

Transforming Arabic Language Learning from Traditional Classrooms to Digital Platforms in Malaysian Madrasahs

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Abstract

This study investigates the transformation of Arabic language learning from traditional classroom-based approaches to the adoption of digital learning platforms in Malaysian madrasahs. Its main objective is to identify pedagogical changes, students' perceptions of digital learning environments, and teachers' adaptation to technology. This research employs a descriptive qualitative approach through interviews, classroom observations, and document analysis conducted in a selected madrasah in Malaysia. The findings reveal that the integration of digital technologies such as Learning Management Systems (LMS), interactive applications, and educational social media has enhanced students' engagement, accessibility, and learning autonomy in Arabic language education. However, several challenges remain, including varying levels of teachers' digital literacy and limited access to continuous digital pedagogy training. The study concludes that the digital transformation of Arabic language learning in Malaysian madrasahs is not merely a technological change but a paradigm shift toward a more flexible, collaborative, and learner-centered educational model. These findings offer significant implications for policymakers and educators in strengthening digital pedagogical frameworks within Islamic educational institutions.

Keywords: Arabic Language Learning, Digital Transformation, Madrasah Education, Educational Technology

ملخص

يتناول هذا البحث التحول في تعليم اللغة العربية من النهج التقليدي القائم على الفصول الدراسية إلى استخدام منصات التعلم الرقمية في المدارس الإسلامية بماليزيا. يهدف البحث إلى تحديد التغيرات البيداغوجية، وفهم تصوّر الطلاب تجاه بيئة التعلم الرقمية، بالإضافة إلى معرفة مدى تكيف المعلمين مع التكنولوجيا. اعتمد هذا البحث على المنهج النوعي الوصفي من خلال المقابلات، والملاحظة الصفية، وتحليل الوثائق في إحدى المدارس المختارة في ماليزيا. وقد أظهرت نتائج والتطبيقات، (LMS) الدراسة أن دمج التكنولوجيا الرقمية مثل أنظمة إدارة التعلم التفاعلية، ووسائل التواصل الاجتماعي التعليمية قد ساهم في تعزيز تفاعل الطلاب، وإتاحة الوصول إلى مصادر التعلم، وتنمية الاستقلالية في تعلم اللغة العربية. ومع ذلك، واجهت العملية عدة تحديات منها تفاوت مستوى الوعي الرقمي بين المعلمين، بالإضافة إلى محدودية التدريب المستمر في التربية الرقمية. خلصت الدراسة إلى أن التحول الرقمي في تعليم اللغة العربية في المدارس الدينية بماليزيا لا يُعد مجرد تغيير تقني، بل هو تحول في النموذج التربوي نحو تعليم أكثر مرونة وتعاونًا وتركيزًا على الطالب. وتقدم هذه النتائج دلالات مهمة لصناع القرار والمعلمين نحو تعزيز الإطار البيداغوجي الرقمي في المؤسسات التعليمية الإسلامية.

الكلمات المفتاحية: تعليم اللغة العربية، التحول الرقمي، التعليم الديني، تكنولوجيا التعليم

Abstrak

Penelitian ini mengkaji transformasi pembelajaran bahasa Arab dari pendekatan tradisional berbasis kelas menuju penerapan platform pembelajaran digital di madrasah-madrasah Malaysia. Tujuan utamanya adalah untuk mengidentifikasi perubahan pedagogis, persepsi siswa terhadap lingkungan pembelajaran digital, serta adaptasi guru terhadap teknologi. Penelitian ini menggunakan pendekatan kualitatif deskriptif melalui wawancara, observasi kelas, dan analisis dokumen yang dilakukan di salah satu madrasah terpilih di Malaysia. Hasil penelitian menunjukkan bahwa integrasi teknologi digital seperti Learning Management System (LMS), aplikasi interaktif, dan media sosial edukatif telah meningkatkan keterlibatan siswa, aksesibilitas, serta kemandirian belajar dalam pendidikan bahasa Arab. Namun demikian, beberapa

