

Optimizing YouTube for Interactive Arabic Learning in Pesantren: Effective Content Creation Strategies

Yusuf Arisandi¹, Moh. Tohiri Habib^{2*}

^{1,2} Universitas Islam Internasional Darullughah Wadda'wah, Indonesia

Article History:

Received : 15 March 2025

Revised : 31 August 2025

Published : 02 September 2025

Keywords:

Content Quality; Cultural Context; Hybrid Learning; Interactive Learning Tool.

*Correspondence Address:

moh-tohirihabib@uiidalwa.ac.id

©authors 2025



This work is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International License](https://creativecommons.org/licenses/by-sa/4.0/).

DOI: 10.32332/ijalt.v7i02.10363

Abstract: In the evolving landscape of Arabic language education, YouTube has emerged as a powerful medium for enhancing listening and speaking skills in Islamic boarding schools, where traditional oral-based instruction predominates. This study aims to explore strategies for optimizing YouTube as an interactive learning tool tailored to the pedagogical and cultural context of *pesantren*. Using a qualitative case study at Pesantren Darullughah Wadda'wah in East Java, Indonesia, data were collected through semi-structured interviews with 22 participants (10 teachers and 12 students), focus group discussions involving 18 students across three groups, and classroom observations in selected Arabic classes, representing 40 participants with basic to intermediate Arabic proficiency. The findings reveal that structured exposure to Arabic-language YouTube content, combined with visual cues, interactive exercises, and contextual learning, significantly improves comprehension and speaking fluency. However, challenges such as inconsistent content quality, digital distractions, and limited technological access hinder optimal use. The novelty of this research lies in its proposed hybrid learning model, integrating YouTube-based materials with traditional teaching methods to preserve the strengths of oral transmission while embracing digital innovation. This study offers practical recommendations for educators and content creators in designing effective, culturally relevant digital resources for Arabic language learning in *pesantren*.

INTRODUCTION

During an Arabic listening class at Pesantren Darullughah Wadda'wah, students lean forward as a YouTube video plays native speakers conversing in clear, expressive Modern Standard Arabic. For many, it is their first exposure to authentic speech outside the classroom. The excitement is palpable, yet without guidance, this enthusiasm risks fading into passive viewing rather than active language acquisition.¹

¹ Muhamad Solehudin, "Interactive Debate Strategies For Enhancing Arabic Speaking," Articles, *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab*, Vol 5, no. 2 (December 2024): 92-111, <https://doi.org/10.56874/ej.v5i2.2129>.

In the heart of traditional Pesantren, where Arabic learning has long been rooted in oral transmission and classical texts,² a silent transformation is taking place.³ With the rise of digital platforms like YouTube, the way students develop their listening and speaking skills is evolving beyond the confines of halaqah sessions. The fusion of technology and tradition presents both opportunities and challenges,⁴ demanding a reimagined approach to Arabic language education in Pesantren.

In today's digital era, YouTube has emerged as a vital platform for interactive learning, including Arabic language education.⁵ Unlike traditional classroom settings, YouTube offers dynamic, flexible, and engaging content that supports language acquisition beyond textbooks.⁶ In the context of Pesantren, where Arabic is deeply embedded in religious and linguistic traditions,⁷ YouTube holds significant potential for enhancing listening and speaking. However, integrating this modern tool into a traditional learning environment requires careful adaptation to ensure its effectiveness.⁸

Existing research highlights various strategies for leveraging YouTube as an interactive Arabic learning tool in pesantren. Rahmadani et al explored the use of animated YouTube videos to enhance Arabic vocabulary acquisition among fourth-grade students at MIS Bina Santri Medan.⁹ Their findings suggest that animated content fosters student motivation and engagement while making the learning process more interactive. Additionally, their study emphasized the effectiveness of audiovisual media in stimulating both cognitive and psychomotor aspects of learning, making YouTube an essential component in modern Arabic language instruction.

² Menik Mahmudah, "Enhancing Arabic Vocabulary with Hilyah Book," *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab*, Vol 1, no. 1 (February 2025): 1-11, <https://doi.org/10.38073/alruhawwaroh.v1i1.2427>.

³ Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics*, Vol 6, no. No 2 (2024): 165-84, <http://dx.doi.org/10.31958/lughawiyah.v6i2.13456>.

⁴ Muhamad Solehudin, Nur Hanifansyah, and Iqbal Fathi Izzuddin, "Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI," *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* Vol 11, no. 2 (2024): 175-88, <https://doi.org/10.15408/a.v11i2.41994>.

⁵ John W Creswell and J David Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches* (Los Angeles: SAGE Publications, 2020).

⁶ Moh. Tohiri Habib et al., "Podcasts as an Innovative Solution for Teaching Arabic: Enhancing Speaking and Listening Skills," *Studi Arab*, Vol 15, no. 2 (2024): 87-105, <https://doi.org/10.35891/sa.v15i2.5784>.

⁷ Nur Hanifansyah et al., "Enhancing Arabic Literacy in Islamic Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology," *Journal of Arabic Language Learning and Teaching (JALLT)* Vol 3, no. 2 (2025): 119-34, <https://doi.org/10.23971/jallt.v3i2.361>.

⁸ Moh. Tohiri Habib, "Classroom Action Research on Digital Interactive Learning for Arabic Speaking Development in Islamic Junior High Schools," *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab*, Vol 1, no. 1 (2025), <https://doi.org/10.38073/alruhawwaroh.v1i1.2495>.

