Beyond the Screen: Digital Literacy and Cultural Identity of Arabic-Speaking Students at UIN Malang

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Abstract

Digital literacy is comprehensively needed for preparing students with the effective and discerning application of digital technologies. Digital literacy can be enhanced through the implementation of learning-based digital literacy. This kind of learning will provide students with digitally literate and ability to adapt in the future of technology-driven society. On the other hand, digital literacy which utilize many kinds of digital platforms are able to construct cultural identity and serve identity negotiation and meaning construction. In fact, identity is not exclusively shaped by only direct social interaction, but digital social engagement also significantly contributes to the formation of individual identity. Therefore, the digital realm is not merely a screen; it is beyond the screen. This is a qualitative research in nature with aims to investigate the digital profiles of Arabic-Speaking Students studied in UIN Malang, lecturer's pedagogical strategies in improving digital literacy, the cultural identity constructed within educational context, the undergoing process of cultural identity construction through student's digital literacy. There are 12 Arabic students participated in this study. The result of this research stated that Arabic-Speaking students are having moderate digital literacy. There are specific strategies used by lecturers in order to improve student's digital literacy including; ICT-based presentation, gamification/game-based learning, interactive video, and digital comic strategy. Regarding cultural identity of Arabic-Speaking students, this research found three cultural identities. This research also concluded that digital literacy which is developed by digital-based learning effected several cultural identity constructions those are: fostering digitally literate and adaptive students and promoting responsiveness to diverse culture.

Keywords: Digital literacy; Cultural Identity; Identity Construction; Arabic-Speaking Students

Abstrak

Literasi digital secara komprehensif sangat dibutuhkan untuk membekali mahasiswa agar mampu secara efektif dan bijaksana menggunakan teknologi digital. Literasi digital dapat ditingkatkan salah satunya melalui penerapan pembelajaran berbasis literasi digital. Pembelajaran semacam ini dapat membekali mahasiswa agar selalu adaptif terhadap kondisi masyarakat mada depan yang disebtu sebagai *technology-driven society*. Selain itu, literasi digital yang merupakan sebuah kemampuan dalam memanfaatkan berbagai platform digital dipercaya mampu mengkonstruksi identitas budaya, memfasilitasi negosiasi identitas, serta konstruksi makna. Faktanya, identitas tidak hanya dibentuk oleh interaksi sosial langsung, melainkan interaksi sosial digital juga

memberikan kontribusi signifikan terhadap pembentukan identitas individu. Oleh karena itu, dunia digital bukanlah semata-mata suatu layar; melainkan lebih dari sekedar layar. Penelitian ini merupakan penelitian kualitatif yang bertujuan untuk mengeksplorasi profil digital mahasiswa berbahasa Arab yang belajar di UIN Malang, strategi pembelajaran dosen dalam meningkatkan literasi digital, identitas budaya yang terbentuk dalam konteks pendidikan, serta proses konstruksi identitas budaya melalui literasi digital mahasiswa. Terdapat 12 mahasiswa berbahasa Arab yang berpartisipasi dalam penelitian ini. Hasil penelitian ini menunjukkan bahwa mahasiswa berbahasa Arab memiliki literasi digital yang moderat/pertengahan. Terdapat strategi khusus yang digunakan oleh dosen untuk meningkatkan literasi digital mahasiswa, antara lain: presentasi berbasis ICT, gamifikasi atau pembelajaran berbasis permainan, video interaktif, dan strategi komik digital. Mengenai identitas budaya mahasiswa berbahasa Arab, penelitian ini menemukan tiga identitas budaya. Penelitian ini juga menyimpulkan bahwa literasi digital yang dikembangkan melalui pembelajaran berbasis digital memengaruhi beberapa konstruksi identitas budaya, yaitu: mendorong mahasiswa untuk menjadi individu yang melek digital dan adaptif serta lebih responsif terhadap keragaman budaya.

Kata Kunci: Literasi digital; Identitas budaya; Konstruksi identitas; Mahasiswa berbahasa Arab

Introduction

The development of Technology in 21th century inevitably leads to the widespread emergence of digitalization across various sectors, including education. In responding to digitalization, digital literacy is comprehensively needed for preparing students with the effective and discerning application of digital technologies. Digital literacy is commonly defines as the capacity to understand and manipulate information across multiple sources through computer-based system (Audrin & Audrin, 2022; Spante et al., 2018). Traditionally, Gilster imagine a future of digitally literate person as an individual who has high rate of digital literacy (Gilster, 1997). In this case, Gilster give a traditional meaning of digital literacy with four key dimensions; knowledge assembly, evaluating information, searching the internet, and navigating hypertext (Chan, 2024; Gilster, 1997). On the other side, the capacity to manipulate information across multiple sources is frequently denoted by two distinct terminologies: digital literacy and digital competence.

