unavoidable necessity in an era of globalisation characterised by rapid technological developments. Various current technologies help to reduce the regional linguistic influence that sometimes prevents Arabic fluency. Language learning apps, interactive media and digital platforms not only provide more varied materials, but also allow students to be exposed to authentic Arabic content. This helps them improve their pronunciation, enrich their vocabulary, and understand Arabic grammatical structures more effectively (Ahmadi, 2023; Prayitno et al., 2024). "People learn more effectively from words and images than from words alone", according to Çeken and Taşkın's (2022) cognitive model of multimedia learning, which is in line with this understanding. Students are able to improve their cognitive skills and understanding of Arabic through the use of multiple visual and auditory learning resources made possible by technological integration.   Applications like Duolingo and Quizlet, along with interactive YouTube videos, offer multi-sensory stimulation that facilitates the rapid assimilation of vocabulary and language structures for pupils.

The conversation with Ustadzah Lutfiyah demonstrates that technology enhances pupils' motivation to learn. Repeated exposure to the correct pronunciation of native speakers through digital media helps to reduce the effects of phonological interference. In addition, the visual context in the interactive videos helps students to understand the meaning of words more deeply, so that they can use them appropriately in everyday communication. Technology integration thus becomes an effective strategy for overcoming the challenges of local language interference in Arabic language learning.

The Urgency of a Multicultural-Based Learning Approach

Modern Arabic language classrooms confront fresh obstacles stemming from the wide range of cultural and linguistic origins represented among today's pupils. In order to conquer these obstacles, multicultural learning strategies are crucial (Selmi et al., 2024). In addition to centering on the transmission of linguistic information, this method considers the pupils' cultural backgrounds. By understanding linguistic and cultural differences, students can more easily adapt to the structure of Arabic without losing their local language identity (Ahmadi, 2023; Aziz et al., 2024).

The multicultural approach promotes an inclusive learning environment where students feel valued for their cultural backgrounds, and by allowing students to understand Arabic in a context that is relevant to their lives, this increases their motivation to learn and helps to reduce regional language interference (Ulkhaq, 2024).. In addition, this approach promotes the growth of cultural awareness, a quality necessary to enhance one's ability to communicate effectively in Arabic (Ayunda et al., 2025; Ubaidillah, 2024). Interviews with Mrs Naili, the Head of Language Development at Pondok Pesantren Darussalam, confirmed these findings. She spoke of her personal experience of the value of a multicultural approach to education:

> *"In my classes consisting of students with diverse regional language backgrounds, I try to relate the Arabic material to their respective cultures. For example, I compare Arabic sentence structures with those of certain local languages to show the similarities and differences. As a result, students become more interested and quickly understand new concepts because they feel close to the material being taught."*

From the quote, it can be seen that a multicultural-based approach not only helps students overcome linguistic barriers, but also increases their engagement in the learning process. This approach is relevant to be applied in various contexts of Arabic language education, especially in multicultural environments (Aldegether, 2020; Chaika et al., 2021). In the era of globalisation, Arabic language education is faced with new challenges related to the diversity of students' cultural and linguistic backgrounds. Multicultural-based learning approaches become very important to overcome these challenges. This approach not only focuses on the transfer of linguistic knowledge, but also pays attention to the cultural context of students (Al-Sumait et al., 2022; Syuhadak et al., 2021). By understanding linguistic and cultural differences, students more easily adjust to Arabic structures without having to lose their local language identity.

This interpretation is relevant to the theory of Multicultural Education proposed by Banks (2015), which states that 'multicultural education helps students develop a positive self-concept by

providing knowledge about the histories, cultures, and contributions of diverse groups.' In the context of Arabic language learning, this approach promotes an inclusive learning environment, where students feel valued for their cultural background. As students are urged to grasp Arabic in a context relevant to their experiences, this raises learning motivation and helps to lower regional language interference (Hilmi et al., 2023). According to the findings of Mrs. Naili's interview, teaching learning techniques that link Arabic language resources to students' culture can help them to become more involved and understanding. This method also promotes the growth of intercultural awareness, which is necessary for Arabic's successful communication abilities. Therefore, the multicultural strategy not only removes language obstacles but also enhances pupils' whole educational process.

