

## From Scrolling to Learning: Multimodal Arabic Vocabulary Learning through Instagram and TikTok

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**Abstract :** Vocabulary acquisition is a fundamental component in mastering the Arabic language, as it forms the basis for all language skills. Technological advancements in education are driving the utilization of social media as an alternative learning tool, particularly through Instagram and TikTok within the context of Mobile-Assisted Language Learning (MALL). This study aims to describe the digitalization of Arabic vocabulary learning through these two platforms. The method used is qualitative, employing techniques of observation, document study, and triangulation. The findings show that vocabulary learning is presented multimodally through text, visuals, audio, translations, and semantic relations such as synonyms and antonyms, which is proven to enhance learners' comprehension and retention. This research introduces a novel approach by integrating the linguistic and visual aspects of social media as a model for digital vocabulary instruction. Further research is recommended to examine its impact specifically on Arabic language skills.

## INTRODUCTION

The use of media in learning has become an attraction for learners, and there are so many types of media, including social media, that are widely used today and can be utilized in education, such as Instagram and TikTok. These two social media platforms are commonly used across various groups of people with engaging media, students can develop interest and motivation to learn. Instagram and TikTok, as widely used media, become an attractive option to be compared in learning media because of the ease of use of both platforms. Wiratmojo and Sasonohardjo, as cited in Pustikayasa<sup>1</sup>, mention that the use of learning media during the orientation phase of education will greatly assist the teaching and learning process, making it more effective in delivering messages and the lesson content needed by the students.

Learning media can be classified into two types: conventional learning media and modern learning media. Conventional learning media refers to teaching

<sup>1</sup>Pustikayasa, M.I. "Grup WhatsApp Sebagai Media Pembelajaran (WhatsApp Group As Learning Media)." *Jurnal Ilmiah Pendidikan, Agama dan Kebudayaan Hindu* 10, no. 2 (2019): 53-62. <https://doi.org/10.36417/widyagenitri.v10i2.281>

methods that utilize non-electronic media or simple materials designed to effectively convey the lesson content to students. Modern learning media, on the other hand, involves the use of more advanced technologies, such as computers, LCD projectors, mobile phones, the internet, and others<sup>2</sup>.

In this modern era, the learning system has become increasingly advanced, resulting in significant changes in the learning process from the past to the present. In language learning, factors that influence language proficiency include the quality of the language, curriculum, methods, and the technologies used in language education<sup>3</sup>. The use of existing electronics and technology today is utilized in the academic world to make the learning process more engaging and less monotonous. Social media is not only a platform for communication but can also serve as a tool to support learning. The potential of social media is considered powerful because it transcends time and space. Learning is no longer limited to written text but includes visual and audio-visual content<sup>4</sup>. Hamzah further adds that social media is used with wide reach and accessibility via the internet, serving not just as a device for social communication but as a tool for education<sup>5</sup>.

Social media is a part of learning media that is continuously updated in line with the changing times. The sophistication and speed of social media also influence the educational world, bringing changes in areas such as administration, promotion, socialization, and more<sup>6</sup>. The presence of social media is not only a lifestyle in today's world; furthermore, social media can be utilized as a learning medium for both students and teachers<sup>7</sup>. Social media, which is commonly used, includes mobile-based technology and websites that create highly interactive platforms, allowing people to communicate, share, collaborate, and modify the content that is created.

<sup>2</sup> Susanti, L. & Rahmadhania. (tt). Peran Aplikasi Tiktok Menjadi Media Pembelajaran Bahasa Arab Pada Mahasiswa Dalam Maharah Al Istima' Dan Maharah Al Qira'ah di Era Pandemi. *Prosiding Multaqa Nasional Bahasa Arab Ke-IV*, 23 Desember

<sup>3</sup> Keshav, M., Julien, L., dan Miezal, J. "The Role of Technology in Era 5.0 in the Development of Arabic Language in the World of Education." *Journal International of Lingua and Technology* 1, no 2 (2022): 79-98. <https://archives.palarch.nl/index.php/jae/article/view/4907>. doi.org/10.55849/jiltech.v1i2.85

<sup>4</sup> Bahrudin, U., Amrullah, A. M. K., & Audina, N. A. "Constructivism in Maharah Kalam Lecture Using the Instagram Media: The Implementation, Problems, and Tertiary Students' Perceptions in Indonesia." *Arabiyatuna: Jurnal Bahasa Arab* 5, no. 1 (2021): 127-140. <https://doi.org/10.29240/jba.v5i1.2396>

<sup>5</sup> Hamzah, R. E. "Penggunaan Media Sosial Di Kampus Dalam Mendukung Pembelajaran Pendidikan." *Wacana*, XIV, no. 1 (2015): 45-70. <https://doi.org/10.32509/wacana.v14i1.89>

<sup>6</sup> Sholekah, D. D & Wahyuni, S. "Pemanfaatan Media Sosial dalam Proses Pembelajaran di SMPN 1 Mojo Kediri." *Indonesian Journal of Islamic Education Studies (IJIES)* 2, no. 1 (2019): 50-60. <https://doi.org/10.33367/ijies.v2i1.850>

<sup>7</sup> J. C., & Crosby, P. C. "Digital Identity: How Social Media Are Influencing Student Learning and Development in College." *Journal of College and Character* 14, no. 1 (2013): 1-4. DOI:10.1515/jcc-2013-0001. 33-40. <https://doi.org/10.17509/jpak.v3i2.15437>. O'Shea, J. (2013). The Role of Social Media in Creating a 21st Century Educational Community: An Interview with Joseph Mazer. *Journal of College and Character*, 14(1), 39-46. <https://doi.org/10.1515/jcc-2013-0006>

Language is a tool used to convey the intended meaning of what is being communicated. Language plays a crucial role in communication<sup>8</sup>. Arabic, as one of the foreign languages used after a person's native language and English, plays a significant role in communication. Language is an essential part of daily interaction, and mastering a language is important for effective communication and mutual understanding. In arabic language learning, one of the primary targets is vocabulary. Mastery of vocabulary, both oral and written, is crucial for improving one's proficiency in arabic<sup>9</sup>.

