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Beyond Digital Participation: Monitoring and Feedback in WhatsApp-Based Arabic Language Practice

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Abstract: Digital participation does not by itself establish the quality of Arabic language practice. This qualitative case study examines how digital monitoring and feedback support vacation-period Arabic video assignments at Raudlah al-Lughah al-'Arabiyah (RLA) Annuqayah, East Java, with particular attention to WhatsApp. Data was collected through interviews with twelve informants (the RLA head, five administrators, and six members) together with observation and documentation. Analysis involved data condensation, data display, and conclusion drawing and verification, meanwhile source and technique triangulation supported data credibility. The findings identify a connected workflow of assignment completion checks, documentation of WhatsApp Story views, video review, feedback, and recognition of members' work. Within this workflow, submission records document participation, viewer counts document content reach, and video review provides a basis for feedback on language performance. The study provides a contextual account of digital monitoring and feedback in *pesantren*-based Arabic language practice rather than evidence of measured proficiency gains. Future research could develop explicit video-evaluation benchmarks and examine changes in speaking performance over time.

INTRODUCTION

A video uploaded to social media may demonstrate that a language-learning assignment has been completed, but does it necessarily show that meaningful language practice has taken place? This study emphasizes a fundamental issue in the digital transformation of language acquisition, since the availability of technology tools does not provide ongoing participation, effective practice, or the realization of teaching aims. In the sphere of Arabic language education, social networks offer students venues to produce language material, communicate, and refine their skills outside of standard classroom contexts. Nevertheless, these routes provide significant challenges concerning the supervision of involvement, the appraisal of student results, and the issuance of formative feedback vital for maintaining regular language practice. Studies of social media in Arabic language teaching tend to agree on two points. These

platforms are flexible and open up new teaching possibilities. They also bring problems of their own, notably learner distraction and the lack of a clear instructional framework.[1] The more useful question may therefore no longer be whether digital tools can support Arabic learning at all. It appears to be how such tools are organised and supervised so that online activity connects to actual use of the language.

Supplying the technology is the easy part. Tasks set on digital platforms need clear instructions, supervision, assessment procedures, and feedback that responds to what the learner actually produced. Without these, a teacher may end up with a record that an assignment was submitted and little sense of how well the student can use Arabic. Submission is not evidence of proficiency. Here, monitoring means the systematic checking of learning activities against stated criteria. Feedback tells learners what they did well and where their performance still falls short. The two depend on each other. Monitoring produces the evidence on which later evaluation and administrative decisions rest, and feedback carries part of that evidence back to the learner. Without feedback, monitoring risks becoming mere record-keeping. Without monitoring, feedback has little to stand on. Digital monitoring is therefore better understood as part of how a language programme is run than as a tally of completed tasks. It links what students do, how that work is judged, and what follows from the judgement. This framing rests on an assumption that deserves scrutiny of its own: that teachers have the time, training, and shared criteria to monitor systematically.

The sources reviewed point to several distinct ways in which social media shapes Arabic language instruction. Huda, Mahdawati, and Utami analyzed the application of Facebook and Instagram in facilitating Arabic acquisition in non traditional educational environments. According to the material from their study, social platforms endorse individual learning opportunities, existing apart from the confines of a defined school syllabus.[2] Similarly, Salsabila and colleagues explored students' perceptions of social media in Arabic learning and identified its potential to support learning flexibility and student engagement, alongside challenges involving distractions and limited guidance.[3] These studies establish the educational potential of social media; however, their primary emphasis is on its utilization as a learning medium and learners' experiences

[1] Adinda Rana Salsabila, Alya Nur Fadhilah, Rabiatul Adawiyah, Rifka Nabila Az-Zahrah Sasy, Siti Rosdiana, and Abdullah Fatkhan, "Students' Perceptions of Using Social Media as a Tool for Learning Arabic at UINSI Samarinda," *Borneo Journal of Language and Education* 3, no. 2 (2023): 213–231. https://doi.org/10.21093/benjole.v3i2.8728.

[2] Nurul Huda, Hamasliko Mahdawati, and Aulia Karima Zuhda Utami, "Utilization of Facebook & Instagram Social Media as Media for Learning Arabic in Indonesia," *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 8, no. 1 (2023): 59–73. https://doi.org/10.14421/edulab.2023.81.05.

[3] Adinda Rana Salsabila et al., "Students' Perceptions of Using Social Media as a Tool for Learning Arabic at UINSI Samarinda," *Borneo Journal of Language and Education* 3, no. 2 (2023): 213–231. https://doi.org/10.21093/benjole.v3i2.8728.

rather than on the management of digital assignments and the monitoring of participation.

Research in academia that concentrates on Arabic speaking practice regularly points out the anticipated benefits of social networking platforms. Khusni and Muzammil found that combining Instagram, YouTube, and TikTok with interactive speaking tasks significantly improved learners' oral communication.[4] Their study shows what social networks can offer as a setting for speaking practice, particularly through their flexibility and their capacity to place tasks in meaningful contexts. What the study leaves largely unexamined is how these online speaking activities fit within administrative oversight, namely how submissions are tracked, how performance is graded, and how feedback follows. That question still calls for fuller empirical investigation. Alfian, A'rafadi, and Ma'sum approached the subject from the administrative side, examining how language programs are structured in Islamic educational institutions. [5] They stress that clear administrative guidelines play a central role in the delivery of Arabic courses. Their work provides a sound conceptual basis for thinking about program management. Even so, it does not show how social media tasks, the digital records these tasks generate, and systematic feedback might operate together in practice, and this remains an open area for research.

These studies point to two developments in the field. Digital media is increasingly used to support Arabic language practice, and management is increasingly recognized as central to the organization of language programs. Even so, both bodies of literature fall short of fully clarifying the operational role of digital platforms within a unified monitoring and feedback apparatus for Arabic language practice, especially when applied to an Islamic boarding school environment.