tantangan masih ada, termasuk perbedaan tingkat literasi digital guru dan keterbatasan akses terhadap pelatihan pedagogi digital yang berkelanjutan. Penelitian ini menyimpulkan bahwa transformasi digital dalam pembelajaran bahasa Arab di madrasah-madrasah Malaysia bukan sekadar perubahan teknologi, melainkan sebuah pergeseran paradigma menuju model pendidikan yang lebih fleksibel, kolaboratif, dan berpusat pada peserta didik. Temuan ini memberikan implikasi penting bagi para pembuat kebijakan dan pendidik dalam memperkuat kerangka pedagogi digital di lembaga pendidikan Islam.

Kata kunci: Pembelajaran Bahasa Arab, Transformasi Digital, Pendidikan Madrasah, Teknologi Pendidikan.

A. Introduction

Arabic is a language that possesses its own unique characteristics, whether in terms of history, culture, or religion (Shalihah & Ridwan, 2025). Therefore, many people are interested in learning Arabic, either as a second language or as a foreign language (Retnawati et al., 2020). However, learning Arabic is not always easy, especially for those who do not have access to formal educational institutions or lack adequate learning resources (Olayiwola, 2012).

Arabic language learning holds a very important position within the context of madrasah education, especially in Malaysian madrasahs (Manasiq, 2024). Arabic is not only studied as a linguistic skill, but also as the main medium for understanding texts, Qur'anic verses, and the intellectual heritage of Islamic knowledge (Taufik & Rusdi, 2024). Traditionally, Arabic language instruction in madrasahs has been teacher-centered, with an emphasis on memorization and conventional methods, along with limited use of technology. However, the emergence of various digital platforms such as interactive applications and educational social media has opened new opportunities to create a more dynamic, collaborative, and learner-centered learning environment. In this era of globalization, the importance of learning Arabic as part of cultural heritage and religious scholarship is increasingly emphasized (Stanley, 2023).

Nevertheless, the digital transformation process within madrasahs still faces several challenges (Stanley, 2023). Among the main constraints are limited technological infrastructure, varying levels of digital literacy among teachers, and the lack of continuous digital pedagogy training (Chand, 2025). In addition, empirical studies specifically examining the impact of digital.

Therefore, this study aims to examine the transformation of Arabic language learning from traditional classroom-based approaches toward the use of digital

platforms in Malaysian madrasahs (Bakalla, 2023). This research focuses on pedagogical changes, teachers' adaptation to technology, and students' perceptions of the digital learning environment (Kumar & Sharma, 2023). The findings of this research are expected to contribute to the development of literature on digital pedagogy in Islamic education and provide practical recommendations for policymakers and educators in designing more innovative and sustainable digital learning strategies in madrasahs (Jihad, 2025).

Arabic language learning plays a crucial role in madrasah education as it serves as the primary means for understanding Islamic texts and intellectual heritage (Chand, 2025). Traditionally, Arabic instruction in madrasahs has relied on teacher-centered approaches that emphasize memorization and grammatical mastery, which, although effective for textual comprehension, often provide limited support for the development of students' communicative skills and active participation (Mahbubi, 2024). With the advancement of digital technology, several studies have indicated that the use of digital platforms can foster more interactive, collaborative, and learner-centered learning environments, thereby enhancing students' motivation and engagement (Mahbubi, 2024). Nevertheless, the implementation of digital learning in madrasahs continues to face challenges, including limited technological infrastructure, varying levels of teachers' digital literacy, and insufficient ongoing training in digital pedagogy (Hastang & Ahmad, 2023). Furthermore, empirical research specifically addressing the digital transformation of Arabic language learning in Malaysian madrasahs remains limited, highlighting the need for further investigation into pedagogical changes, teachers' adaptation to technology, and students' perceptions of digital learning environments (Mir, 2025).