Anshor<sup>10</sup> notes that in Arabic language learning, there are several key skills that need to be targeted, including: vocabulary (*mufradat*), writing (*kitabah*), reading (*qira'ah*), listening (*istima'*), and speaking or conversation (*muhadatsah*). Social media platforms that can be used in Arabic language learning include WhatsApp, Instagram, Telegram, and TikTok<sup>11</sup>. Thus, vocabulary is the foundational key or starting point for developing other Arabic language skills. The delivery of basic vocabulary in Arabic has several objectives, including: introducing new vocabulary to students through textbooks or comprehension exercises; teaching students to pronounce vocabulary correctly, as proper pronunciation affects both conversation and reading comprehension; acquiring the meaning of vocabulary that is either extensional or lexical, or related to specific sentences; and facilitating the application of vocabulary in both oral and written forms based on its context<sup>12</sup>.

Looking at previous studies, Fuadah<sup>13</sup> revealed that the use of Instagram in writing skills learning has both advantages and disadvantages, depending on the specific learning context. Then in their research Riko, et.al.,<sup>14</sup> mentioned that the use of social media, including Instagram, helps improve the quality and creativity

<sup>8</sup> Hidayah, I., & Kusumaningrum, N. "Model Pembelajaran Bahasa Arab Berbasis Internet." *El-Jaudah: Jurnal Pendidikan Bahasa Dan Sastra Arab* II, no. 1 (2021):65–90. <https://doi.org/10.56874/faf.v2i1.355>

<sup>9</sup> Insaini, N. & Huda, N. "Pengembangan Media Pembelajaran Kosakata Bahasa Arab berbasis Permainan My Happy Route pada Siswa kelas VIII MTsN 10 Sleman." *Al-Mi'yar* 3, no. 1 (2020): 2-14. <http://dx.doi.org/10.35931/am.v3i1.156>

<sup>10</sup> Anshor, Ahmad M. *Pengajaran Bahasa Arab*. Yogyakarta: Teras, 2009

<sup>11</sup> Riqza, M. S., & Muassomah, M. "Media Sosial untuk Pembelajaran Bahasa Arab pada Masa Pandemi: Kajian Kualitatif Penggunaan WhatsApp pada Sekolah Dasar di Indonesia." *Alsina: Journal of Arabic Studies* 2, no. 1 (2020): 71-94. 10.21580/alsina.2.1.5946. Mustofa, M. A. "Analisis Penggunaan WhatsApp Sebagai Media Pembelajaran Bahasa Arab di Era Industri 4.0." *Arabiyatuna: Jurnal Bahasa Arab* 4, no 2 (2020): 333-346. <https://doi.org/10.29240/jba.v4i2.1805>. Amalina, A. N. "Al-Ta'rib Instagram: Alternatif Media Dalam Pengembangan Maharah Al-Kitabah." *Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 8, no. 1 (2020): 77-90. <https://doi.org/10.53038/tlmi.v1i2.32>. Qoirunnisa, A. M. "Penerapan Media Audio Visual Berbasis Whatsapp pada Pembelajaran Bahasa Arab Siswa MI." *Jenius: Journal of Education Policy and Elementary Education* 2, no. 2 (2021): 89-962. <https://doi.org/10.22515/jenius.v2i2.4148>.

<sup>12</sup> Mustofa, S. *Strategi Pembelajaran Bahasa Arab Inovatif*, Malang: UIN Maliki Press Malang, 2011.

<sup>13</sup> Fuadah, S. "Penggunaan Media Instagram @Nahwu\_Pedia dalam Maharah Al Qira'ah dan Maharah Al Kitabah Mahasiswa Bahasa Arab." *STUDI ARAB* 11, no. 2 (2020): 137-151. <https://doi.org/10.35891/sa.v11i2.2513>

<sup>14</sup> Riko, Lestari, F. A. P., & Lestari, I. D. "Penggunaan Media Sosial Sebagai Media Pembelajaran Di Sekolah Menengah Pertama." *JCES (Journal of Character Education Society)* 3, no. 2 (2020): 258-266. <https://doi.org/10.31764/jces.v3i2.2310>

of teachers as educators in the learning process. Furthermore, during a seminar, Karami, *et.al.*,<sup>15</sup> stated that TikTok, as a social media platform, has an appeal to various audiences, but its application in Arabic language learning has not been adequately explored. Taubah<sup>16</sup> in her research, pointed out that the TikTok application, when used with appropriate methods and techniques, can serve as an interactive learning media for teaching Arabic, especially speaking skills. However, she emphasized that further research is needed to evaluate its effectiveness.