More specifically, several questions remain open. It is still unclear how assignment requirements are communicated to students and how digital evidence is used to verify their participation. Equally unclear is how the results of their language practice are reviewed, and how feedback and evaluation then shape the program's subsequent activities. The study tackles the research void concerning the correlation between digital media utilization and the administration of Arabic language practice, specifically focusing on the procedures of overseeing task fulfillment, recording material dissemination, evaluating language proficiency, and delivering feedback. This research posits

[4] Achmad Robith Khusni and Ahmad Muzammil, "Strategy for Developing Maharah Al-Kalam Through the Use of Social Media," *El-Thumuhat* 9, no. 1 (2026): 55–69. https://doi:10.25299/elthumuhat.2026.27127.

[5] Riki Alfian, Najah A'rafadi, and Afif Ma'sum, "Program Management of the Language Department in Teaching Arabic Language," *International Journal of Arabic Teaching and Learning* 8, no. 1 (2024): 35–45. https://doi:10.33650/ijatl.v8i1.6988.

that digital media must not to be seen solely as a medium for presenting educational materials, but also as an instrument that facilitates the oversight and administration of language practice endeavors.

This research context centers on Raudlah al Lughah al 'Arabiyah (RLA), an Arabic language environment within the Annuqayah Islamic Boarding School in Sumenep, East Java, Indonesia. During vacation periods, RLA students create Arabic video content either independently or in groups under the guidance of program directors. Students submit their recordings online. WhatsApp serves as the primary platform for coordinators to track task completion and review the submitted material. Certain assignments require students to upload screenshots documenting the view counts on their WhatsApp Stories. This setup provides a valuable setting to examine how structured digital evidence supports the administration of Arabic language activities. Audience figures only indicate content circulation and reveal nothing about actual Arabic language quality. Evaluating the supervision and assessment mechanisms of the program therefore requires separating surface indicators of digital participation from genuine language proficiency.

The central argument of this study posits that digital supervision at RLA constitutes a core component of language program management. The process unfolds across several connected stages. It begins with task implementation and progresses through monitoring, recording audience engagement, and assessing performance before concluding with feedback. Empirical data indicate that WhatsApp facilitates video collection, participant verification, and reach tracking. Coordinators then apply an additional layer of analysis focused directly on the linguistic tasks. These administrative procedures alone do not automatically generate measurable gains in target language proficiency.

The primary contribution of this study involves providing a contextualized account of how digital tracking and feedback systems integrate into the administration of an Arabic language program within an Islamic boarding school setting. The analysis deliberately separates administrative indicators of participation from actual linguistic achievement. The theoretical framework relies on educational program management, digital monitoring, and formative feedback. Educational program management details how activities are planned, organized, and supervised according to established standards. Digital monitoring involves utilizing digital platforms and their generated data to oversee activities and verify completion. Formative feedback provides learners with information regarding their performance strengths and areas requiring further development. Together, these concepts form a framework to explore how assignment procedures, digital documentation, performance review, and subsequent actions connect at RLA. The research focus extends beyond the

simple use of digital platforms to explore the pedagogical and managerial functions they enable.

The remainder of the article is structured into three main sections. The Method section outlines the qualitative case study design, the research setting, the participants, and the data collection and analysis procedures. The Results and Discussion section presents findings regarding video assignment implementation, digital monitoring, content reach documentation, feedback provision, and program evaluation. These findings are then connected to relevant earlier studies and theoretical perspectives. The Conclusion summarizes the main findings, highlights the contributions and limitations of the study, and suggests directions for future research.

METHOD

This qualitative case study examined digital monitoring and feedback in Arabic language practice at Raudlah al-Lughah al-'Arabiyah (RLA), Annuqayah Islamic Boarding School, Guluk-Guluk, Sumenep, East Java. The case concerned the implementation of Arabic language practice activities within this specific institutional setting, allowing an in-depth examination of program processes in context. Data was collected from May through September 2026. Twelve informants were selected purposively according to their involvement and the relevance of their roles: one head of RLA, five administrators, and six members. The head provided information on general program management. Administrators described task implementation, digital monitoring, evaluation, and follow-up, and members described their experiences completing Arabic language video assignments and receiving feedback. Table 1 presents the informant groups and their respective information focuses.

Table 1. Research Informants and Focus of Information

no	Informant group	total	Focus of Information
1	The head of RLA	1 person	General management of the program and implementation of activities
2	RLA administrators	5 people	Task execution, digital monitoring, evaluation, and follow up
3	RLA members	6 people	Experience working on video assignments and receiving feedback
Total		**12 people**	

Data was collected through interviews, observations, and documentation. Interviews were conducted in person or online and lasted approximately 15 minutes or longer, depending on the informants' availability and the pesantren's schedule. In person interviews were documented through the researcher's notes, while online interviews were conducted via voice messages that were saved as

recordings. Interview questions focused on the video assignment requirements, the process of monitoring assignment submissions via WhatsApp, the use of viewer count data, the provision of feedback, as well as program evaluation and follow up. Table 2 contains the interview guide.

Table 2. Research Interview Guide

No	focus of the interview questions	Target informants
1	What are the guidelines and procedures for the Arabic language video assignments during the vacation period?	The head of RLA and RLA administrators
2	How do we monitor video submissions and verify completion of assignments via WhatsApp?	RLA administrators
3	How is the number of viewers used in the assignment process and verification of video assignments?	RLA administrators and members
4	How are video reviews and feedback to members conducted?	RLA administrators and members
5	How are assignment results evaluated and followed up on by the program administrators?	The head of RLA, RLA administrators, and members

Observations emphasized program activities and digital communications associated with the submission of video assignments, notably using WhatsApp. The observations focused on assignment requirements, submission deadlines, proof of video submission, the process of monitoring assignment completion, and proof of the number of viewers for assignments that required it. Documentation included assignment requirements and schedules, videos or proof of submission, screenshots of viewer counts, and documentation of awards. Documents were obtained from RLA administrators or RLA members and reviewed manually to supplement and compare information from interviews and observations. The focus of the observations is summarized in Table 3.