B. Method

This study involved a purposive selection of informants who were directly engaged in the Arabic language learning process at Ma'had Tahfidz Vokasional Aman Bistari. The informants consisted of Arabic language teachers and students participating in the instructional activities (Riswar et al., 2025). The number of informants was determined based on the principle of data saturation, whereby data collection was concluded once no new significant information emerged from additional participants (Internalisasi et al., 2022). The criteria for selecting informants included: (Pahwa et al., 2023) (1) active involvement in Arabic language teaching or learning at the institution, (2) sufficient experience with the instructional methods applied, and (3) willingness to participate and provide in-depth information related to the research focus. These criteria ensured that the informants possessed relevant knowledge and experience necessary to achieve a comprehensive understanding of the learning process.

The data analysis in this study employed descriptive qualitative analysis. Data obtained from observations and interviews were systematically organized, transcribed, and reviewed.(Internalisasi et al., 2022) The analysis procedure followed several stages:(Haron et al., 2025) (1) data reduction, in which irrelevant or repetitive information was eliminated while key findings were identified; (2) data display, involving the organization of data into thematic categories related to teaching methods, student responses, and learning effectiveness; and (3) conclusion drawing and verification, where patterns and relationships were interpreted to generate meaningful insights (Internalisasi et al., 2022). To enhance the credibility of the findings, data triangulation was conducted by comparing information from observations, interviews, and supporting documentation.(Chand, 2025) This systematic analysis allowed the researcher to develop an in-depth and accurate depiction of Arabic language learning practices and the integration of learning technologies within the studied madrasah context.(Ahmed, 2025)

Data collection in this study was conducted through observation and interviews. Observation is a research method used to collect data by directly observing objects, events, behaviors, or specific situations.(Farid, 2022) This method allows the researcher to obtain real and accurate information without relying on third-party reports (<http://www.mtvab.com.my> accessed et al., 2025). Interviews are a method of collecting data or information by conducting direct question-and-answer sessions between the interviewer (researcher) and the respondent (Ust. Mohd Asri Bin Yunus et al., 2025). Observation and interviews were carried out to directly observe the Arabic learning process and activities at Ma'had Tahfidz Vokasional Aman Bistari. The researcher recorded interactions between teachers and students, the teaching methods applied, and students' responses to the instructional approaches used (Ust. Mohd Asri Bin Yunus et al., 2025).

The researcher then triangulated the results of observations and interviews with documentation obtained as supporting data to develop a comprehensive understanding of the landscape of Arabic language teaching methods and learning technologies in the digital era.

C. Results and Discussion

1. Arabic Language Learning in the Madrasah Education Environment

Ma'had Tahfidz Vokasional Aman Bistari (MTVAB) is an Islamic educational institution located in Puchong, Selangor, Malaysia. It was established in 2009 by Tuan Mohd Asri Yunus, an educator and former oil and gas industry professional who had a strong vision to develop a skilled Qur'anic generation.

From its founding, MTVAB has carried a unique concept that combines Qur'an memorization (tahfidz) education with vocational or life-skill programs. The main goal of this institution is to produce a generation of Muslims who are not only capable of memorizing the Qur'an proficiently, but also equipped with practical skills beneficial for society and the professional world.

In terms of curriculum, MTVAB implements three core pillars of education. First, a Qur'an memorization program targeting 30 juz with high mastery, supported by pre-tahfidz classes, tajwid, and talaqqi. Second, mastery of religious sciences and the Arabic language. Learning activities are conducted intensively. Students' daily activities consist of Qur'an memorization, Islamic studies, and Arabic language learning, while weekends are allocated for vocational skills training.

Based on the researcher's findings, Arabic language learning at MTVAB still mainly uses a highly traditional approach. The teaching process is dominated by lecture-based instruction, where the teacher serves as the primary source of knowledge and information delivery in front of the classroom. During learning, teachers usually explain grammar rules, provide usage examples, and then students are asked to listen, take notes, and imitate utterances or sentence structures. Interaction tends to be one-directional—from teacher to student—with students mainly involved in listening and memorizing. Although this method is effective in maintaining discipline and consistency in mastering fundamental grammar, it provides limited opportunity for students to practice active communication and develop critical thinking in using Arabic in a more natural and functional context.