⁹ Rahmadani Rahmadani, Abdul Muntaqim Al Anshory, and Nur Hasaniyah, "The Advantages Of Using Youtube Animation Videos In Learning Arabic Vocabulary For Grade Iv Students At Mis Bina Santri Medan," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* Vol 12, no. 2 (January 2025): 219-77, <https://doi.org/10.24952/thariqahilmiah.v12i2.11681>.

Dariyani examined the microlearning approach in *Arabiyatuna*, a YouTube channel designed to develop the four language skills.¹⁰ While the study acknowledged the platform's potential, it emphasized the need for enhanced material repetition to reinforce learning. From a content perspective, an analysis of *Dars Arabi* demonstrated that a curriculum-based structure significantly contributes to effective Arabic instruction. Bahrudin et al. further investigated learner preferences for *Dars Arabi*'s distance-learning content,¹¹ highlighting the appeal of engaging and enjoyable materials in promoting sustained learning.

Additionally, Trabelsi et al. investigated the role of YouTube as a complementary learning tool during the COVID-19 pandemic,¹² particularly among sports science students. Their study revealed that YouTube was ranked as one of the most effective online platforms for compensating for the limitations of remote learning. Students found YouTube particularly useful in reinforcing instructional content, bridging knowledge gaps, and facilitating skill acquisition. These findings align with the growing body of research on YouTube's potential in education, reinforcing its applicability as an interactive and supplementary tool for Arabic learning in pesantren settings.

Despite these contributions, limited research has specifically examined how YouTube can be optimized for Arabic language instruction within Pesantren. Given the unique characteristics of this learning environment oral-based teaching, teacher-student interaction, and the strong influence of classical texts a tailored approach to content creation is essential. While previous studies have explored YouTube's role in Arabic language learning, they primarily focus on vocabulary acquisition, microlearning strategies, and general content structure without specifically addressing its integration within the unique pedagogical framework of pesantren. Existing research highlights the effectiveness of audiovisual media, interactive elements, and structured digital content but lacks a comprehensive examination of how YouTube can complement traditional oral-based instruction in pesantren settings. Additionally, while prior studies recognize YouTube's role as a supplementary learning tool, they do not provide a detailed analysis of content curation, pedagogical adaptation, and student engagement within a pesantren environment. This study fills these gaps by investigating strategies to

¹⁰ Moch. Wahib Dariyadi, Moh. Fauzan, and Miftahul Huda, "Enhancing Arabic Language Learning with Microlearning: A Case Study of the Arabiyatuna YouTube Channel," *Arabia : Jurnal Pendidikan Bahasa Arab* Vol 15, no. 2 (2023): 211–30, <http://dx.doi.org/10.21043/arabia.v15i2.27976>.

¹¹ Uril Bahrudin et al., "The Effectiveness of Distance Arabic Learning for Indonesian Speakers Using YouTube Channels," *Journal of Education and Learning (EduLearn)* Vol 18, no. 3 (August 2024): 1021–29, <https://doi.org/10.11591/edulearn.v18i3.21034>.

¹² Omar Trabelsi et al., "YouTube as a Complementary Learning Tool in Times of COVID-19: Self-Reports from Sports Science Students," *Trends in Neuroscience and Education* Vol 29 (December 2022): 100186, <https://doi.org/10.1016/j.tine.2022.100186>.

optimize YouTube for enhancing listening and speaking while maintaining the balance between digital and traditional learning methods in pesantren.

This study aims to analyze how YouTube can be effectively utilized for Arabic listening and speaking skills in Pesantren. Identify key strategies for developing engaging and pedagogically sound YouTube content tailored for Pesantren students. Examine the challenges and limitations of integrating YouTube as an educational tool within the Pesantren ecosystem. By bridging the gap between traditional Arabic instruction and digital learning, this research provides valuable insights for educators, content creators, and language learners alike. It seeks to contribute to the growing body of knowledge on technology-assisted Arabic learning, offering a model that aligns with the pedagogical and cultural realities of Pesantren.

METHOD

This study employed a qualitative case study approach to explore the optimization of YouTube as a pedagogical tool for enhancing Arabic listening and speaking skills within the specific educational and cultural context of pesantren.¹³ The theoretical framework underpinning this research includes Vygotsky's Sociocultural Theory,¹⁴ which emphasizes the importance of mediated learning and the Zone of Proximal Development (ZPD),¹⁵ as well as Mayer's Cognitive Theory of Multimedia Learning, which supports the integration of visual and verbal information to enhance cognitive engagement.

The research was conducted at Pesantren Darullughah Wadda'wah (Dalwa) in East Java, Indonesia an Islamic boarding school known for its strong emphasis on Arabic language instruction and traditional *halaqah*-based pedagogy.¹⁶ The location was selected purposively due to its established Arabic curriculum¹⁷ and increasing adoption of digital tools, including YouTube. The focus of the study was on the integration of YouTube into Arabic language instruction, specifically targeting listening and speaking development. The unit of analysis included both students and teachers directly involved in digital Arabic learning initiatives at the pesantren.

¹³ John W. Creswell et al., "Qualitative Research Designs: Selection and Implementation," *The Counseling Psychologist* Vol 35, no. 2 (March 2007): 236–64, <https://doi.org/10.1177/0011000006287390>.

¹⁴ Mahan Yaghoubi and Parisa Farrokh, "Investigating Iranian English Learners' Private Speech Across Proficiency Levels and Gender Based on Vygotsky's Sociocultural Theory," *Journal of Psycholinguistic Research* Vol 51, no. 2 (April 2022): 273–92, <https://doi.org/10.1007/s10936-022-09838-y>.