Table 3. Research Observation Format

Aspects Observed	Observation Indicators
Completion of the video assignment	Assignment requirements: topic, duration, schedule, and submission deadline for the Arabic language video
Assignment Submission Tracking	Proof of video submission and identification of members who have or have not submitted their assignments
Video Reach Tracking	Screenshots of viewer counts
Review and Feedback	Information regarding video reviews, as well as strengths and areas for improvement
Evaluation and Follow Up	Documentation of the selection of the best videos, awards, and follow up procedures based on assignment results

Data analysis was conducted manually using the qualitative analysis model developed by Miles, Huberman, and Saldaña, which includes data condensation,

data presentation, and the drawing and verification of conclusions[6]. Data condensation was performed by reviewing interview transcripts, observation findings, and documentation, and then selecting information relevant to the research focus. This information was grouped based on themes related to task specifications, digital monitoring, feedback, evaluation, and follow up. The information was thereafter conveyed in a narrative fashion to demonstrate the relationship between the informants' assertions and the documentary proof. Inferences were made and validated by assessing the coherence of information from multiple data sources.

The validity of the data was assessed by source triangulation and methodological triangulation. Source triangulation entailed contrasting data acquired from the head of RLA, RLA administrators, and RLA members. Methodological triangulation entailed the comparison of data derived from interviews, observations, and documentation. All inconsistencies were examined in relation to the existing evidence. When further clarification was needed, the researcher confirmed relevant information with the head of RLA and administrators from the education division. Drawing on multiple sources and data collection techniques made the interpretation process more transparent. Nevertheless, triangulation alone cannot ensure that all information is free from limitations.[7]

This study focuses on digital monitoring practices and the provision of feedback during the implementation of Arabic language video assignments at RLA, primarily through WhatsApp. The number of viewers is considered an indicator of the videos' reach rather than a direct measure of learners' Arabic language proficiency. Therefore, the discussion regarding members' language proficiency is based on available assessment information, reports, or feedback, rather than on the assumption that a high number of viewers indicates improved language proficiency. Since the study focuses on a single context of Arabic language practice, its findings are intended to provide a contextual understanding and are not meant to support statistical generalizations.

RESULTS AND DISCUSSION

The findings of this study show that digital monitoring of Arabic language practice at Raudlah al-Lughah al-'Arabiyah (RLA) Annuqayah is conducted through a series of activities involving video assignments, digital submission, verification of task completion, documentation of content reach, video review,

[6] Matthew B. Miles, A. Michael Huberman, dan Johnny Saldaña, Qualitative Data Analysis: A Methods Sourcebook, edisi ke-4 (Los Angeles: SAGE Publications, 2020).

[7] Margarithe Charlotte Schlunegger, Maya Zumstein-Shaha, dan Rebecca Palm, "Methodologic and Data-Analysis Triangulation in Case Studies: A Scoping Review," Western Journal of Nursing Research 46, no. 8 (2024): 611–622, https://doi.org/10.1177/01939459241263011.

feedback, and follow-up evaluation. The assignments are intended to provide RLA members with opportunities to practice Arabic during vacation periods, when they are outside the pesantren's regular learning activities. Findings are systematically examined in relation to the five research focuses, informed by interviews with the RLA leader, administrators, and members, as well as observations and program documentation.

Organization and Implementation of Arabic Language Video Assignments

Interviews with administrators and members, observations, and digital records indicate that vacation-period Arabic video assignments follow specified requirements for topic, duration, schedule, submission deadline, and format. Members complete the tasks individually or in small groups using a vlog format. They then submit the completed videos through digital media, particularly WhatsApp, for review by education division administrators. The finding identifies an organized sequence linking assignment requirements, video production, digital submission, and review.

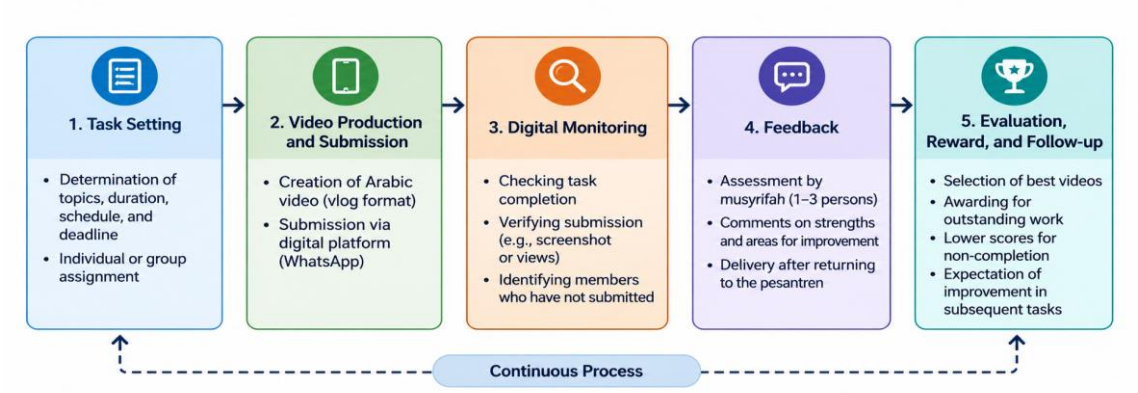


Figure 1. The Workflow of Digital Monitoring and Feedback in Arabic Language Practice

Source: Developed by the author based on interview, observation, and program documentation data (2026).

The findings show that Arabic language engagement at RLA extends beyond face-to-face instruction in the *pesantren*. Video projects give participants opportunities to use Arabic outside their regular study schedule. These tasks are not, however, carried out in isolation or without supervision. The specified topics, time frames, schedules, deadlines, and submission procedures indicate that the tasks take place within a defined program structure. This structure links the assignment criteria to the participants' video production, their online submission, and the administrators' later evaluation.