There is ongoing scholarly debate regarding whether digital literacy and digital competence are interchangeable terms or represent distinct entities. Some researchers argue for their equivalence, while others assert their differentiation. Some researchers who distinguish between these two terms define digital competence as an individual ability to utilize information and communication technology (ICT), alongside with the ability to analyze, select, and critically evaluate data and information (Spante et al., 2018). By this case, digital competence exhibits a narrower scope that digital literacy. The distinction arises from digital literacy's comprehensive coverage of both ICT competence and skills, culminating in the acquisition of digital knowledge, attitudes, and psychomotor skill, whereas digital competence focuses primarily on the domain of digital cognitive knowledge (Lee, 2014; Reddy et al., 2020; Spante et al.,

2018). Despite these debates, many researchers found that in the era of digitalization, digital literacy comprehensively needed for supporting teaching and learning.

Learning-based digital literacy will provide students with digitally literate and ability to adapt in the future of technology-driven society (Eden et al., 2024). Digital literacy also played a significant role in enhancing the effectiveness of learning facilitated by ICT (G. I. Sari et al., 2024; Shopova, 2014; Siregar, 2024; Yustika & Iswati, 2020). Furthermore, the use of artificial intelligence, online data analytics and automation which considered as a result of digitally literate students are also vital skill required for future employees (Baskara, 2025; Thelma et al., 2024). In the context of Indonesia, there are a huge number of researches on digital literacy from 2023 up to now. Significantly, Indonesia stands as the fourth-largest contributor to digital literacy research, trailing only the United States, The UK, and Spain (Sogalrey et al., 2024). By its importance, this research will identify the digital literacy among students in higher education.

Higher education institutions are considered as a crucial and leading entity in strengthening digital literacy due to its flexibility in integrating this term into higher education curricula (Chen & Zainudin, 2024; G. I. Sari et al., 2024; Siregar, 2024). Beyond the implementation of digital literacy in higher education, digitalization also appears to influence the formation of student identity. Baig et. al (2019) concluded that digital literacy which used digital platform able to construct identity and serve identity negotiation and meaning construction. Byfield (2015) added that the negotiation and construction of identity can be happened in the classroom or earning environment which provide a digital literacy practice. As Hall's (1990) definition of identity which understood to be in a constant state of inherently dynamic, contingent upon the prevailing environmental contexts. Indeed, the digital world in fact, not only demands digital competence and skill but furthermore influences on the continuous and ongoing construction of identity.

Understanding cultural identity of students proves beneficial for both lecturers and students. By recognizing these identities, lecturers can formulate appropriate culturally responsive pedagogical strategies. On the other hand, students will have better tolerant attitude and understand their own identity which lead to comprehend their own learning styles and formulate highly effective learning approaches (Rosi, 2017, 2020; Rosi & Yousif, 2024). Cultural identity in the other hand also has an effect on determining student's success (Altugan, 2015; Dabamona et al., 2021; Rahmawati et al., 2020; Sari, 2022). This research has its cruciality because of the characteristic of cultural identity which continuously undergoing constant transformation based on diverse environmental environment (Rosi & Yousif, 2024; Sunarti et al., 2022). As individuals are challenged to always adapt to new environment setting, ongoing research and investigation into cultural identity is crucial for developing constructive strategies for cultural adaptation.

By the importance and relationship between digital literacy and cultural identity, this research will explore the interplay between Arabic-Student's digital literacy and their formation of cultural identity at UIN Malang. Ultimately, this research aims to fill a gap in existing literature by integrating and interconnecting digital competence and skills with the continuous negotiation of cultural identity. The selection of Arabic-Speaking students as research subject due to several factors, first,

the fact that 52% of foreign students at UIN Malang are predominantly coming from Arab such as Egypt, Sudan, Yemen, Libya, Algeria, and Lebanon (Rosi, 2023), second, Arabic-Speaking students lived and studied in multicultural classroom and environment, third, their different level of digital literacy compared to Indonesian based on early research observation and investigation.