2. Transformation of Traditional Learning to Digital Platforms

Implementing and developing modern learning methods is an important initial step for advancing education in a country, particularly in Malaysia (Taufik & Rusdi, 2024). However, in reality, developing modern learning is not as easy as imagined (Baldwin, 2012), because every teacher or educator must understand and be able to improve their individual skills. It is not only a challenge for students; teachers are also required to first be able to implement self-resistance methods. The resistance method refers to the capacity that teachers must possess to accommodate all students' soft skills, including speaking, reading, and practical application, so that the learning process can run effectively and constructively (AlAfnan & Dishari, 2024).

The transformation of learning from traditional methods to digital platforms offers various challenges and opportunities (Vieilandie et al., 2024). Traditional methods, which rely on face-to-face instruction and direct lectures, have long been used and have advantages in building direct interaction between educators and students. However, with technological advancements, the emergence of digital

platforms and online learning provides a more flexible and efficient alternative. Digital transformation also encourages creativity, innovation, and more active participation from both educators and learners (Vi i Krabonja et al., 2024).

Digital transformation in education presents both challenges and opportunities in Malaysia (Ust. Mohd Asri Bin Yunus et al., 2025). Field investigations indicate that technology integration in educational institutions still faces obstacles, such as a digital divide between urban and rural areas in terms of infrastructure and access to technology (Internalisasi et al., 2022). Bridging this gap is essential to ensure equitable and inclusive access to quality education. Investing in internet connectivity and providing digital devices to schools in remote regions are crucial steps to address this issue. Limited internet access remains one of the challenges that must be overcome for effective learning (Faturoti, 2022).

Teacher readiness and professional development also play vital roles in successful technology integration (Faturoti, 2022). Providing continuous training and support can improve teachers' confidence and competence in using technology to enhance teaching practices. Policymakers and educational institutions must prioritize these efforts to maximize the positive impact of technology on learning outcomes. This approach nurtures a culturally relevant and inclusive learning environment, empowering students to stay connected to their cultural heritage while embracing modern technology.

3. Enhancement and Implementation of Digital Learning in Malaysian Madrasahs

In recent years, madrasahs in Malaysia have undergone significant changes in learning methods. Previously, teaching and learning in madrasahs relied heavily on traditional approaches (Mane, 2025). Teachers were the main source of knowledge and delivered lessons through lectures, memorization, and chalk-and-board instruction. Textbooks served as the primary learning media (Yingsoon et al., 2025), and learning interactions were largely one-directional. Classroom atmospheres were formal and focused on discipline and deepening religious knowledge, particularly Qur'an, Hadith, Fiqh, and Arabic.

However, with the growth of technology and national education reform efforts, madrasahs have begun transitioning to digital platforms. Today, teachers utilize various applications and learning systems such as PowerPoint, YouTube, and others as teaching aids. Learning now incorporates videos, infographics, digital quizzes, and electronic reading materials. Students no longer solely listen but actively participate through discussions, practice activities, digital assignments, and access to modern learning resources.

Although this transition offers many benefits such as increased learning motivation, more organized assignment monitoring, and broader access to knowledge, the transformation is not without challenges. Some madrasahs still face limitations in devices, unstable internet connectivity, and varying levels of technological skills among teachers and students. Nonetheless, this shift reflects the strong commitment of Malaysian madrasahs to advance, balancing Islamic tradition with modern educational technology. This transformation not only improves learning quality but also prepares students for the rapidly evolving digital world (Journal Homepage: <https://jurnal.staiyogyakarta.ac.id/index.php/edu/index>).

According to Anwas, the use of information and digital technology for education must at least take into account four aspects, namely policy, infrastructure, content, and utilization systems (Ndomondo, 2024). In more detail, emphasizes that the policy aspect represents the commitment and realization of policymakers, including educational institution leaders (rectors, deans, chairpersons, principals, and pesantren leaders) in utilizing information and digital technology for education. Its realization may take the form of regulations, work programs, budget support, participation, collaboration, or other forms (Sarghini et al., 2023). In recent years, madrasahs in Malaysia have undergone significant changes in learning methods.