¹⁵ Lalit Gehlot, "Cognitive Development by Zone of Proximal Development (ZPD): Gettier Problem & Corpus Linguistics in Epistemology," *Journal of Education Culture and Society* Vol 12, no. 2 (September 2021): 432–44, <https://doi.org/10.15503/jecs2021.2.432.444>.

¹⁶ Yousra Abourehab and Mahmoud Azaz, "Pedagogical Translanguaging in Community/Heritage Arabic Language Learning," *Journal of Multilingual and Multicultural Development* Vol 44, no. 5 (May 2023): 398–411, <https://doi.org/10.1080/01434632.2020.1826496>.

¹⁷ Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyyah* Vol 12, no. 2 (November 2024), <https://doi.org/10.24252/saa.v12i2.52825>.

The primary data were collected through three main sources; semi-structured interviews with 10 Arabic language teachers and 12 students, focus group discussions (FGDs) involving three groups of students,¹⁸ focus group discussions (FGDs) involving three groups of students, each comprising 6 participants (total 18 students). Secondary data were obtained through documentation reviews of YouTube channels used in class, teacher lesson plans, and student activity logs.

The process of data collection spanned two months. Interviews and FGDs were audio-recorded, transcribed verbatim, and coded thematically.¹⁹ Observational notes focused on student engagement,²⁰ interaction patterns, and the nature of teacher guidance during YouTube-enhanced lessons. Informants were selected through purposive sampling based on their active engagement with YouTube as part of Arabic instruction. The triangulation of these three data sources ensured the credibility and depth of the findings.²¹

For data analysis, the study utilized the Miles and Huberman (1994) model,²² comprising three steps: data reduction, data display, and conclusion drawing/verification. First, relevant excerpts from interviews, FGDs, and field notes were selected and categorized into thematic clusters related to pedagogical strategies, learning outcomes, and challenges. Then, the data were displayed in matrices to compare patterns across participant groups. Finally, conclusions were drawn through iterative interpretation and validated through peer debriefing and member checking with selected participants to ensure accuracy and authenticity.

The qualitative nature of this study allowed for an in-depth exploration of the interplay between traditional oral instruction and digital media use, providing nuanced insights into the lived experiences of pesantren learners and educators in adapting YouTube for Arabic language learning. This methodology was chosen to capture the rich pedagogical practices, cultural sensitivity, and contextual complexities that cannot be fully captured through quantitative means.

¹⁸ Primadi Candra Susanto et al., "Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory," *Siber Journal of Advanced Multidisciplinary* Vol 2, no. 2 (September 2024): 262–75, <https://doi.org/10.38035/sjam.v2i2.207>.

¹⁹ Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: Journal Of The American College Of Clinical Pharmacy* Vol 4, no. 10 (October 2021): 1358–67, <https://doi.org/10.1002/jac5.1441>.

²⁰ Sarah Balcom, Shelley Doucet, and Anik Dubé, "Observation and Institutional Ethnography: Helping Us to See Better," *Qualitative Health Research* Vol 31, no. 8 (July 2021): 1534–41, <https://doi.org/10.1177/10497323211015966>.

²¹ Karine Da Silva Santos et al., "The use of multiple triangulations as a validation strategy in a qualitative study. O uso de triangulação múltipla como estratégia de validação em um estudo qualitativo.," *Ciência & Saúde Coletiva* Vol 25, no. 2 (February 2020): 655–64, <https://doi.org/10.1590/1413-81232020252.12302018>.

²² Lili Sururi Asipi, Utami Rosalina, and Dwi Nopiyadi, "The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at IPB Cirebon," *International Journal of Education and Humanities* Vol 2, no. 3 (August 2022): 117–25, <https://doi.org/10.58557/ijeh.v2i3.98>.

RESULT AND DISCUSSION

In today's digital era, YouTube has become an inseparable part of everyday life, serving as a primary platform for entertainment, information, and education.²³ The rapid growth of educational content on YouTube has significantly transformed learning experiences, making knowledge more accessible, interactive, and engaging.²⁴ Among the various subjects supported by digital content,²⁵ Arabic language learning stands to benefit immensely from well-structured YouTube materials.²⁶ Given the increasing integration of technology in education, YouTube's potential as a medium for Arabic instruction cannot be overlooked.²⁷

The widespread use of Arabic in *pesantren* and *madrasah* across Indonesia underscores the necessity of developing high-quality, pedagogically sound Arabic content. As institutions that have long upheld Arabic as a core subject, *pesantren* and *madrasah* can leverage YouTube to enhance students' listening and speaking skills through immersive, context-based learning.²⁸ The demand for engaging, structured, and culturally relevant Arabic content is higher than ever, particularly as students and educators seek innovative ways to supplement traditional learning methods with digital tools.²⁹ By creating more Arabic language content tailored to the needs of *pesantren* and *madrasah*, educators and content creators can bridge the gap between classical instruction and modern learning strategies,³⁰ ensuring that Arabic education remains dynamic, effective, and accessible to a wider audience.³¹

²³ Boniface Umoh E., "YouTube as an Effective Digital Tool for Learning in Emerging Economy: Opportunities and Challenges," *SSRN Electronic Journal*, ahead of print, (May 2024), <https://doi.org/10.2139/ssrn.4986013>.

²⁴ Douglas Kellner and Gooyong Kim, "YouTube, Critical Pedagogy, and Media Activism," *Review of Education, Pedagogy, and Cultural Studies*, Vol 32, no. 1 (January 2010): 3-36, <https://doi.org/10.1080/10714410903482658>.