More specifically, this research will investigate the digital profiles of Arabic-Speaking Students, lecturer's pedagogical strategies in improving digital literacy of Arabic-Speaking students through various strategies utilizing numerous digital platforms, explore the cultural identity within their home country's educational context, and analyze the undergoing process of cultural identity construction and negotiation through student's digital literacy as a result of ICT-based pedagogical strategies implementation.

This research will ultimately contribute to profound insights into the comprehensive profiles of Arabic-Speaking students in UIN Malang, their continuous adaptive processes, and the development of appropriate pedagogical strategies applicable to learning environments attended by student from Arabic countries. In fact, identity is not exclusively shaped by only direct social interaction, but digital social engagement also significantly contributes to the formation of individual identity. Therefore, the digital realm is not merely a screen; it is beyond the screen.

Methods

This is a qualitative research in nature with aims investigate the digital profiles of Arabic-Speaking Students studied in UIN Malang, lecturer's pedagogical strategies in improving digital literacy of Arabic-Speaking students through various strategies utilizing numerous digital platforms, explore the cultural identity within their home country's educational context, and analyze the undergoing process of cultural identity construction and negotiation through student's digital literacy during their live in Malang. There are 12 research subjects of this study. Among those 12 subjects, there are 6 subjects from Sudan, 2 from Yemen, 2 from Algeria, and 2 from Egypt. The qualitative is chosen because it's holistic and deep investigation to uncover a phenomenon not solely a numeric data (Creswell, 2013; Denzin & Lincoln, 1996). This deep and comprehensive data will uncover the reality beyond every situation and environment.

In order to analyze the result of this study, there are two theoretical frameworks. First, Paul Gilster's theory of digital literacy which stated four key indicators: knowledge assembly, evaluating information, searching the internet, and navigating hypertext (Gilster, 1997). This theory will also be further integrated with computational thinking of digital literacy and AI literacy (Baskara, 2025). Second, Stuart Hall's Cultural identity theory which articulated two distinct identity of an individual, namely; identity as being and identity as becoming (Hall, 1990; Hall & Gay, 1996). These two theories will collectively serve as the conceptual lens for analyzing the results and findings.

Results
Digital Literacy of Arabic-Speaking Students

In this section, digital literacy profile of Arabic-Speaking students refers to the competencies they demonstrated at their first coming to Indonesia. the result of this digital profile is crucial for drawing conclusion regarding the result of any pedagogical strategies derived by lecturers within classroom context to foster the current literacy levels of these students. The digital literacy profile in this section specifically delineated according to four indicators proposed by Paul Gilster, those are: searching the internet, navigating hypertext, evaluating information, and knowledge assembly.

The summary of digital literacy profiles of Arabic-Speaking students is as below:

Table 1. Digital Literacy Profile of Arabic-Speaking Students at UIN Malang

Indicator	Sub-Indicator	Percentage of Students
Internet Searching	Ability to use any of search engines (Google, Yahoo, Mozilla Firefox, etc.)	100%
Navigating Hypertextual	Understanding any of hypertextual navigation in Arabic	100%
	Understanding any of hypertextual navigation in non-Arabic language	50%
Evaluating Information	Understanding trusted website/source of information	25%
	Having critical analysis on the content of information	25%
Knowledge Assembly	Resuming knowledges from the internet in Arabic	100%
	Resuming knowledges from internet in non-Arabic language	50%
	Analyzing strong and weakness of the knowledge they got from internet	25%

The result of above table concluded the Arabic-Speaking students are having moderate digital literacy. The use of ICT which defined as digital literacy already mastered by all the informant, but several indicators are still absent. The above table also conclude that there are two main problem in Arabic-speaking student's digital literacy. The first problem is non-Arabic language used in internet and the second is critical analysis of information in the internet. For non-Arabic hypertextual navigation and information, there are 50% of students who do not understand any navigation in the internet using languages other than Arabic. In contrast, only another 50% of Arabic-speaking students mastering English or Indonesian language. This linguistic limitation presents a significant disadvantage when accessing information during their stay in Indonesia. For this limitation, all of the research subject solves it by using internet translation. One of the informants stated:

"I realize my weakness on Bahasa Indonesia or English, so to solve my weakness, I often use google translate or camera translation. This kind of internet translation effectively help me to

understand a little bit on the information we search for. But, these steps takes my time a lot"
(AEZ, Interview, Malang)