This finding relates to the study by Huda, Mahdawati, and Utami on the use of Facebook and Instagram for Arabic language learning in Indonesia, which highlights the role of social media in supporting learning activities and

engagement.[8] The RLA case shifts attention to a different aspect. Huda and colleagues examine social media as a learning tool, whereas the present study analyzes how digital platforms are used to carry out and supervise tasks governed by specific criteria and submission requirements. This contrast suggests that the educational function of social media depends not only on the platform itself but also on the practices and administrative processes that surround its use.

From the perspective of Arabic language program management, these findings can also be read alongside the work of Ramadhan and Mufidah, who examine the supervision of Arabic language programs in Islamic boarding schools through planning, implementation, and evaluation.[9] Abdullah likewise highlights the importance of planning, appropriate learning methods, administrative support, and evaluation in managing Arabic language teaching programs.[10] In a similar vein, Putra, Ghufron, and Akbar describe the management of Arabic learning programs in *pesantren* as a process that includes planning, implementation, evaluation, and program renewal.[11] Taken together, these studies offer a broader framework for understanding how language programs are organized and managed. In the RLA context, the management of video assignments can be seen in the selection of topics and video duration, the scheduling of activities, the setting of submission deadlines, and the assignment of administrators to review submitted work.

The use of digital media in Arabic language learning has also been discussed in studies by Saputra, Azimah, and Bahruddin, who examine Instagram Reels in relation to Arabic learning interest,[12] Nurhudayah, who investigates WhatsApp in teaching Arabic reading skills,[13] and Zaenuri and colleagues, who explore students' preferences and satisfaction in using digital

[8] Nurul Huda, Hamasliko Mahdawati, dan Aulia Karima Zuhda Utami, "Utilization of Facebook & Instagram Social Media as Media for Learning Arabic in Indonesia," *Edulab: Majalah Ilmiah Laboratorium Pendidikan* 8, no. 1 (2023): 59–73. https://doi.org/10.14421/edulab.2023.81.05

[9] Muhammad Ramadhan dan Nuril Mufidah, "Manajemen Program Pembelajaran Bahasa Arab dalam Meningkatkan Kompetensi Bahasa Santri di Pondok Pesantren," *Al-Kindi* 2, no. 1 (2026): 616–624, https://journal-aharesearch.com/index.php/akjpim/article/view/114.

[10] Maryam Abdullah, "Management of the Arabic Language Teaching Program for Non-Native Speakers," *International Journal of Arabic Teaching and Learning* 7, no. 2 (2023): 110–121, https://doi.org/10.33650/ijatl.v7i2.5812

[11] Muhammad Fatih Budiman Putra, Boby Ghufron, dan Idrus Afandi Akbar, "Life-Cycle Management of Arabic Learning Programs in Pesantren," *Journal of Arabic Language Studies and Teaching* 4, no. 1 (2024): 1–21, https://doi.org/10.15642/jalsat.2024.4.1.1-21

[12] Hadi Saputra, Sonia Mu'tasimatul Azimah, dan Uril Bahruddin, "Atsâr Istikhdâm Instagram Reels fî Ta'allum al-Lughah al-'Arabiyyah li Mustakhdimiy Wasâil at-Tawâshul al-Ijtimâ'iy," *International Journal of Arabic Language Teaching* 4, no. 2 (2022): 219–233, https://doi.org/10.32332/ijalt.v4i02.4912

[13] Nurhudayah S., "Penerapan WhatsApp sebagai Media Pembelajaran Bahasa Arab pada Materi Qiraah Siswa di MTs Muhammadiyah Mandalle Kabupaten Gowa," *Inspiratif Pendidikan* 12, no. 2 (2023): 854–870, https://doi.org/10.24252/ip.v12i2.60568.

media for Arabic learning in higher education.[14] Rohmah and Rosyidi discuss the importance of internet-based media in Arabic language learning,[15] while Yunanta examines interactive digital media for beginner-level Arabic vocabulary learning.[16] These investigations mostly focus on the instructional application of digital media. Conversely, the results at RLA indicate that digital platforms serve an administrative role: they facilitate the collection of assignment outputs and enable the oversight of program activity execution. Therefore, the contribution of the RLA case lies not in demonstrating the superiority of a particular platform, but in explaining how digital media is integrated into the organization of language practice activities.

The use of technology in such activities, however, also needs to be understood considering the conditions that support its implementation. Muhammed examines the availability and adequacy of information and communication technology tools for teaching Arabic in colleges of education in Nigeria,[17] while Muhammad and Irmansyah discuss the use of interactive media to support Arabic literacy and the opportunities and challenges associated with digital technology.[18] These studies indicate that the use of technology is influenced by the resources and conditions available to users. In the RLA context, WhatsApp functions as a channel for collecting videos and receiving evidence of task completion. However, the present study does not measure members' technological readiness or compare the effectiveness of WhatsApp with other platforms. Thus, the findings explain the function of WhatsApp within the program under investigation rather than establishing that it is more effective than other digital media.

The relationship between technology and Arabic language learning is also discussed by Maghfiroh and Anwar, who examine changes in the use of Arabic learning media after the COVID-19 pandemic, particularly in writing

[14] Muhammad Zaenuri, Machmud Yunus, Muhammad Zaky Sya'bani, dan Zainal Arifin Ahmad, "Exploring Students' Preferences and Satisfaction in Using Digital Media for Arabic Language Learning in Islamic Higher Education," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 6, no. 1 (2025): 103–127, https://doi.org/10.22515/athla.v6i1.11998

[15] Elly Miftahul Rohmah dan Abdul Wahab Rosyidi, "The Importance of Learning Media Utilizing (Internet-Based Arabic Lessons in Online Learning) in the Global Pandemic Era," *Shaut Al-'Arabiyah* 11, no. 2 (2023): 270–277, https://doi.org/10.24252/saa.v11i2.33931

[16] Iqbal Rozi Yunanta, "Transforming Arabic Vocabulary Learning for Beginners through Interactive Digital Media," *International Journal of Arabic Teaching and Learning* 6, no. 2 (2022):240-252, https://doi.org/10.33650/ijatl.v6i2.2528.