Based on theories and previous studies that have researched social media, much of the research has focused on the TikTok and Instagram applications, as both share similarities in content across various aspects. Therefore, the researcher is interested in further analyzing, comparing, and presenting the use of these widely used social media applications – Instagram and TikTok – in the context of vocabulary learning as a fundamental aspect of Arabic language education.

Grounded in the foregoing discussion, this study argues that the growing integration of social media into language education necessitates systematic academic inquiry. This study is undertaken to examine how these platforms function as digital environments for Arabic vocabulary instruction. The study seeks to elucidate the processes and modalities through which Arabic vocabulary learning is digitalized on Instagram and TikTok, thereby addressing an emerging pedagogical phenomenon that remains underexplored in current Arabic language education research.

## METHOD

This research employs a descriptive qualitative approach with the aim of describing the digitalization of Arabic vocabulary learning through the social media platforms Instagram and TikTok. The qualitative approach was chosen because this study focuses on the meaning, characteristics, and in-depth presentation of vocabulary content, rather than on quantitative measurements.

Data collection techniques include observation, documentation studies, and data triangulation. Observation was conducted on Arabic vocabulary learning content published on selected social media accounts to identify multimodal forms of vocabulary presentation. Documentation studies were used to collect data in the form of posts, videos, captions, and other supporting features relevant to the research objectives. Triangulation was performed by comparing data from various sources and techniques to enhance the validity of the findings.

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<sup>15</sup> Karami, E. V, Rachmayanti, U. Y & Rif'ah, I. (2021). Penggunaan Aplikasi Berbasis Audio Visual (Youtube Dan Tiktok) Sebagai Media Pembelajaran Bahasa Arab. *Seminar Nasional Bahasa Arab Mahasiswa V Tahun 2021 HMJ Sastra Arab Fakultas Sastra Universitas Negeri Malang*.

<sup>16</sup> Taubah, M. "Aplikasi Tik Tok Sebagai Media Pembelajaran Maharah Kalam." *Mu'allim Jurnal Pendidikan Islam* 2, no. 1 (2020): 57-66. <https://doi.org/10.35891/muallim.v2i1.2201>

The subjects of this research are four social media accounts, consisting of two Instagram accounts and two TikTok accounts, which were purposively selected because they were considered sufficiently representative in presenting Arabic vocabulary learning content. The criteria for account selection included consistency of uploads, a focus on vocabulary material, and the use of multimodal elements in content presentation. This research was conducted in November 2025. The analyzed data consists of posts uploaded over a three-month period, from September to November 2025. This timeframe was selected to obtain up-to-date data that reflects relatively consistent content presentation patterns.

The collected data were analyzed using descriptive qualitative analysis, emphasizing an integrative analysis between linguistic and visual aspects. This analysis aims to reveal the characteristics of Arabic vocabulary learning on social media and to compare presentation patterns between Instagram and TikTok.

The research procedure involves several stages, namely: identification and formulation of the problem, determination of the research focus and limitations, account selection and data collection through observation and documentation, descriptive and triangulative data analysis, and the preparation of a research report containing findings and discussions regarding social media-based Arabic vocabulary learning.

## RESULT AND DISCUSSION

Vocabulary learning is not merely about memorizing and understanding words; it also has specific learning objectives. Bahrudin<sup>17</sup> and Mustofa<sup>18</sup> outline the goals of vocabulary learning as follows; to be able to pronounce vocabulary correctly, to understand the meaning of the vocabulary, to be able to use the vocabulary in a sentence, to apply the vocabulary in the appropriate context, to be able to spell and write the vocabulary, and to understand the origin or derivation of the word. Furthermore, Effendi<sup>19</sup> adds the following steps in vocabulary learning: listening to the word, pronouncing the word, understanding the meaning of the word, reading the word, writing the word, and creating sentences using the word.

Vocabulary learning today is enriched by various media that can make it easier for learners to study vocabulary with sufficient interest, especially with the advent of social media, which has become an integral part of everyday technology and electronics. The use of such technology or electronics can be effectively utilized, particularly in the learning process. Arabic language learning can be accessed without the constraints of time or space through social media. Arabic vocabulary is a crucial element of the language, both in oral and written forms,

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<sup>17</sup> Bahrudin, U. *Rekonstruksi Pengembangan Pendidikan Bahasa Arab*. Sidoarjo: CV. Lisan Arabi, 2017.

<sup>18</sup> Mustofa, S. *Strategi Pembelajaran Bahasa Arab Inovatif*, Malang: UIN Maliki Press Malang, 2011.

<sup>19</sup> Effendi, A. F. *Metodologi Pengajaran Bahasa Arab*. Malang: Misykat, 2011.

and plays a significant role in developing proficiency in the Arabic language<sup>20</sup>. Vocabulary has a strong influence on the ability to understand the four language skills: listening, speaking, reading, and writing.

The research conducted by Kurniati<sup>21</sup> indicates that social media platforms used in Arabic language learning include WhatsApp, TikTok, and Instagram, which serve as media for teaching skills such as *kalam* (speaking), *istima'* (listening), *qira'ah* (reading), and *kitabah* (writing). In the National Seminar on Arabic Language, Rembulan and Fauziah<sup>22</sup> presented research on the use of social media platforms like Instagram, which offers numerous features. These include polling stories (used for grammar lessons), quiz stories (providing multiple-choice questions), and comment stories (which allow students to share their thoughts and opinions on certain vocabulary or content).