The above result of interview stated that language became one of some disadvantages faced by Arabic-speaking students while accessing the internet. For those who do not have any other languages than Arabic, all of their digital accesses are using Arabic navigation including social media. Interestingly, almost 100% of them are using any of social media used by Indonesian, except Tiktok and Telegram. Several Arabic-Speaking students using Tiktok after living and staying in Indonesia for several months. This is caused by environment which highly utilized it as a favorite social media among students in university. According to the informants, all of them are using all social media like Whatsapp, Facebook, or Instagram. The mostly used application for contacting each other among Arabic-Speaking students are whatsapp and facebook. The language used in those applications are mostly Arabic. The proficiency in English or other languages among them is increasingly declined because of their exclusivity of using Arabic for all communication in both inside or outside classroom during their time in their homeland. By this fact, the first problem faced by them become clear that their lack of proficiency supported by their environment and habit of using just Arabic language.

Lecturer's Strategies in Improving Digital Literacy of Arabic-Speaking Students

Arabic-speaking students. Based on informant's experiences, there are a lot of digital-based learning strategies or even applications introduced by lecturers since their arrive at UIN Malang. Informants mentioned several applications like *Siakad* (Academic Information System), E-Learning (Electronic Learning Developed by Campus), and Email-Based task. These applications in fact, improve the ability of non-Arabic hypertextual navigation among Arabic-Speaking students which may appear in other educational applications. Based on specific strategies used by lecturers in order to improve student's digital literacy including; ICT-based presentation, gamification/game-based learning, interactive video, and digital comic strategy. These strategies applied by lecturers during teaching and learning in the classroom. interestingly, none of Arabic-Speaking students experienced such strategies during their study in their homeland.

Informants believed that it's need a specific adaptation while utilizing numerous applications and strategies applied by lecturers. The adaptations required is not expected to be time-consuming because it's understandable, easy, and engaging. Among those four strategies, gamification and interactive video assumed as the easiest and interesting strategy for Arabic-Speaking students. Gamification according to the informants is having several benefits including; creating a joyful learning, increase learning motivation, and accessible at anytime and anywhere. On the other hand, interactive video also assumed as a second easiest strategy because of its easiness of utilization among students. Interactive video with simple editing skills utilizing handphone perceived as an easily achievable task. This is due to their reliance on mobile phones in their daily routines.

Additionally, the limited need for multitude applications contributes to the simplicity of this video strategy. While gamification or game-based learning and interactive video considered as the easiest strategy faced by Arabic-Speaking students at UIN Malang, ICT-based presentation and digital comic strategy considered as the hardest strategy faced by them. Digital comic strategy considered as the hardest because of two reason; selecting and distinguishing the character, determining and looking for inspiration, and the complexity of application. Different with gamification, this digital comic strategy pushed students to navigate a complex application with multiple preparations. One of the applications used by lecturers in this context was storyboard creator.

Cultural Identity of Arabic-Speaking Students in Their Classroom

Cultural identity of Arabic-Speaking students in Their Classroom summarized in three identities; Arab ethnicity, Passive learners, and memorizing learners. These three identities are comprehensively affected by their experiences in both their homeland and Indonesia. All informants consistently stated that despite they originated from diverse countries; they identify themselves as Arabs. Their pride in this Arab identity is reflected in the exclusive use of the Arabic language when interacting and socializing with another Arab fellow at UIN Malang. This interaction encompasses not only offline interaction but also online communication. The researcher's observations indicate that communication among Arabic-speaking students never involves any language other than Arabic. Informants explained that their shared Arab identity inherently derives them to communicate in this manner.

Despite their culturally identification as Arab ethnicity, the informants also stated that in classroom context, they identify themselves as passive learners compared to Indonesian. Arabic-speaking students experienced pedagogical strategies focused on drilling and lecturing. Learning in Arabic countries according to the informants are emphasizing material mastery. This material mastery is not accompanied by critical thinking and demonstration skills or argumentation. Indonesian style of learning according to the informants are combination of material mastery, critical thinking and argumentation. This style is precisely that Arabic-speaking students must adapt to when studying in Indonesia. Their inherently passive learning culture must gradually be mitigated to enable adaptation to the active learning culture prevalent in Indonesia.