[17] Sanni Abdulhammed Muhammed, "Availability and Adequacy of ICT Tools for Teaching Arabic in Colleges of Education, North-central Nigeria," *International Journal of Arabic Teaching and Learning* 7, no. 1 (2023): 9-18, https://doi.org/10.33650/ijatl.v7i1.3547

[18] Kemas Muhammad dan Irmansyah, "Utilizing Interactive Media to Enhance Arabic Literacy in Secondary School Students," *International Journal of Arabic Teaching and Learning* 8, no. 2 (2024): 110–120, https://doi.org/10.33650/ijatl.v8i2.10364

instruction.[19] Hasyim, Wijaya, and Iliah investigate the use of the SAVI model through video and Peabody media in teaching Arabic speaking skills.[20] Although these studies focus on particular language skills and instructional approaches, they provide relevant perspectives on the use of technology and video in language learning. In the RLA program, video functions both as a medium for speaking practice and as an assignment product that can be collected and reviewed by administrators.

From the perspective of language practice, Barid, Musfirotun, and Shidqi discuss the development of an Arabic-speaking environment to support students' speaking skills in Islamic junior high schools,[21] while Ahmadi, Triana, and Ritonga examine the TPACK approach to integrating technological knowledge, pedagogy, and content in Arabic language learning.[22] These studies emphasize the importance of connecting learning activities and technology with educational objectives. At RLA, members are required to produce Arabic-language videos on specified topics and within a particular duration. The videos provide an opportunity for members to demonstrate their oral language practice, which can subsequently be reviewed by administrators. Nevertheless, the available data do not establish that the assignments directly improve the speaking proficiency of all members. What can be confirmed is that the program provides a space for Arabic practice and a mechanism for reviewing the resulting work.

Miswari, Mufidah, and Ulil Albab also examine the use of WhatsApp through a communicative approach to developing Arabic speaking skills in Islamic higher education.[23] Their research provides a relevant comparison regarding the use of WhatsApp to support Arabic communication and practice. The RLA case, however, reveals a more specific managerial focus. WhatsApp is used not only to distribute or collect learning materials but also to supervise task completion and gather relevant evidence. This difference shows that digital

[19] Rodiatul Maghfiroh dan Mohammad Shohibul Anwar, "Transformation of Arabic Language Learning Process—After COVID-19 Pandemic," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 4, no. 2 (2023): 106–118, https://doi.org/10.22515/athla.v4i2.7695

[20] Mochamad Hasyim, Mu'alim Wijaya, dan Mufidatul Iliah, "Using the SAVI Model through Video and Peabody Media in Learning Arabic Speaking Skills," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 1 (2023): 79–90, https://doi.org/10.29240/jba.v7i1.6397

[21] B. S. Barid, Syarifah Musfirotun, dan Najih Fatha Shidqi, "Developing an Arabic Language Environment to Improve Arabic Speaking Skills in Islamic Junior High School Students," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 6, no. 1 (2025): 86–102, https://doi.org/10.22515/athla.v6i1.11213

[22] Yondri Ahmadi, Hetti Waluati Triana, dan Mahyudin Ritonga, "TPACK Approach to Improving HOTS in Arabic Language Learning: Strategies and Challenges," *Shaut al-'Arabiyah* 12, no. 2 (2024): 360–370, https://doi.org/10.24252/saa.v12i2.44118

[23] Miswari, Mufidah, dan Ulil Albab, "Enhancing Arabic Speaking Skills through a WhatsApp-Based Communicative Approach in Islamic Higher Education: Pengembangan Keterampilan Berbicara Bahasa Arab melalui Pendekatan Komunikatif Berbasis WhatsApp di Perguruan Tinggi Keagamaan Islam," *ATHLA: Journal of Arabic Teaching, Linguistic and Literature* 6, no. 1 (2025): 65–85, https://doi.org/10.22515/athla.v6i1.11588.

platforms can serve both instructional and administrative functions, depending on how they are integrated into a language program.

Digital Monitoring of Assignment Completion and Member Participation

The second finding concerns the use of digital media to check task completion and participant activity. Interviews and observations indicate that administrators can identify which participants have submitted their videos and which have yet to finish their tasks. The program's monitoring system also sets submission deadlines and specifies penalties for failing to meet the stated requirements. Because task completion can be tracked online, administrators do not need to observe the entire video production process in person.

This procedure shows that digital tracking at RLA goes beyond the simple assignment of tasks. The submitted videos serve as documentary evidence that administrators can review against the stated guidelines. In this process, WhatsApp functions as a platform for both communication and documentation, which strengthens the monitoring of program implementation. Submission records also help administrators determine whether participants have fulfilled their assigned obligations. Completing an assignment, however, should be distinguished from the quality of the language performance shown in the video. Although an uploaded video affirms that a member has executed the assignment, it does not unequivocally illustrate that the language applied conforms to a certain degree of expertise.

The findings can be compared with Al-Smadi and colleagues' study of English language teachers' views regarding the use of WhatsApp in language learning.[24] Their research discusses the affordances of WhatsApp for communication and information exchange in learning contexts. Zheng and Barrot also examine social media as an e-portfolio platform for documenting and assessing second-language speaking performance.[25] These studies provide a perspective on the use of digital media for communication and documentation. Nevertheless, the RLA program does not treat WhatsApp as a formal digital portfolio. Instead, the platform is used to collect videos, check task completion, and document particular aspects of program implementation. The similarity lies in the use of digital media to support language activities and preserve evidence, while the specific functions and instructional arrangements differ.