This study will focus specifically on the use of Instagram in vocabulary learning (*mufradat*), with a detailed comparison of Instagram and TikTok as social media platforms in Arabic language learning. It will also provide supporting data for the research. Unlike previous studies, which generally discussed social media in language learning or Arabic language teaching in general, this study will offer a more focused comparison between Instagram and TikTok.

### Arabic Vocabulary Learning on Instagram

This research was conducted in November 2025. The analyzed data consists of posts uploaded over a three-month period, from September to November 2025. In this study, the focus of the research is directed toward two social media accounts selected as the main objects of analysis. First, the Instagram account @arabicwithdaben, which serves as one of the primary objects of this research, is a popular account in the realm of informal Arabic language learning on social media. The account has approximately 184,000 followers and demonstrates a consistent posting pattern, with two to three posts uploaded each week. This consistency reflects a stable content management strategy oriented toward maintaining follower engagement. Furthermore, the account's feed is predominantly composed of video reel content rather than photo-based posts.

The content published is not limited to Arabic vocabulary alone, but also includes everyday expressions, Arabic quotes, and explanations of Arabic grammar rules (قواعد اللغة العربية). This diversity of content types broadens the scope of

<sup>20</sup> Nabilah, F & Gofur, M. A. "Peningkatan Kemampuan Mengenal Kosa Kata Bahasa Arab Melalui Metode Pembelajaran Picture and Picture Siswa Kelas IB MI Nurul Anwar Bekasi Utara." *El-Banar: Jurnal Pendidikan dan Pengajaran* 3, no. 1 (2020): 78- 85. <https://doi.org/10.54125/elbanar.v3i1.56>

<sup>21</sup> Kurniati, D. "Penggunaan Media Sosial dalam Pembelajaran Bahasa Arab dengan Model *Blended Learning*." *Ta'limi: Journal of Arabic Education & Arabic Studies* 1, no. 2 (2022): 119-138. <https://doi.org/10.53038/tlmi.v1i2.32>

<sup>22</sup> Rembulan, I & Fauziah, S. (2020). Pemanfaatan *Feeds* dan Fitur Instagram Stories dalam Pembelajaran Bahasa, Sastra dan Budaya Arab. *Seminar Nasional Bahasa Arab Mahasiswa IV 2020 HMJ Sastra Arab, Fakultas Sastra, Universitas Negeri Malang*, 249-259.

learning, targeting not only vocabulary mastery but also the understanding of cultural context and language structure.



Image 1. the profile layout of the @arabicwithdaben account

One of the distinctive features of this account is the use of short video clips (reels) from various popular animated films, such as *Masha and The Bear*, *Naruto*, *Barbie*, *SpongeBob*, and *Doraemon*. The clips are displayed in the Arabic dubbed version, thus providing an opportunity for learners to absorb vocabulary through familiar visual and situational contexts. This practice aligns with Ahmad Fuad Effendy's explanation regarding the stages and techniques of vocabulary learning, one of which is the stage of 'listening to the word'. In this initial stage, the teacher gives students the opportunity to listen to the word being studied, either through direct pronunciation by the teacher or through the use of audio-visual media.

At the bottom of the video, a small board containing a list of vocabulary that appears in the clip is also inserted, which serves to make it easier for learners to identify and focus attention on relevant lexical items. Besides being presented audibly through dubbing, the vocabulary is also presented in written form, thereby strengthening the process of recognition and understanding of meaning. This finding is consistent with the theory proposed by Abdurrahman bin Ibrahim Al-Fauzan, that the first stage in teaching vocabulary is '*Ardhu al-Mufradāt* (displaying or showing the intended vocabulary to the learner).

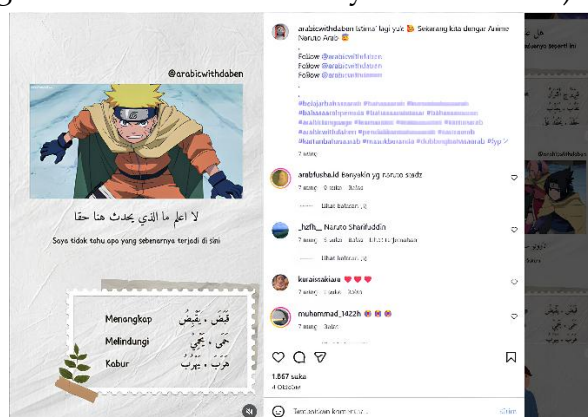


Image 2. the profile layout of the @arabicwithdaben account

In addition to enriching vocabulary, this short video format also provides direct listening (*istimā'*) skill practice. Users not only read the displayed vocabulary but also hear its pronunciation in the context of the original dialogue, which supports the development of phonological skills and aural comprehension.

Every post is equipped with a substantial number of hashtags, which serve to expand the content's distribution reach through the Instagram algorithm. The use of these hashtags allows the content to reach an audience beyond the account's core followers, increasing visibility and strengthening the likelihood of interaction in the form of likes, comments, and content saves. In a pedagogical context, this also means that learning materials can be accessed by more learners organically.

Generally, the engagement on this account is high. On average, each post receives over a thousand likes, with some posts reaching 44 thousand to 160 thousand likes. This high level of engagement indicates that the content strategy used successfully attracts the audience's attention.

Based on the researcher's observations, the high appeal of this content is primarily due to two factors. First, many users feel it is their first time seeing these animated films in the Arabic dubbed version, which generates a sense of curiosity and a novelty effect that encourages them to watch repeatedly with focus. Second, some of the selected clips are humorous or funny parts, which creates a more pleasant and motivating learning atmosphere. This strategy makes the vocabulary learning process feel lighter, more interesting, and less burdensome, thereby increasing learners' intrinsic motivation and their tendency to return to access subsequent content.