The third cultural identity of Arabic-speaking students in UIN Malang is memorizing learners. This identity in their classroom actually effected by lecturing and drilling method mentioned before. Arabic-speaking student believed that this identity should be maintained because the majority of their coursework in their homeland particularly an Islamic subject. The Islamic subject according to the informants, necessitates extensive memorization of material. Moreover, informants elaborated that memorizing text is perceived as more efficient than attempting comprehensive understanding for Muslim students. This belief rooted from the requirement for Muslims to memorized Qur'anic verses and Hadits and perceived crucial for upholding the authenticity of religious text.

Construction of Identity through Digital Literacy of Arabic-Speaking Students

The above data concluded that cultural identity can be developed not only through direct interaction but also able to be constructed through digital platform. In fact, several methods applied by lecturers effectively contributed to the construction of Arabic-speaking student's cultural identity. The below table can be a conclusion of Arabic-speaking student's construction on identity effected by digital literacy.

Table 2. Aspects of Digital Literacy Which are able to Develop and Construct Identity

Aspects of Digital Literacy	Undergoing Identity Construction
Operating Numerous Digital Learning Application (Power point, Quizizz, Word wall, Story board creator)	More Digitally Literate and adaptive Student
Adapting and Internalizing Indonesian Culture through Social Media (Instagram & Tiktok)	Having more responsive identity in responding different culture and habit

The above table contributively stated that at least there are two undergoing identity construction effected by digital-based learning experienced by Arabic-speaking students, those are; Digitally literate and adaptive students and more responsive in responding different culture. The first result of digital-based learning applied by lecturers effectively contributed toward the construction of digitally literate and adaptive students in responding the development of technology in 21st century. The willingness of Arabic-students in adapting new technology proved that their digital literacy was improved. On the other hand, the willingness to adapt to the digital application or social media engaged by Indonesian proved that they want to adapt and live peacefully within Indonesian citizen.

Discussion

The finding of this study found that digital literacy of Arabic-speaking students at UIN Malang are relatively having moderate level of digital literacy based on several indicators of digital literacy formulated by Paul Gilster. Gilster formulated four indicators pf digital literacy, those are: searching the internet, navigating hypertext, evaluating information, and knowledge assembly (Gilster, 1997). The finding of this study also stated that the use of ICT which defined as digital literacy (Audrin & Audrin, 2022; Chen & Zainudin, 2024; Spante et al., 2018) already mastered by all the informant, but several indicators are still absent. The first problem is non-Arabic language used in internet and the second is critical analysis of information in the

internet. For non-Arabic hypertextual navigation and information, there are 50% of students who do not understand any navigation in the internet using languages other than Arabic. In contrast, only another 50% of Arabic-speaking students mastering English or Indonesian language. This study proved that mastering several languages in digital platforms considered very important aspect in supporting Gilster's concept of digital literacy.

Regarding lecturer's strategies applied by lecturers in the classroom in order to improve student's digital literacy those are; ICT-based presentation, gamification/game-based learning, interactive video, and digital comic strategy. Among those four strategies, gamification and interactive video assumed as the easiest and interesting strategy for Arabic-Speaking students. Gamification according to the informants is having several benefits including; creating a joyful learning, increase learning motivation, and accessible at anytime and anywhere. This is in line with several research which stated that gamification or game-based learning can create joyful learning and able to increase student's motivation (Huseinović, 2023; Rahman et al., 2018; Shen et al., 2024). The use of gamification in learning based on student's experience is able to increase their digital competence. The digital competence which can be increased through this kind of strategy is cognitive use of several digital application (Chan, 2024; Spante et al., 2018).

Moreover, ICT-based presentation and digital comic strategy considered as the hardest strategies faced by them. Different with gamification, this digital comic strategy pushed students to navigate a complex application with multiple preparations. One of the applications used by lecturers in this context was storyboard creator. Storyboard creator actually used for students to visualize, plan, and organize their narrative interestingly. This application often used in language learning (Pérez, 2020). ICT-based presentation also considered as the hardest learning strategy applied by lecturers and experienced by the informants. As previously mentioned, the informants predominantly learn trough printed book and classical teaching and learning. In classical teaching and learning experienced by informants, there is no need any presentation. So that, the presentation skill constituted as an unfamiliar method among them. The familiar method among Arabic-Speaking students at UIN Malang is memorizing method nor presenting or demonstrating ideas (Rosi, 2023). In fact, operating ICT-based presentation like using Power Point is considered difficult because their difficulty in extracting idea into such presentation media.