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[24] Omar Ali Al-Smadi, Radzuwan Ab Rashid, Hadeel Saad, dan Yousef Houssni Zrekat, "English Language Teachers' Views of WhatsApp Affordances for Language Learning," *International Journal of English Language and Literature Studies* 12, no. 3 (2023): 226–237, https://doi.org/10.55493/5019.v12i3.4858

[25] Yan Zheng dan Jessie S. Barrot, "Social Media as an E-Portfolio Platform: Effects on L2 Learners' Speaking Performance," *Language Learning & Technology* 26, no. 1 (2022): 1–19, https://doi.org/10.64152/10125/73487

The study by Salsabila and colleagues on students' perceptions of social media as a tool for Arabic learning also provides a point of comparison.[26] Whereas their research examines social media from the perspective of learners' experiences in Arabic learning, the present study focuses on how digital platforms are used by program administrators to monitor the implementation of assignments. This difference highlights an important distinction between using social media as a learning medium and using its available features as part of a program monitoring mechanism.

The finding in this section shows that digital monitoring at RLA has an administrative function that complements members' language practice. The platform enables administrators to verify assignment completion and identify participation based on submitted evidence. The contribution of this finding is its explanation of how digital documentation can be incorporated into the monitoring of Arabic language practice in a pesantren based environment. However, the monitoring of participation should not be interpreted as a direct measurement of language achievement, since the latter requires an assessment of the linguistic content and quality of members' performance.

Documentation of Content Reach through WhatsApp Stories

The third finding concerns the use of viewer counts as evidence of the reach of Arabic-language content. For certain assignments, members are required to upload their videos through WhatsApp Stories and submit screenshots showing the number of viewers. These screenshots are used as supporting evidence in accordance with the reach requirements specified in the assignment guidelines. The documentation enables administrators to verify the reach of published content rather than relying exclusively on members' verbal reports.



Figure 2. WhatsApp Story Views as Evidence of Content Reach

[26] Adinda Rana Salsabila, Alya Nur Fadhilah, Rabiatul Adawiyah, Rifka Nabila Az-Zahrah Sasy, Siti Rosdiana, Abdullah Fatkhan., "Students' Perceptions of Using Social Media as a Tool for Learning Arabic at UINSI Samarinda," *Borneo Journal of Language and Education* 3, no. 2 (2023): 213–231. https://doi.org/10.21093/benjole.v3i2.8728.

The use of viewer counts shows that monitoring at RLA extends beyond checking whether videos have been created and submitted. For particular projects, administrators also evaluate whether the uploaded content successfully engages its intended audience. Throughout this method, screenshots operate as digital evidence that facilitates the authentication of the content's reach. This evidence facilitates administrators in distinguishing the execution of an assignment from the amount of attention the submitted content receives on the site.

Viewership figures should nonetheless be interpreted with caution. They show how widely content reached users on a digital platform, but they say nothing direct about accuracy of pronunciation, range of vocabulary, fluency of speech, or grammatical correctness. A video may attract a large audience without demonstrating strong command of Arabic. Conversely, a video with relatively few views may still reflect considerable linguistic skill. Viewership figures are therefore better understood as an indicator of digital reach than as a direct measure of language learning achievement.

This distinction matters because the video assignments at RLA involve two related but separate dimensions. The first is the language practice displayed in the videos. The second concerns how the assignments are carried out in the digital space, including submission and the documentation of content reach. Submission records and viewership figures provide evidence for assessing whether assignments have been completed. Judging language competence, by contrast, requires evaluating the video content against criteria tied to linguistic performance.

The use of WhatsApp and social media to document language practice can be situated alongside the work of Al-Smadi and colleagues on the benefits of WhatsApp for language learning,[27] as well as the study by Zheng and Barrot on social media as an electronic portfolio tool.[28] Both studies offer perspectives on the role of digital platforms in supporting communication and documenting learning. At RLA, WhatsApp serves a different role than a conventional e-portfolio system, primarily focusing on collecting assignment videos, validating their completion, and tracking the distribution of specific content. Thus, the conclusions enhance the conversation surrounding digital media by illustrating the utility of platform-generated evidence for administrative supervision inside a language program.

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[27] Omar Ali Al-Smadi, Radzuwan Ab Rashid, Hadeel Saad, dan Yousef Houssni Zrekat, "English Language Teachers' Views of WhatsApp Affordances for Language Learning," *International Journal of English Language and Literature Studies* 12, no. 3 (2023): 226–237, https://doi.org/10.55493/5019.v12i3.4858

[28] Yan Zheng dan Jessie S. Barrot, "Social Media as an E-Portfolio Platform: Effects on L2 Learners' Speaking Performance," *Language Learning & Technology* 26, no. 1 (2022): 1–19, https://doi.org/10.64152/10125/73487

Salsabila and colleagues offer a useful point of comparison on the role of social media in learning Arabic.[29] Their study centers on how social media is used and perceived as a pedagogical resource, whereas the present research examines the use of digital evidence to verify participation and content distribution. This contrast suggests that the significance of social media in a language program should be interpreted according to the specific criteria being evaluated. In the RLA case, audience metrics indicate how widely material was distributed, not the linguistic quality of the videos.

The contribution of this study lies in treating content reach as a distinct dimension of evaluation in digital Arabic language practice. The findings show that digital supervision can cover both the confirmation that tasks were carried out and the documentation of how content was distributed. It remains essential, however, to separate measures of digital participation from genuine linguistic ability.

Review of Video Assignments and Feedback Provision

The fourth finding concerns the assessment of video tasks and the feedback given to participants. According to the administrators interviewed, the submitted videos are assessed by members of the RLA education division, with one to three administrators taking part in each review. Following the participants' return to the pesantren, the administrators deliver evaluations on the facets of their films that align with expectations and those that necessitate refinement. This result implies that supervision goes beyond tracking the submission of tasks to also entail an assessment of the contributions made by individuals.

The provision of feedback can be compared with Liu and Hwang's study of metalinguistic corrective feedback in digital game based grammar learning.[30] Although their research focuses on grammar learning through digital games rather than Arabic language video assignments, it provides a relevant perspective on the role of corrective feedback in technology supported learning. Suprihatin and Kurniawan examine TikTok as a formative assessment tool in English classes,[31] and Altmann and Arnold discuss the design of formative feedback in collaborative online learning.[32] Both studies underline that learning

[29] Adinda Rana Salsabila, Alya Nur Fadhilah, Rabiatul Adawiyah, Rifka Nabila Az-Zahrah Sasy, Siti Rosdiana, Abdullah Fatkhan., "Students' Perceptions of Using Social Media as a Tool for Learning Arabic at UINSI Samarinda," *Borneo Journal of Language and Education* 3, no. 2 (2023): 213–231. https://doi.org/10.21093/benjole.v3i2.8728.