²⁵ Masnun, Segaf Baharun, and Sultan Abdus Syakur, "Interactive Whiteboard as a Medium for Nahwu Learning: Bridging Technology and Arabic Grammar Education," *International Journal of Arabic Language Teaching* Vol 7, no. 01 (January 2025): 1-20, <https://doi.org/10.32332/ijalt.v7i01.9977>.

²⁶ Bahrudin et al., "The Effectiveness of Distance Arabic Learning for Indonesian Speakers Using YouTube Channels."

²⁷ Christopher R. Cooper, "The Identification of YouTube Videos That Feature the Linguistic Features of English Informal Speech," *Applied Corpus Linguistics* Vol 3, no. 3 (December 2023): 100068, <https://doi.org/10.1016/j.acorp.2023.100068>.

²⁸ Nur Hanifansyah et al., "Enhancing Arabic Literacy in Islamic Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology," *Journal of Arabic Language Learning and Teaching (JALLT)* Vol 3, no. 2 (June 2025): 119-34, <https://doi.org/10.23971/jallt.v3i2.361>.

²⁹ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Peer Tutoring as a Collaborative Approach in Arabic Language Learning," *Articles, Lahjatuna: Jurnal Pendidikan Bahasa Arab* Vol 4, no. 1 (October 2024): 26-43, <https://doi.org/10.38073/lahjatuna.v4i1.2181>.

³⁰ Muhamad Solehudin et al., "The Psycholinguistic Effects of Blackboards and Colorful Chalk on Arabic Vocabulary Acquisition in Malaysian," *Articles, Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* Vol 8, no. 2 (August 2025), <https://doi.org/10.22219/jiz.v8i2.36624>.

³¹ Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Mnemonic Storytelling as A Psycholinguistic Approach To Enhancing Arabic Writing Competence," *Articles, El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* Vol 5, no. 2 (December 2024): 31-52, <https://doi.org/10.56874/ej.v5i2.2029>.

The Role of YouTube in Enhancing listening and speaking skills in *Pesantren*

The findings from interviews, focus group discussions (FGDs), and classroom observations indicate that YouTube serves as a valuable supplementary tool for developing listening and speaking skills among *pesantren* students'. The majority of student participants reported that regular exposure to Arabic-language YouTube videos significantly improved their listening comprehension, particularly in understanding native speakers' pronunciation, intonation, and conversational structures. This finding emerged consistently across both interview and focus group discussions. A student from Dalwa shared: *"Listening to Arabic conversations in YouTube videos makes me feel like I am in a real Arabic-speaking environment. I can hear different accents and expressions that I don't usually get in class."*

Similarly, most students noted that YouTube content helped them mimic pronunciation, expand vocabulary, and gain confidence in spontaneous speech. A teacher highlighted: *"Students who frequently watch Arabic videos tend to be more confident in expressing themselves. They naturally pick up new words and sentence structures without feeling the pressure of formal learning."* However, a recurring challenge mentioned in interviews was the lack of structured guidance when using YouTube independently. A substantial number of students found it difficult to determine which content was most beneficial, as expressed by several FGD participants. One student mentioned: *"Sometimes I find videos that are too difficult to understand because they use dialects or advanced vocabulary, which makes it frustrating."*

To provide a clearer picture of the field findings on the role of YouTube in improving listening and speaking skills, the results of interviews, FGDs, and classroom observations are summarized in Table 1. This table presents the key findings, empirical evidence from participants, and their pedagogical implications for Arabic language learning in *pesantren*.

Table 1. The Role of YouTube in Enhancing Listening and Speaking Skills

Key Finding	Evidence from Study	Implication for Learning
Improved listening comprehension	Majority of participants across interviews and FGDs reported better understanding of pronunciation, intonation, and conversational structures.	Supports authentic exposure to native-like Arabic
Enhanced pronunciation and vocabulary	Most students consistently noted improvement in pronunciation and vocabulary acquisition through guided YouTube exposure.	Promotes active speaking practice through imitation
Increased learner confidence	Teachers and students both observed greater confidence in spontaneous oral communication after structured YouTube integration.	Encourages spontaneous oral communication
Exposure to diverse accents and expressions	Student quote: "I can hear different accents and expressions that I don't usually get in class."	Broadens linguistic and cultural awareness

The summary in the table highlights that YouTube use has a significant positive impact: students gain better comprehension of Arabic pronunciation and intonation, expand their vocabulary, and develop greater confidence in speaking. Furthermore, exposure to diverse accents and expressions enriches both linguistic and cultural awareness. These findings confirm that YouTube, when strategically integrated, can effectively support oral-based instruction in *pesantren*.

The table above highlights the positive impacts of structured YouTube integration on listening and speaking skills. The data suggest that, when guided appropriately, YouTube not only supplements classroom learning but also fosters authentic language exposure, enhances confidence, and expands cultural understanding among *pesantren* students.