Social media has become a crucial tool for students to seek knowledge, share information, and engage in social interactions with other users. Through the various features available on social media platforms, students can express themselves, search for their identity, and connect with their environment<sup>23</sup>. Released by Sensor Tower, it was reported that out of the many social media platforms that continue to grow over time, the most widely used ones include TikTok, Facebook, Instagram, Snapchat, and Likee<sup>24</sup>.

Based on the observations made by directly viewing, observing, and using the Instagram application, it is indeed very easy to use, and there are many social media accounts from various groups, including children, teenagers, adults (students), and parents, offering a wide range of content, one of which is basic Arabic language learning vocabulary.

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<sup>23</sup> Riko, Lestari, F. A. P., & Lestari, I. D. "Penggunaan Media Sosial Sebagai Media Pembelajaran Di Sekolah Menengah Pertama." *JCES (Journal of Character Education Society)* 3, no. 2 (2020): 258-266. <https://doi.org/10.31764/jces.v3i2.2310>

<sup>24</sup> Moedia, A. (2020). 5 Media Sosial Paling Populer di Dunia Pada Q2 2020. <https://www.antaranews.com/berita/1678882/5-media-sosial-paling-populer-di-dunia-pada-q2-2020>.



The second Instagram account that became the main object of analysis is @kursusarab.id, which is another subject of study in this research. It is an educational account with approximately 121,000 followers. This account demonstrates a high level of posting consistency, specifically every two days, and even shows a daily posting pattern during some periods. This intensive frequency makes the account a continuous source of vocabulary exposure for Arabic learners.

The uniqueness of the @kursusarab.id content lies in the diversity of vocabulary presentations displayed. Visually, the content is dominated by dark green as a consistent design identity, which reinforces visual memory while building the educational brand's characteristics.

The substance of the learning material on the account covers various vocabulary categories, such as vocabulary based on places (e.g., masjid, bathroom, kitchen, house, and city), family, fruits, vegetables, cooking spices, seasons, food, drinks, buildings, cutlery, hobbies, directions, types of diseases, and other thematic categories. This diversity aligns with the principle of vocabulary selection put forward by Rusydi Ahmad Thu'aimah, particularly the principle of frequency (*al-tawātur*), which prioritizes vocabulary that has a high frequency of occurrence and is often used in daily life. Thus, the content consistently presents mufradāt that are relevant, functional, and easy for learners to internalize<sup>25</sup>. The content is not limited to nouns (*ism*) but also includes verbs (*fi'l*), thereby expanding the scope of learners' lexical competence.

In addition to thematic vocabulary presentation, this account also regularly publishes material related to meaning relations, such as lists of synonyms, antonyms, and singular-plural pairs. This presentation pattern aligns with the application of the Direct Method (*at-ṭharīqah al-mubāsyrāh*) developed by Charles Berlitz in the late 19th century<sup>26</sup>. In this method, vocabulary mastery can be achieved through various techniques, such as showing vocabulary through pictures or concrete objects, demonstrating meaning through actions, and explaining meaning relationships through synonyms and antonyms<sup>27</sup>. The practice carried out by this account, especially in displaying the semantic relations between words, shows a real implementation of the principles of the direct method.

Furthermore, the account also presents content discussing words that are graphically similar but have significant differences in meaning, such as the

<sup>25</sup> Thu'aimah, Rusydi Ahmad. *Ta'lim Al-Arabiyah Li Ghair Al-Nathiqina Biha, Manahijuhu Wa Asalibuhu*. Cet 1. Rabath

<sup>26</sup> Zuhdy, Halimi. "Teknik Pengajaran Kosa Kata Bahasa Arab." Makalah disampaikan pada *Workshop Peningkatan Pembelajaran Bahasa Arab bagi Pengajar Pondok Pesantren*, 2017.

<sup>27</sup> Arif, Muh. "Metode Langsung (Direct Method) dalam Pembelajaran Bahasa Arab." *Al-Lisan* 4, no. 1 (2019). <https://doi.org/10.30603/al.v4i1.605>

distinction between the words خُلِقَ and خُلِطَ, or between عَشَاءَ and عِشَاءَ. This presentation not only helps learners avoid misinterpretation but also contributes to the development of morphological and orthographic sensitivity in Arabic. Thus, this finding shows that the account's content strategy is oriented not only towards vocabulary expansion but also towards strengthening the accuracy of form and meaning, which aligns with the direct method's principle of fostering contextual and accurate language comprehension.

One of the standout aspects of this account is the quality of its content design. The texts in each post are displayed in a large, clear, and easy-to-read size, and are designed with varied illustrations or images. This approach is supported by the research *The Effects of Using Pictures on EFL Learners' Vocabulary Retention*, which shows that image media effectively improves students' ability to memorize and retain vocabulary, as seen from their final test results and positive responses. In addition to facilitating the process of remembering vocabulary, the use of images also creates a more interesting and enjoyable learning experience, thereby impacting increased motivation for language learning. This simplifies the process of mapping meaning between text and visual representation. Winataputra explains that sight is the most dominant sense in absorbing information (75%) and is more easily remembered. Image media supported by appropriate learning methods can create a more active and pleasant learning atmosphere.