[30] Lo-An Liu dan Gwo-Jen Hwang, "Effects of Metalinguistic Corrective Feedback on Novice EFL Students' Digital Game-Based Grammar Learning Performances, Perceptions and Behavioural Patterns," *British Journal of Educational Technology* 55 (2024): 687–711, https://doi.org/10.1111/bjet.13400

[31] Tintin Sri Suprihatin dan Eri Kurniawan, "TikTok as a Formative Assessment in English Classes," *Jurnal Penelitian Pendidikan* 23, no. 3 (2023): 338–352, https://doi.org/10.17509/jpp.v23i3.61198

[32] Mattis Altmann dan Maik Arnold, "Designing Formative Feedback in Collaborative Online International Learning," *Human Systems Management* 43, no. 5 (2024): 605–622, https://doi.org/10.3233/HSM-230100

artifacts can serve as more than proof of engagement. They can also be used to evaluate performance and to point toward improvement.

In the RLA program, the submitted videos give administrators a basis for identifying strengths and weaknesses in participants' language use. This suggests that a feedback system is already in place. The available data, however, do not describe in enough detail how each participant uses the feedback received, or whether it leads to measurable improvement in speaking skills. The findings indicate that feedback is built into the program's evaluation process, but they do not show measurable gains in the language ability of all participants.

The value of reviewing digital learning products can also be placed alongside the study by Hidayatullah, Umbar, and Albantani, which examines the use of Twitter as an alternative medium for learning Arabic translation through artificial intelligence.[33] Their study discusses the need to review translation results because machine translation does not always capture contextual meaning accurately. Although the technology and learning activity differ from those at RLA, the comparison is relevant to the importance of reviewing products generated through digital media. In the RLA program, the review is conducted by administrators who examine members' videos and provide feedback after submission. This comparison does not suggest that RLA uses artificial intelligence or machine translation to assess videos. Rather, both contexts demonstrate that digital products require appropriate review if they are to be used as a basis for educational evaluation.

The findings are also related to research on the development of speaking skills through social media. Khusni and Muzammil discuss strategies for developing *maharah al-kalam* through social media platforms,[34] while Menggo, Basir, and Halum examine video based tasks in strengthening the speaking skills of EFL college students.[35] Manogaran and Sulaiman, through a systematic review, discuss the effectiveness of social media in supporting the speaking skills of ESL learners.[36] These studies provide a broader perspective on the pedagogical potential of video production and social media for language practice. Nevertheless, findings from English language learning contexts cannot

[33] Abd. Rozak, Kisno Umbar, dan Azkia Muharom Albantani, "The Model of Arabic Learning Translation Using Artificial Intelligence in Social-Media," *Arabiyat: Jurnal Pendidikan Bahasa Arab dan Kebahasaaraba*n 11, no. 1 (2024): 89-99, https://doi.org/10.15408/a.v11i1.39757

[34] Achmad Robith Khusni dan Ahmad Muzammil, "Strategy for Developing Maharah Al-Kalam Through the Use of Social Media," *El-Thumuhat* 9, no. 1 (2026): 55–69, https://doi.org/10.25299/elthumuhat.2026.27127.

[35] Sebastianus Menggo, Agnetis Basir, dan Yustus Sentus Halum, "Video-Based Tasks in Strengthening Speaking Skills of EFL College Students," *Indonesian Journal of EFL and Linguistics* 7, no. 2 (2022): 279–297, https://doi.org/10.21462/ijefl.v7i2.510

[36] Darushana Manogaran dan Nur Ainil Sulaiman, "Systematic Review: Effectiveness of Social Media in Improving Speaking Skills of ESL Learners," *International Journal of Academic Research in Progressive Education and Development* 11, no. 3 (2022): 737–752, https://doi.org/10.6007/IJARPED/v11-i3/14722

automatically be used as evidence of improved Arabic proficiency among RLA members. The present study confirms that members produce Arabic language videos and receive reviews and feedback. However, the study does not provide a quantitative assessment of changes in members' speaking ability.

This section therefore highlights the relationship between digital assignment submission and the pedagogical review of language practice. Once videos are submitted digitally, they become available for examination, and feedback helps identify the aspects of performance that need further attention. The two processes are related but should be understood separately. Submitting a video says little about the quality of a member's performance, and giving feedback does not necessarily mean that language ability has measurably improved.

Evaluation, Follow Up, and the Contribution to Arabic Language Program Management

The fifth finding concerns evaluation and follow up once the videos have been reviewed. At RLA, evaluation includes selecting the best videos and presenting awards to members. Interviews with education division administrators indicate that these awards express appreciation for members' work. The practice shows that assignment results are used for more than checking whether obligations were fulfilled. They also provide a basis for recognizing outstanding work. Awards can be seen as a follow up to evaluation, since they acknowledge what members' participation produced. The findings, however, do not show that awards directly raise the motivation of all members. They suggest that awards recognize particular efforts and cannot be taken as proof of a measurable effect on motivation. Follow up also applies to participants whose assignments do not meet the intended criteria.

According to the information gathered, those who fall short of the target may receive lower grades and are expected to improve in the next assignment. Because the program runs twice a year, the next assignment gives them a chance to reflect on the earlier evaluation. This arrangement implies that evaluation results can shape later activities in the next program cycle. The study, however, does not systematically compare assignment results across different periods, so it cannot establish whether every member improves with each successive assignment.