This study also discussed on cultural identity of Arabic-speaking students. This study found three identities; Arab ethnicity, Passive learners, and memorizing learners. Several cultural identities effected by their experiences during their live in both countries; Indonesia and their homeland. Their identity while their living in their homeland called original identity. This original identity called identity as being which is based on their history where the past social construction was built and construct (Hall, 1990; Rosi, 2017). All informants consistently stated that despite they originated from diverse countries; they identify themselves as Arabs. Despite their culturally identification as Arab ethnicity, the informants also stated that in classroom context, they identify themselves as passive learners compared to Indonesian. Arabic-speaking students experienced pedagogical strategies focused on drilling and lecturing. Learning in Arabic countries according to the informants are emphasizing

material mastery. This material mastery is not accompanied by critical thinking and demonstration skills or argumentation. Indonesian style of learning according to the informants are combination of material mastery, critical thinking and argumentation. This style is precisely that Arabic-speaking students must adapt to when studying in Indonesia. Their inherently passive learning culture must gradually be mitigated to enable adaptation to the active learning culture prevalent in Indonesia. this construction or transformation of identity; from passive to progressively active, is what Hall's conceptualized as identity as becoming (Hall, 1990; Hall & Gay, 1996; Rosi & Yousif, 2024). Hall conceptualized identity as becoming as the identity which experienced in the present time. This kind of identity proved that cultural identity can undergo constant transformation (Rosi & Yousif, 2024; Sunarti et al., 2022). Another cultural identity of Arabic-speaking students in UIN Malang is memorizing learners. This last identity however, strengthen Hall's theory that identity is fundamentally constructed by individual's environment (Hall, 1990; Hall & Gay, 1996). This identity believed by Arabic-students as the strongest skill they have and became one of the advantages which can support their learning in UIN Malang.

This study also stated that digital-based learning contributively effected the student's identity construction. There are at least two undergoing identity construction effected by digital-based learning experienced by Arabic-speaking students, those are; Digitally literate and adaptive students and more responsive in responding different culture. The first result of digital-based learning applied by lecturers effectively contributed toward the construction of digitally literate and adaptive students in responding the development of technology in 21st century. The willingness of Arabic-students in adapting new technology proved that their digital literacy was improved. On the other hand, the willingness to adapt to the digital application or social media engaged by Indonesian proved that they want to adapt and live peacefully within Indonesian citizen. This data strengthened the previous research which stated that digital platform is able to construct identity and the construction of identity can be happened in both inside or outside classroom which provide digital literacy practices (Byfield et al., 2015; Febrilia et al., 2020). This research also proved that the digital world can construct both identity and digital competence.

Conclusion

The result of this research concluded that Arabic-Speaking students are having moderate digital literacy. The use of ICT already mastered by all the informant, but several indicators are still absent. Regarding the digital literacy among Arabic-speaking students, there are two main problem faced by them; non-Arabic language used in the internet and critical analysis of information obtained from the internet. In order to improve digital literacy of Arabic-speaking students, there are several strategies applied by lecturers as experienced by them. Based on informant's experiences, there are a lot of digital-based learning strategies or even applications introduced by lecturers. The application introduced to students like Siakad (Academic Information System), E-Learning (Electronic Learning Developed by Campus), and Email-Based task. On the other hand, there are specific strategies used by lecturers in order to improve student's digital literacy including; ICT-based presentation,

gamification/game-based learning, interactive video, and digital comic strategy. These strategies applied by lecturers during teaching and learning in the classroom. Interestingly, none of Arabic-Speaking students experienced such strategies during their study in their homeland. Among those strategies, gamification and interactive video assumed as the easiest and interesting strategy while ICT-based presentation and digital comic strategy considered as the hardest strategy faced by them during teaching and learning process.

Regarding cultural identity of Arabic-Speaking students in Their Classroom, this research found three identities; Arab ethnicity, Passive learners, and memorizing learners. This research also concluded that digital literacy which is developed by digital-based learning effected several identity constructions. There are two undergoing identity construction effected by digital-based learning experienced by Arabic-speaking students, those are; Digitally literate and adaptive students and more responsive in responding different culture. This research will suggest another researcher to investigate deeply on how digital platform effect daily interaction outside classroom and construct a comprehensive identity construction socially in a broader context with wider perspective.

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