In the past, the teaching and learning process in madrasahs was heavily centered on traditional methods. Teachers were the main source of knowledge and delivered lessons through lectures, memorization, and blackboards. Textbooks served as the primary learning medium, and classroom interaction was mostly one-way. The classroom atmosphere tended to be formal, focusing on discipline and deepening religious knowledge, particularly in the Qur'an, Hadith, Fiqh, and Arabic language (Aini, 2025).

However, as technology has advanced and the national education transformation has been encouraged, madrasahs have begun to shift toward digital platforms (Sarghini et al., 2023). Today, teachers utilize various applications and learning systems such as PowerPoint, YouTube, and others as supporting media. Learning now integrates videos, infographics, digital quizzes, and electronic reading materials. Students not only listen but also actively engage through discussions, digital assignments, and access to modern learning resources (Haris et al., 2025). Moreover, the positive influence of information and digital technology can increase the diversity of learning sources and opportunities, enhance engagement, interest, and motivation in learning, spread information widely, simultaneously, quickly, and up to date, make teaching and learning processes more effective, provide a better cost-effectiveness ratio compared to traditional systems, and expand open or distance education (Interview with the caregiver, Ust. Mohd Asri Bin Yunus., 2025).

Although this transition brings many benefits, such as increased learning motivation, more organized task monitoring, and broader access to knowledge, the process of change does not always run smoothly (Internalisasi et al., 2022). Some madrasahs still face limitations in devices, unstable internet connections, and varying technological abilities among teachers and students (Teshaboyeva & Erkaboyeva, 2024). Nevertheless, this change demonstrates the commitment of Malaysian madrasahs to continue progressing, balancing Islamic traditions with the sophistication of modern educational technology. This transformation not only enhances the quality of learning but also prepares students to face the rapidly developing digital world.

D. Conclusion

This study provides valuable insights into the Arabic language learning process at Ma'had Tahfidz Vokasional Aman Bistari; however, it has several limitations. First, it was conducted in a single institution, which may limit the generalizability of the findings to other madrasahs or educational contexts. Second, the relatively small number of informants, consisting only of teachers and actively participating students, may not fully represent the perspectives of all stakeholders. Third, the data were collected through qualitative methods such as observations and interviews, making the findings interpretive and potentially influenced by researcher subjectivity. Finally, the study examined digital learning implementation within a specific period, without considering changes in technology, pedagogy, or institutional practices over time. Future research could expand the sample, include multiple institutions, and adopt mixed-method approaches to generate more comprehensive and generalizable results.

The digital transformation being introduced in madrasah educational institutions offers significant opportunities to enrich learning experiences, increase student engagement, and provide broader access to modern knowledge sources and learning media. The use of digital platforms such as instructional videos, interactive quizzes, and educational applications has encouraged the creation of a more dynamic and collaborative learning process. Nevertheless, this change comes with challenges, particularly regarding limitations in technological devices, uneven internet access, and the varying readiness and competency levels of teachers in utilizing technology optimally.

Additionally, the digital divide between institutions in urban and rural areas affects the success of fully implementing digitalization in education. Therefore, government policy support, investment in technological infrastructure, and the provision of continuous professional training for educators are critical elements that must be strengthened. Teacher capacity development should not only focus on

technical skills, but also on innovative pedagogical approaches that align with student needs.

Thus, the transformation of learning in Malaysian madrasahs reflects ongoing efforts to balance the strengths of value-based Islamic traditional education with the demands of the digital era. This initiative serves as a vital foundation for nurturing a generation of students who excel not only in religious knowledge and Qur'an memorization but also in digital literacy, adaptability, and readiness to face global challenges in the future. With continuous commitment and support, Malaysian madrasahs have the potential to become a model of modern Islamic education that is progressive and relevant to contemporary developments.

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