Strategies for Creating Effective YouTube Content to Support Arabic Learning in Pesantren

When analyzing the most effective strategies for creating YouTube content tailored to Pesantren students, three key aspects emerged from FGDs with students and educators. Videos that incorporate gestures, subtitles, and real-life context were perceived as more engaging and effective. A student emphasized: "*Seeing gestures and subtitles while listening to Arabic dialogues helps me understand better. It's like my brain connects the words to the actions, making them easier to remember.*"

Learning Arabic through YouTube content can be highly effective, especially when utilizing structured approaches such as *muhawarah* (dialogues), verb (*af'al*), and short expressions (*'ibarah qashirah*). The key to success in digital language acquisition lies in repetition and reinforcement, which are naturally embedded in YouTube videos. When learners are repeatedly exposed to the same phrases, sentence structures, and common verbs in various contexts, their cognitive processing strengthens, leading to better retention and recall. This technique aligns with the principles of spaced repetition and muscle memory, ensuring that learners internalize linguistic patterns effortlessly over time.³²

By watching Arabic content that systematically introduces verbs and phrases in a contextual manner such as in everyday conversations, role-playing scenarios, or thematic lessons, students gradually develop an instinct for the language. The auditory and visual stimulation provided by YouTube videos further enhances comprehension, as learners associate words with real-life situations, gestures, and intonations. Additionally, interactive features such as

³² Solehudin et al., "The Psycholinguistic Effects of Blackboards and Colorful Chalk on Arabic Vocabulary Acquisition in Malaysian."

subtitles, repetition drills, and pronunciation exercises make the learning process more engaging and immersive.³³

For *pesantren* and *madrasah* students in Indonesia, where Arabic is deeply embedded in religious and academic settings, the availability of high-quality Arabic YouTube content is essential. The structured repetition of verbs, dialogues, and short expressions in YouTube videos not only aids in memorization but also builds confidence in speaking, making Arabic more accessible and enjoyable. With consistent exposure and practice, students can transition from passive recognition to active production, ultimately achieving fluency in a more natural and intuitive manner. Therefore, content creators and educators must recognize the importance of designing Arabic learning materials on YouTube that emphasize repetition, context, and interaction, ensuring that students can engage with the language beyond the classroom and strengthen their linguistic skills through meaningful digital exposure.

Content that includes pauses for repetition, guided exercises, and interactive prompts was consistently rated higher in effectiveness across all focus groups. Many students expressed strong preference for videos that allow them to repeat sentences after the speaker or practice dialogues based on prompts. A teacher explained: "*Students engage more when they feel like they are part of the conversation. They need something beyond passive listening – interactive exercises to make a big difference.*"

Combining YouTube-based instruction with the classical *talaqqi* method was seen as the most optimal strategy. A senior teacher emphasized: "*YouTube should not replace direct learning with teachers. Instead, it should reinforce it by allowing students to listen and practice beyond classroom hours.*" Despite these benefits, connectivity issues and digital literacy remain barriers in some *Pesantren*. Teachers also expressed concerns about students being distracted by non-educational content on YouTube, requiring clear guidelines and monitoring.

To better illustrate the strategies identified in this study, Table 2 summarizes the most effective approaches for creating YouTube content tailored to *pesantren* students. The table highlights the description of each strategy along with its pedagogical benefits, showing how digital media can be adapted to align with traditional learning practices.

³³ Menik Mahmudah, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 2 (November 2024): 804–26, <https://doi.org/10.29240/jba.v8i2.11349>.

Table 2. Strategies for Creating Effective YouTube Content

Strategy	Description	Pedagogical Benefit
Use of Visual Cues and Contextual Learning	Incorporating gestures, subtitles, and real-life scenarios in videos	Improves comprehension by linking words to actions and contexts
Structured Repetition and Reinforcement	Reintroducing key verbs, dialogues, and expressions in different contexts	Enhances long-term retention and supports active recall
Interactive Elements and Guided Practice	Including pauses for repetition, prompts, and role-play exercises	Encourages active participation and speaking practice
Integration with Traditional <i>Talaqqi</i> Method	Aligning YouTube lessons with in-class teacher-guided learning	Preserves oral tradition while extending practice opportunities
Cultural and Religious Relevance	Embedding authentic cultural and religious contexts familiar to <i>pesantren</i> students	Increases learner engagement and authenticity of language use

Challenges in Implementing YouTube-Based Learning in Pesantren

As shown in the table, five strategies emerged as particularly effective: using visual cues and contextual learning to link words with actions and real-life situations, applying structured repetition and reinforcement to strengthen retention, embedding interactive elements and guided practice to encourage active participation, integrating YouTube lessons with the traditional *talaqqi* method to preserve oral traditions, and ensuring cultural and religious relevance to increase authenticity and engagement. Collectively, these strategies provide a balanced framework that not only enhances comprehension and speaking fluency but also respects the pedagogical values of *pesantren* education.

While YouTube provides an interactive and flexible learning experience, three primary challenges emerged. Unlike traditional textbooks, YouTube videos vary widely in reliability and linguistic accuracy. Some students reported encountering incorrect grammar or dialectal variations that differ from formal Arabic. A student stated: "*Sometimes the videos use words I've never heard before, and I don't know if they are Modern Standard Arabic or just a dialect.*" While YouTube fosters exposure, passive consumption of videos without active practice can hinder language acquisition. A teacher noted: "*Students may feel they are learning just by watching, but actual improvement comes from structured speaking practice and feedback.*" Some *Pesantren* with limited internet access struggle to implement YouTube-based learning consistently. A school administrator explained: "*Not all students have access to stable internet. We need a solution that allows offline access to selected YouTube content.*"

In addition to the identified benefits and strategies, this study also uncovered several challenges that *pesantren* face when implementing YouTube-based learning. Table 3 provides a summary of these key obstacles, their

underlying descriptions, and their impact on students' language learning outcomes.