In addition, the account displays vocabulary that is rarely highlighted in traditional textbooks, such as vocabulary relevant to modern youth life (e.g., vocabulary about cafes), vocabulary appearing in the context of civil servant exams (CPNS), independence, personality (introvert-extrovert), natural phenomena, various human traits, types of tastes, electronic devices, and expressions of feelings. Such thematic variations make the content feel contextual, relevant, and close to the users' daily experiences.

Observations show that many posts on this account receive great attention from viewers because they present linguistic information that was not widely known before, such as the explanation of the concept of polysemy in the word "big" (besar) and its use in idioms like "big-mouthed" (*besar mulut*). The account also provides important education regarding common errors in literal translation, for example, explaining that the phrase "capital city" is not translated as أُمُّ الْمَدِينَةِ, but uses the term عَاصِمَةٌ. Furthermore, the content corrects erroneous expressions that are often circulated among Arabic learners, while also providing the correct, rule-abiding forms. Explanations regarding similar but different words in meaning, phrase structure, and idiomatic usage are also important elements that add value to the learning material.

Social media-based learning like this provides a learning experience that is more flexible, interesting, and context-based. Learners feel that they gain new

insights through short but substantive explanations, thereby increasing their semantic sensitivity, expanding their lexical scope, and boosting their confidence in using vocabulary in real contexts. Moreover, the concise, visual, and easy-to-understand presentation of the material makes the learning process feel unburdensome and encourages learners to continuously be exposed to new vocabulary naturally and sustainably.

### Arabic Vocabulary Learning on TikTok

In this study, two TikTok accounts were also selected as the main objects of analysis. The TikTok account @marhaban.academy is an educational account focused on learning Arabic vocabulary, with a following of 112 thousand. This account has a dedicated playlist titled “Mufradat” which systematically presents Arabic vocabulary in a short, easy-to-understand format. Each video generally lasts a few seconds and consistently uses the hashtag #1hari1mufradat, indicating a gradual and continuous learning strategy through daily vocabulary repetition.



Image 3. the profile layout of the @marhaban.academy account

Format-wise, the content on this account features clips of cartoon scenes where a short sentence is spoken in Arabic, followed by an emphasis on the vocabulary word as the learning focus. The vocabulary word is displayed in large, clear writing, accompanied by its meaning in Indonesian and an illustrative image that visually represents the word's meaning. These findings show that the account simultaneously integrates audio and visual elements to facilitate understanding and reinforcement of vocabulary meaning. This practice aligns with the picture-word vocabulary learning model developed by Calhoun (1999), a method that uses images containing familiar objects and activities to help students discover and understand new words through listening and speaking<sup>28</sup>. This model has proven effective in enhancing language literacy and is not only relevant for young learners but also suitable for beginners learning the language from an early stage,

<sup>28</sup> Gu, Cui, and Thanachart Lornklang. "The Use of Picture-Word Inductive Model and Readers' Theater to Improve Chinese EFL Learners' Vocabulary Learning Achievement." *Advances in Language and Literary Studies* 12, no. 3 (2021): 120-126. DOI:10.7575/aiac.alls.v.12n.3.p.120

thereby strengthening the finding that the use of visuals in the content has a strong theoretical basis.

Besides targeting intermediate-level students, this account also explicitly targets beginners through content titled "*Masih pemula? Coba hafalin kosa kata ini*" Audience response to such content is significantly high, evidenced by one video reaching 1.5 million views. This indicates that content designed to be simple, direct, and relevant to the needs of beginner learners has a significant appeal.

Vocabulary learning on this account is not limited to a static visual format but also utilizes clips of Arabic songs as a learning medium. In these videos, the song is played as background audio, while the target vocabulary and its meaning are displayed at the bottom of the screen. This strategy demonstrates the use of a musical approach as a means to reinforce memory and increase learners' emotional engagement with the language material.

From a linguistic perspective, the @marhaban.academy account also presents content that emphasizes the differentiation of semantically similar vocabulary, such as the difference between علم, عرف, and درى, all three of which are often translated as "to know." Furthermore, the account expands learners' horizons by showing variations of expressions in certain communicative situations. For example, the expression for apology, which is generally only known to beginner learners through the word (عفو), is expanded into nine alternative expressions in this content. A similar pattern is seen in responses to the question about well-being, which is typically only answered with (بخير), but is then developed into eleven variations of answers.



Image 4. several Arabic vocabulary posts on the @marhaban.academy account

The visual display of the content, which is dominated by bright colours with large, high-contrast fonts, suggests that the visual aspect is designed to enhance readability and appeal. This is consistent with learning theory which asserts that colour plays a critical role as a visual stimulus, especially for young

learners, as it not only beautifies the display but also helps maintain focus and improve comprehension, particularly when dealing with long or repetitive texts<sup>29</sup>.

In addition, the use of motivational slogans such as "*Makin jago bahasa Arab dengan hafalin kosakata ini*", "*ga bingung lagi deh*", "*mau lancar ngomong Arab?*", "*jangan sampai salah*", and "*bedain ya!*" serves as a persuasive strategy that encourages emotional engagement and builds learners' self-confidence.

These overall characteristics suggest that the @marhaban.academy account functions not only as a medium for delivering vocabulary but also as a motivating, interactive, and beginner-friendly learning space. With a multimodal approach that combines visual, audio, text, and motivational elements, learning Arabic vocabulary through this account becomes more enjoyable, accessible, and effective in supporting the expansion of learners' word knowledge and variation of communicative expressions. Therefore, it is not surprising that this account has a high number of followers and view counts, in line with the relevance and quality of the content offered.