Viewed from the standpoint of Arabic language program management, the workflow at RLA consists of several connected steps. Assignment specifications are set, language practice is carried out, submissions are tracked, outcomes are evaluated, feedback is offered, and assessment conclusions are followed up. This sequence suggests that digital supervision is not a separate task but part of a broader program management strategy. This perspective corresponds with the

research conducted by Alfian, A'rafadi, and Ma'sum on the management of language programs within Islamic educational institutions, underscoring the importance of program oversight, administrator engagement, and evaluation in Arabic language teaching.[37] Similarly, Asbarin and colleagues examine supervision and evaluation in Arabic language programs at Islamic boarding schools,[38] while Hasan and Mufidah discuss the management of Arabic communication programs through the organization, implementation, and periodic evaluation of activities.[39] In a related context, Maulidiyah, Taufiqurrochman, and Hasaniyah examine the application of Total Quality Management principles in the Assalam Arabic Course program, particularly the involvement of human resources and the use of evaluation results in program decisionn making.[40]

Compared with these studies, the RLA case presents a more specific account of digital monitoring through video assignments, digitally collected evidence, screenshots of viewer counts, video reviews, and feedback. The previous studies provide a broader understanding of Arabic language program management, supervision, and evaluation. The present study offers a more focused account of how digital evidence is built into the monitoring of Arabic language practice in a pesantren setting. It does not claim that digital media automatically improves language proficiency or guarantees program effectiveness. Its contribution is to clarify how digital assignment procedures, participation verification, the documentation of content reach, the assessment of language practice, and later evaluation relate to one another.

The findings identify three connected but distinct functions of digital supervision at RLA. Submitted videos and electronic records support verification of task completion. For specified assignments, WhatsApp Story viewing statistics document content circulation. Video review, feedback, evaluation, and follow-up provide a response to the submitted work, including recognition of selected videos and encouragement to improve later assignments. WhatsApp connects these functions by enabling administrators to collect and use digital evidence, but the functions answer different questions: whether a task was completed, how far its content circulated, and how the submitted performance was evaluated.

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[37] Riki Alfian, Najah A'rafadi, dan Afif Ma'sum, "Program Management of the Language Department in Teaching Arabic Language," *International Journal of Arabic Teaching and Learning* 8, no. 1 (2024): 35–45, https://doi.org/10.33650/ijatl.v8i1.6988.

[38] Asbarin, Titi Mulyanti, Husnaini Jamil, dan Lola Hervina H, "Analisis Manajemen Pengawasan dan Evaluasi pada Program Bahasa Arab di Pondok Pesantren," *Tarbiyatuna: Jurnal Pendidikan Ilmiah* 9, no. 1 (2024): 85–98, https://doi.org/10.55187/tarjpi.v9i1.5659

[39] Ramli Hasan dan Nuril Mufidah, "Manajemen Program Komunikasi Bahasa Arab di Pondok Pesantren," *Uniqbu Journal of Social Sciences* 3, no. 1 (2022): 145–155, https://doi.org/10.47323/ujss.v3i1.174

[40] Robi'atul Laili Maulidiyah, Taufiqurrochman, dan Nur Hasaniyah, "Analisis Prinsip Program Assalam Arabic Course (AAC) Berdasarkan Total Quality Management (TQM) di Pondok KMI Assalam Bangilan Tuban," *Shaut Al-'Arabiyah* 12, no. 2 (2024): 330–342, https://doi.org/10.24252/saa.v12i2.50432.

Understanding these distinctions explains the platform's role within program supervision without reducing that role to conversation or video sharing.

The originality of this research lies in examining how these three elements relate within a single Arabic language program. Earlier studies have looked at social media as a learning tool, at video as a way to build language ability, and at the management of Arabic language programs. The RLA case brings these lines of discussion together by showing how digital platforms can support the administrative oversight of language practice and supply documentation for assessing members' work. The value of the research is therefore contextual and centered on process. It explains how digital evidence is used in running a program, without treating participation metrics as direct markers of linguistic proficiency.

These findings matter for the management of Arabic language training programs. Administrators need to distinguish indicators of program implementation from indicators of language competence. Submitted videos and screenshots showing viewing statistics can serve as proof that a task was completed and that content reached an audience. Judging language competence requires standards that capture linguistic performance, including pronunciation, vocabulary use, fluency, and grammatical accuracy. Clearer video evaluation standards and feedback mechanisms could help members see which aspects of their performance to keep and which to improve. These suggestions follow from the research findings and should not be read as practices that RLA has formally adopted.

The research has several limitations. It covers a single Arabic language practice setting and one specific activity, namely video tasks supervised through digital platforms, notably WhatsApp. It also does not statistically assess changes in participants' speaking ability before and during the training. The results therefore give a contextual understanding of the activities studied rather than statistical generalizations that apply to other Arabic language programs. Future studies could compare digital supervision approaches across different Arabic language settings, look more closely at video evaluation standards, or examine how the quality of feedback relates to members' speaking ability over time. Such work may clarify how digital supervision can support both the completion of tasks and the improvement of Arabic language skills.

CONCLUSION

At RLA Annuqayah, Arabic language instruction depends on two closely linked elements, digital supervision and evaluation. Through digital platforms and video tasks, administrators can track assignment completion, document members' active participation, and give constructive feedback on their Arabic

proficiency. Viewer statistics on WhatsApp Stories serve as a supplementary way to gauge how widely members' content reached its audience. These statistics, however, are not a straightforward reflection of actual linguistic competence. The evidence suggests that the educational value of digital tools comes less from the technology itself than from how well it is integrated into assignment administration, performance evaluation, feedback, and future program development.

This study also extends earlier literature on digital media in Arabic language learning. It shows that digital platforms can work as tools for supervising and managing language practice, and not only as instructional resources or means of reaching educational targets. Because the study is limited to one Arabic learning setting, however, its conclusions should not be generalized to all Arabic language programs. Future research should examine a wider range of settings and institutions and use more rigorous frameworks for assessing oral proficiency. Such work would shed more light on how digital supervision, formative feedback, sustained learner participation, and the development of Arabic speaking ability among *santri* are connected.

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