Table 3. Challenges in Implementing YouTube-Based Learning in *Pesantren*

Challenge	Description	Impact on Learning
Content Reliability and Linguistic Accuracy	Variations in grammar accuracy and use of dialects that differ from Modern Standard Arabic	Causes confusion for learners and potential adoption of incorrect forms
Digital Distractions and Passive Consumption	Students may watch unrelated videos or engage in passive viewing without active practice	Reduces focus on learning objectives and limits skill acquisition
Technological and Infrastructure Constraints	Limited internet access and lack of adequate devices in some <i>pesantren</i>	Hinders consistent integration of YouTube-based instruction

As summarized in the table, three main challenges emerged: unreliable content and linguistic inaccuracies, particularly due to dialectal variations that deviate from Modern Standard Arabic; digital distractions and passive consumption, where students may watch unrelated content or fail to engage actively; and technological and infrastructural constraints, such as unstable internet access and lack of adequate devices in some *pesantren*. These challenges highlight the importance of careful content curation, active teacher guidance, and infrastructural support to ensure that YouTube can be effectively integrated into Arabic language education within the *pesantren* context.

The findings of this study align with and expand upon previous research on the role of YouTube in Arabic language learning, particularly in structured and traditional learning environments. Prior studies have highlighted the effectiveness of YouTube in vocabulary acquisition, microlearning strategies, and content curation, yet they have not extensively explored its integration within the oral-based instruction system of *pesantren*.

Rahmadani et al. demonstrated that the use of animated YouTube videos significantly improves Arabic vocabulary acquisition among elementary school students by increasing motivation and engagement. This study supports their findings, confirming that audiovisual tools play a crucial role in facilitating interactive and effective learning. However, while Rahmadani et al. focused on young learners and vocabulary enrichment, this research expands the scope to more advanced Arabic learners in *pesantren*, emphasizing listening and speaking skills.³⁴

³⁴ Rahmadani Rahmadani, Abdul Muntaqim Al Anshory, and Nur Hasaniyah, "The Advantages Of Using Youtube Animation Videos In Learning Arabic Vocabulary For Grade Iv Students At Mis Bina Santri Medan," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* Vol 12, no. 2 (January 2025): 219-77, <https://doi.org/10.24952/thariqahilmiah.v12i2.11681>.

Similarly, Dariyadi explored microlearning strategies through the Arabiyatuna YouTube channel, highlighting its effectiveness in delivering bite-sized Arabic lessons.³⁵ While his study underscored the potential of microlearning, it also pointed out the need for enhanced material repetition to ensure long-term retention. This research builds upon Al-Harbi's findings by proposing structured content creation strategies tailored to *pesantren* students,³⁶ ensuring that digital tools complement rather than replace traditional *talaqqi* learning methods.

Bahrudin et al. analyzed the effectiveness of distance Arabic learning via the *Dars Arabi* YouTube channel,³⁷ emphasizing that structured, curriculum-based content is crucial for effective Arabic instruction. This study supports their conclusions by demonstrating that well-designed YouTube content—featuring visual cues, interactive exercises, and contextualized dialogue—enhances student comprehension and speaking fluency. However, while *Dars Arabi* focused on independent learning, this research highlights the importance of integrating YouTube within a teacher-guided framework in *pesantren* to balance self-directed and structured learning.

Moreover, Trabelsi et al. examined YouTube's role as a complementary learning tool during the COVID-19 pandemic,³⁸ particularly among sports science students. Their study found that YouTube was one of the most effective online platforms for supplementing remote education, helping students bridge knowledge gaps and improve skill acquisition. The present study extends Trabelsi et al.'s findings by demonstrating that YouTube can play a similar role in Arabic language education, particularly in *pesantren* where oral-based instruction is dominant. However, while Trabelsi et al. focused on the general benefits of YouTube in higher education, this research provides a deeper analysis of content curation, pedagogical adaptation, and student engagement within the unique cultural and educational framework of *pesantren*.

Ultimately, this study bridges the gap between traditional Arabic pedagogy and digital learning by demonstrating that YouTube, when used strategically, can enhance Arabic language acquisition in *pesantren* while preserving the interactive, teacher-guided nature of oral-based instruction. The results reinforce the need for a hybrid learning model, where digital platforms are not merely supplementary tools but are integrated into existing pedagogical frameworks to optimize language learning outcomes. Future research should

³⁵ Dariyadi, Fauzan, and Huda, "Enhancing Arabic Language Learning with Microlearning: A Case Study of the Arabiyatuna YouTube Channel."

³⁶ Trabelsi et al., "YouTube as a Complementary Learning Tool in Times of COVID-19."

³⁷ Bahrudin et al., "The Effectiveness of Distance Arabic Learning for Indonesian Speakers Using YouTube Channels."

³⁸ Trabelsi et al., "YouTube as a Complementary Learning Tool in Times of COVID-19."

further investigate structured content models and their long-term impact on Arabic language proficiency in *pesantren* settings.

CONCLUSION

This study has demonstrated that YouTube is a valuable tool for enhancing *maharah istima'* and *maharah kalam* among *Pesantren* students, offering an interactive and flexible approach to Arabic language learning. The findings indicate that structured exposure to Arabic content on YouTube improves listening comprehension and speaking fluency, particularly when integrated with traditional *Pesantren* learning methods such as *talaqqi*. The research highlights effective content creation strategies, including the use of visual cues, interactive elements, and contextual learning, while also addressing challenges such as content quality control, digital distractions, and technological limitations. By bridging the gap between traditional oral-based instruction and digital media, this study contributes to a growing body of research on technology-assisted Arabic language education, emphasizing the need for hybrid learning models that incorporate digital tools without compromising the core values of *Pesantren* pedagogy.