This finding is consistent with the results of Kim Hua Tan's research, which showed that students struggling to understand complex vocabulary found the use of TikTok helpful because it facilitated the comprehension of pronunciation, tone, and intonation, while also allowing the application of strategies like incidental and constructive learning through the duet feature. This condition provides an opportunity for self-paced learning and enhances the understanding of foreign language structure. This finding is further strengthened by other research stating that the use of TikTok fosters a positive perception of academic success, increases self-confidence, and significantly impacts performance and social interaction, particularly for non-native speakers<sup>30</sup>.

The second TikTok account analyzed is @kursuskuba, an educational account specifically focused on learning Arabic, with a following of 61 thousand. KUBA itself is an acronym for *Kursus Unggulan Bahasa Arab* (Excellent Arabic Course), which carries the tagline: "Modern Method for Learning Arabic: Let's switch to a new way. Easier. More practical. Faster." This tagline represents the account's positioning as a provider of Arabic language learning that is adaptive to technological developments and oriented towards effectiveness and ease of material comprehension.

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<sup>29</sup> Putra, I. M. D. D., and I. N. Artayasa. "Analisis penggunaan warna pada majalah anak "Bobo."." *Penalaran Riset* 1, no. 2 (2022): 135-144.

<sup>30</sup> Tan, Kim Hua, Agila Rajendran, Nazri Muslim, Jamsari Alias, and Nor Afian Yusof. "The potential of TikTok's key features as a pedagogical strategy for ESL classrooms." *Sustainability* 14, no. 24 (2022): 16876. <https://doi.org/10.3390/su142416876>

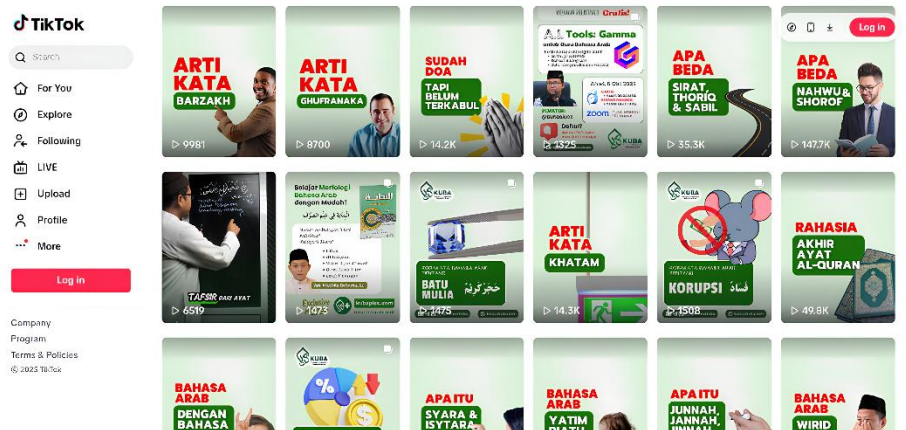


Image 5. the profile layout of the @kursuskuba account one example of an Arabic vocabulary post on the @kursuskuba account

Visually, the account has a strong and consistent identity, characterized by the dominance of the green colour across all its content. This not only serves as a branding hallmark but also reinforces the audience's visual memory of the account. The content is generally in the form of videos featuring a teacher from the KUBA community explaining the material using a whiteboard, resembling a formal classroom atmosphere but packaged in the short and communicative format typical of social media.



Image 6. one example of an Arabic vocabulary post on the @kursuskuba account

In terms of presentation structure, the content on this account starts with an attractive hook and an opening intro, using large capital letters in a combination of two colours, red and white, blocked against a light green background. This visual strategy is effective in capturing user attention from the very first second, thereby increasing the likelihood of the audience watching until the end.

Although the main focus of this study is Arabic vocabulary learning, the @kursuskuba account does not limit its content solely to vocabulary lists. The material presented covers various forms, ranging from explanations of vocabulary and language structure to deeper meaning comprehension. Some content is presented in video format, while others are in the form of photo slides containing



Arabic vocabulary along with examples of their usage in sentences, which facilitates learners' practical understanding of the word's context.

One of the prominent characteristics of this account is the presentation of content that emphasizes linguistic aspects through the differentiation of word meanings, whether they originate from the same root letters with harakat variations, such as (حسب) (*hasaba, hasiba, hasuba*), or words that are considered synonyms by learners but possess different nuances of meaning, such as (صراط) , (طريق), and (سبيل). This presentation pattern demonstrates the application of a semantic relation strategy, which involves connecting and comparing the meanings between words to clarify their appropriate usage. This finding aligns with Nisreen N. Al-Khawaldeh's research, which states that vocabulary learning becomes more effective through semantic relation strategies because it helps learners understand and remember vocabulary better, and receives a positive response from learners<sup>31</sup>.

Content like this demonstrates the creator's effort to go beyond superficial vocabulary learning. It does not just present vocabulary in tables and translations, but also corrects common misconceptions among learners, as seen in the content "{*Fulus*}" does not mean money." This approach contributes to increasing learners' linguistic awareness so they do not merely memorize, but rather understand the underlying meaning and context of word usage.

In terms of performance, some content shows a high level of engagement. One example is a video about the word "to come" which has various equivalents in Arabic, successfully reaching 326.4 thousand views. Furthermore, the account also presents thematic vocabulary relevant to contemporary social issues, such as vocabulary surrounding land disputes, mining, corruption, and social aid. This indicates that the content presented is not only academic but also contextual and close to the social reality of the community.