The Role of a Conducive Arabic Language Environment

Conducive learning environment plays an important role in improving Arabic language competence, particularly in reducing the influence of regional language interference. One effective approach is language immersion, which is creating an environment where Arabic is used fully in daily activities.Students are urged to think and communicate in Arabic without depending on their mother tongue in settings like Islamic boarding schools or Arabic-speaking communities, so producing an authentic learning experience whereby they not only learn Arabic as a subject but also as a daily communication tool (Haq et al., 2024; Mohamed, 2024). Intensive interaction in Arabic helps students internalise vocabulary, sentence structure, and correct communication patterns. In addition, a supportive environment also fosters confidence in speaking Arabic, as students are used to hearing and using the language in various contexts (Almelhes, 2024; Ismail et al., 2024). This factor significantly reduces their dependence on the local language, so that their language skills can be utilised in a variety of contexts (Almelhes, 2024; Ismail et al., 2024). Their Arabic develops more naturally. As evidence of this finding, an interview was conducted with Ustadzah lutfiyah, a teacher at an Arabic-based pesantren in West Java. She shared her experience of the effectiveness of a fully Arabic environment:

> *"In our pesantren, students are required to use Arabic in all daily interactions, both in class and in the dormitory. It was difficult at first because they tended to revert to their local language, but over time, they got used to it. I see significant improvements, especially in their speaking fluency and understanding of Arabic sentence structure."*

This quote shows how a supportive learning environment can reduce the effects of regional language interference. The application of language immersion encourages students to use Arabic actively, thus improving their overall skills.

Findings on the role of a conducive learning environment in improving Arabic language competence show that the language immersion approach is highly effective in reducing regional language interference (Arifin et al., 2021; Retnawati et al., 2020). An environment that encourages the full use of Arabic helps students to internalise the language, not only as theoretical knowledge but also as a means of daily communication. This internalisation process allows students to think directly in Arabic, thus reducing their tendency to translate from their mother tongue which can cause interference (Flege & Port, 1981; Moghazy, 2021)

This finding is in line with Krashen's theory of Second Language Acquisition, particularly the comprehensible input hypothesis which states that language learning will be more effective if students are exposed to comprehensible input in meaningful contexts. In addition, this approach also relates to Vygotsky's theory of sociocultural theory, which emphasises the importance of social interaction in language development. Vygotsky argued that language develops through interaction in real social contexts, where the environment serves as a mediation for students' cognitive processes (Friedrichsen, 2020; Lantolf & Xi, 2023; Rahmatirad, 2020; Rosborough & Wimmer, 2023). The quote from Ustadzah Hilda shows how a supportive learning environment creates ideal conditions for students to experience significant improvement in Arabic language skills. By creating an atmosphere where Arabic becomes part of everyday life, students can learn more naturally and effectively, reduce dependence on local languages, and improve fluency and accuracy in communication

CONCLUSION

Based on the findings and interpretations discussed, it can be concluded that regional language interference in Arabic language learning is a significant challenge that affects the phonological and morphological aspects of santri. This phenomenon occurs due to the fundamental difference between the linguistic systems of the santri's mother tongue and Arabic, which is in line with Odlin's Language Transfer theory. To overcome this obstacle, effective learning strategies are needed, such as intensive phonetic exercises and contextualised morphological approaches. The integration of technology in learning is also proven to be able to reduce the effects of regional language interference.

By utilising learning apps, interactive media and digital platforms, students can significantly improve their Arabic language skills, in line with Mayer's Cognitive Theory of Multimedia Learning. In addition, the multicultural-based learning approach makes a positive contribution in creating an inclusive learning environment, increasing motivation, and reducing linguistic barriers, in accordance with Banks' theory of Multicultural Education. Finally, a conducive learning environment with a language immersion approach proved effective in improving Arabic language competence, in line with Krashen's Second Language Acquisition theory and Vygotsky's sociocultural theory. Overall, the combination of these strategies is able to optimise Arabic language learning and reduce interference.

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