Despite its contributions, this study acknowledges certain limitations, including the focus on a single *Pesantren* setting and the qualitative nature of the research, which limits generalizability. Future research could explore a broader range of *Pesantren*, incorporate quantitative assessments of language proficiency improvement, and investigate the long-term impact of YouTube-based learning on Arabic fluency. Additionally, further studies could examine the development of structured, *Pesantren*-specific YouTube content, ensuring that digital tools are optimally aligned with traditional teaching methodologies. As technology continues to evolve, *Pesantren* educators and content creators must collaborate to refine digital learning strategies, maximizing the potential of YouTube as a complementary platform for Arabic language acquisition.

References

- Abourehab, Yousra, and Mahmoud Azaz. "Pedagogical Translanguaging in Community/Heritage Arabic Language Learning." *Journal of Multilingual and Multicultural Development* Vol 44, no. 5 (May 2023): 398–411. <https://doi.org/10.1080/01434632.2020.1826496>.
- Adeoye-Olatunde, Omolola A., and Nicole L. Olenik. "Research and Scholarly Methods: Semi-structured Interviews." *JACCP: Journal Of The American College Of Clinical Pharmacy* Vol 4, no. 10 (October 2021): 1358–67. <https://doi.org/10.1002/jac5.1441>.
- Asipi, Lili Sururi, Utami Rosalina, and Dwi Nopiyadi. "The Analysis of Reading Habits Using Miles and Huberman Interactive Model to Empower Students' Literacy at

- IPB Cirebon." *International Journal of Education and Humanities* Vol 2, no. 3 (August 2022): 117–25. <https://doi.org/10.58557/ijeh.v2i3.98>.
- Baharun, Segaf, and Nur Hanifansyah. "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa." *Shaut Al-Arabiyah* Vol 12, no. 2 (November 2024). <https://doi.org/10.24252/saa.v12i2.52825>.
- Bahrudin, Uril, Mahyudin Ritonga, Muh. Faruq, and Muhammad Fadli Ramadhan. "The Effectiveness of Distance Arabic Learning for Indonesian Speakers Using YouTube Channels." *Journal of Education and Learning (EduLearn)* Vol 18, no. 3 (August 2024): 1021–29. <https://doi.org/10.11591/edulearn.v18i3.21034>.
- Balcom, Sarah, Shelley Doucet, and Anik Dubé. "Observation and Institutional Ethnography: Helping Us to See Better." *Qualitative Health Research* Vol 31, no. 8 (July 2021): 1534–41. <https://doi.org/10.1177/10497323211015966>.
- Candra Susanto, Primadi, Lily Yuntina, Euis Saribanon, Josua Panatap Soehaditama, and Esti Liana. "Qualitative Method Concepts: Literature Review, Focus Group Discussion, Ethnography and Grounded Theory." *Siber Journal of Advanced Multidisciplinary* Vol 2, no. 2 (September 2024): 262–75. <https://doi.org/10.38035/sjam.v2i2.207>.
- Cooper, Christopher R. "The Identification of YouTube Videos That Feature the Linguistic Features of English Informal Speech." *Applied Corpus Linguistics* Vol 3, no. 3 (December 2023): 100068. <https://doi.org/10.1016/j.acorp.2023.100068>.
- Creswell, John W, and J David Creswell. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. Los Angeles: SAGE Publications, 2020.
- Creswell, John W., William E. Hanson, Vicki L. Clark Plano, and Alejandro Morales. "Qualitative Research Designs: Selection and Implementation." *The Counseling Psychologist* Vol 35, no. 2 (March 2007): 236–64. <https://doi.org/10.1177/0011000006287390>.
- Dariyadi, Moch. Wahib, Moh. Fauzan, and Miftahul Huda. "Enhancing Arabic Language Learning with Microlearning: A Case Study of the Arabiyatuna YouTube Channel." *Arabia : Jurnal Pendidikan Bahasa Arab by Program Studi Pendidikan Bahasa Aarab Jurusan Tarbiyah STAIN Kudus* Vol 15, no. 2 (2023): 211–30. <http://dx.doi.org/10.21043/arabia.v15i2.27976>.
- Gehlot, Lalit. "Cognitive Development by Zone of Proximal Development (ZPD): Gettier Problem & Corpus Linguistics in Epistemology." *Journal of Education Culture and Society* Vol 12, no. 2 (September 2021): 432–44. <https://doi.org/10.15503/jecs2021.2.432.444>.
- Habib, Moh. Tohiri. "Classroom Action Research on Digital Interactive Learning for Arabic Speaking Development in Islamic Junior High Schools." *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab Universitas Islam Internasional Darullughah Wadda'wah (UII Dalwa)* Vol 1, no. 1 (2025). <https://doi.org/10.38073/almuhawwaroh.v1i1.2495>.
- Habib, Moh. Tohiri, Nur Hanifansyah, Muhamad Solehudin, Menik Mahmudah, and Sultan Abdus Syakur. "Podcasts as an Innovative Solution for Teaching Arabic: Enhancing Speaking and Listening Skills." *Studi Arab, Universitas Yudharta Pasuruan* Vol 15, no. 2 (2024): 87–105. <https://doi.org/10.35891/sa.v15i2.5784>.
- Hanifansyah, Nur, Segaf Baharun, Muhamad Solehudin, Yusuf Arisandi, Menik Mahmudah, and Sultan Abdus Syakur. "Enhancing Arabic Literacy in Islamic

- Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology." *Journal of Arabic Language Learning and Teaching (JALLT)* Vol 3, no. 2 (2025): 119-34. <https://doi.org/10.23971/jallt.v3i2.361>.
- — —. "Enhancing Arabic Literacy in Islamic Boarding School: The Role and Pedagogical Implications of Interactive Whiteboard Technology." *Journal of Arabic Language Learning and Teaching (JALLT)* Vol 3, no. 2 (June 2025): 119-34. <https://doi.org/10.23971/jallt.v3i2.361>.
- Kellner, Douglas, and Gooyong Kim. "YouTube, Critical Pedagogy, and Media Activism." *Review of Education, Pedagogy, and Cultural Studies* Vol 32, no. 1 (January 2010): 3-36. <https://doi.org/10.1080/10714410903482658>.
- Mahmudah, Menik. "Enhancing Arabic Vocabulary with Hilyah Book." *Al-Muhawwaroh: Jurnal Pendidikan Bahasa Arab Universitas Islam Internasional Darullughah Wadda'wah (Uii Dalwa)* Vol 1, no. 1 (February 2025): 1-11. <https://doi.org/10.38073/almuhawwaroh.v1i1.2427>.
- Mahmudah, Menik, and Nur Hanifansyah. "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan." *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165-84. <http://dx.doi.org/10.31958/lughawiyah.v6i2.13456>.
- Mahmudah, Menik, Nurhanifansyah Nurhanifansyah, and Syarif Muhammad Syaheed bin Khalid. "Psycholinguistic Approaches to Enhancing Arabic Speaking Proficiency through Comic Strips." *Arabiyatuna: Jurnal Bahasa Arab* Vol 8, no. 2 (November 2024): 804-26. <https://doi.org/10.29240/jba.v8i2.11349>.
- Masnun, Segaf Baharun, and Sultan Abdus Syakur. "Interactive Whiteboard as a Medium for Nahwu Learning: Bridging Technology and Arabic Grammar Education." *International Journal of Arabic Language Teaching* Vol 7, no. 01 (January 2025): 1-20. <https://doi.org/10.32332/ijalt.v7i01.9977>.
- Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur. "Peer Tutoring as a Collaborative Approach in Arabic Language Learning." *Articles. Lahjatuna: Jurnal Pendidikan Bahasa Arab* Vol 4, no. 1 (October 2024): 26-43. <https://doi.org/10.38073/lahjatuna.v4i1.2181>.
- Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur. "Mnemonic Storytelling As A Psycholinguistic Approach To Enhancing Arabic Writing Competence." *Articles. El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* Vol 5, no. 2 (December 2024): 31-52. <https://doi.org/10.56874/ej.v5i2.2029>.
- Rahmadani, Rahmadani, Abdul Muntaqim Al Anshory, and Nur Hasaniyah. "The Advantages Of Using Youtube Animation Videos In Learning Arabic Vocabulary For Grade Iv Students At Mis Bina Santri Medan." *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan & Bahasa Arab* Vol 12, no. 2 (January 2025): 219-77. <https://doi.org/10.24952/thariqahilmiah.v12i2.11681>.
- Santos, Karine Da Silva, Mara Cristina Ribeiro, Danlyne Eduarda Ulisses De Queiroga, Ivisson Alexandre Pereira Da Silva, and Sonia Maria Soares Ferreira. "The use of multiple triangulations as a validation strategy in a qualitative study. O uso de triangulação múltipla como estratégia de validação em um estudo qualitativo." *Ciência & Saúde Coletiva* Vol 25, no. 2 (February 2020): 655-64. <https://doi.org/10.1590/1413-81232020252.12302018>.

- Solehudin, Muhamad. "INTERACTIVE DEBATE STRATEGIES FOR ENHANCING ARABIC SPEAKING." Articles. *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* Vol 5, no. 2 (December 2024): 92-111. <https://doi.org/10.56874/ej.v5i2.2129>.
- Solehudin, Muhamad, Nur Hanifansyah, and Iqbal Fathi Izzuddin. "Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI." *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* Vol 11, no. 2 (2024): 175-88. <https://doi.org/10.15408/a.v11i2.41994>.
- Solehudin, Muhamad, Nur Hanifansyah, Masnun, Yusuf Arisandi, Menik Mahmudah, and Syarif Muhammad Syahed. "The Psycholinguistic Effects of Blackboards and Colorful Chalk on Arabic Vocabulary Acquisition in Malaysian." Articles. *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* Vol 8, no. 2 (August 2025). <https://doi.org/10.22219/jiz.v8i2.36624>.
- Trabelsi, Omar, Mohamed Abdelkader Souissi, Swantje Scharenberg, Maher Mrayeh, and Adnene Gharbi. "YouTube as a Complementary Learning Tool in Times of COVID-19: Self-Reports from Sports Science Students." *Trends in Neuroscience and Education* Vol 29 (December 2022): 100186. <https://doi.org/10.1016/j.tine.2022.100186>.
- Umoh E., Boniface. "YouTube as an Effective Digital Tool for Learning in Emerging Economy: Opportunities and Challenges." *SSRN Electronic Journal*, ahead of print, 2024. <https://doi.org/10.2139/ssrn.4986013>.
- Yaghoubi, Mahan, and Parisa Farrokh. "Investigating Iranian English Learners' Private Speech Across Proficiency Levels and Gender Based on Vygotsky's Sociocultural Theory." *Journal of Psycholinguistic Research* Vol 51, no. 2 (April 2022): 273-92. <https://doi.org/10.1007/s10936-022-09838-y>.