Image 6. one example of an Arabic vocabulary post on the @kursuskuba account

<sup>31</sup> Al-Khawaldeh, Nisreen N., Eman M. Al Khalaf, Luqman M. Rababah, Othman Khalid Al-Shboul, Tamara Altabieri Krishan, and Majd M. Alkayid. "Developing EFL Learners' Vocabulary Repertoire Through Semantic Relations Techniques." *Theory & Practice in Language Studies (TPLS)* 14, no. 8 (2024). <https://doi.org/10.17507/tpls.1408.28>

Thus, Arabic vocabulary learning through the @kursuskuba account becomes more contextual, critical, and meaningful, as it is oriented not only towards memorization but also towards semantic understanding, accuracy of usage, and learners' linguistic awareness of the diversity of word meanings in Arabic. In order to see the results of these findings more clearly, the following table shows the concept of learning Arabic on social media.

**Table 1. Arabic Vocabulary Learning Concept on Social Media**

No.	Learning Concept	Description
1	Clear Text and Native Language Translation	Vocabulary is displayed in easily readable writing and accompanied by translation to facilitate initial comprehension.
2	Illustrative Images	Relevant images are inserted to clarify the meaning and context of the vocabulary.
3	Engaging Visuals and Communicative Colors	The visual design is made appealing with color choices that enhance focus and interest in learning.
4	Selection of Familiar Vocabulary	The chosen vocabulary is close to the learners' daily lives.
5	Pronunciation Audio Content	Videos function to allow listeners to hear the correct pronunciation of the vocabulary.
6	Examples of Usage in Sentences	Vocabulary is presented in sentence form to clarify the context of its use.
7	Synonyms, Antonyms, and Plural Forms	These are provided to enrich understanding and broaden the scope of meaning.
8	Explanation of Semantic Relations	The meaning of the word is connected to other words to strengthen the lexical structure in the learner's memory.

### Characteristics of the Digitalization of Arabic Vocabulary Learning on Instagram and TikTok

Social media holds significant potential as an informal learning space, enabling users to build knowledge through various stages independently and continuously<sup>32</sup>. In the context of learning Arabic vocabulary, two prominent platforms are Instagram and TikTok, each with distinct characteristics and pedagogical advantages.

Instagram demonstrates a different but equally effective character. The results of systematic studies indicate that Instagram contributes significantly to improving language skills, especially in vocabulary acquisition and communication ability<sup>33</sup>. As a visual-based platform, Instagram excels at contextualizing text through images, illustrations, or short videos (Reels), allowing users to understand vocabulary in real-life situations. Language learners often actively use Instagram to expand their vocabulary because visual content

<sup>32</sup> Nguyen, Ha, and Morgan Diederich. "Facilitating Knowledge Construction in Informal Learning: A Study of TikTok Scientific, Educational Videos." *Computers & Education* 205 (November 2023): 104896. <https://doi.org/10.1016/j.compedu.2023.104896>.

<sup>33</sup> Nasution, Awal Kurnia Putra. 2023. "Instagram in English Language Learning: A Systematic Literature Review". *Journal of Linguistics, Literature, and Language Teaching (JLLLT)* 3 (1):33-52. <https://doi.org/10.37249/jlllt.v3i1.708>.



facilitates the association of meaning, enhances comprehension, and enriches long-term memory.

Instagram also provides ample space for teachers and learners to create material that is more structured, neat, and easily saved—for instance, through carousels, infographics, or short explanatory videos. This visual-informative approach is effective in reinforcing vocabulary mastery, grammatical accuracy, and writing skills. Although Instagram was not designed as an educational application, its strong visual character and active user community make it a potential medium for creative, flexible, and mobile-based Arabic vocabulary learning<sup>34</sup>.

Meanwhile, TikTok has developed as a platform that aligns closely with the characteristics of Generation Z<sup>35</sup>. Its short video format encourages engaging, creative, and memorable learning. Various studies show that TikTok can simplify difficult or abstract material through dynamic and interactive audiovisual presentation. This character supports the nano-learning approach, which involves delivering material in very short segments—such as 15-second videos—while still adhering to instructional design principles<sup>36</sup>. TikTok's multimodal strength, which combines visuals, text, gestures, audio, and music, reinforces vocabulary processing through dual coding theory and multimodal input. Its highly personalized algorithm also enables incidental vocabulary learning, as learners can naturally receive repetition of vocabulary content while using the application<sup>37</sup>.

Furthermore, TikTok provides various forms of content relevant to Arabic vocabulary learning: short dialogues using greenscreen, lists of vocabulary with illustrations or music, concise explanations of *nahw-sharf* rules, pronunciation practice via the duet feature, clips of Arabic-language films with subtitles, and interactive formats like language games or common error correction<sup>38</sup>. This variety makes TikTok an immersive and enjoyable learning environment,

<sup>34</sup> Gonulal, Talip. "The Use of Instagram As a Mobile-Assisted Language Learning Tool". *Contemporary Educational Technology* 10, no. 3 (July 2019): 309-23. <https://doi.org/10.30935/cet.590108>.

<sup>35</sup> Syah, Risky Januar, Siti Nurjanah, and Veneranda Putri Andri Mayu. "Tikio (TikTok App Educational Video) Based on the Character Education of Newton's Laws Concepts Preferred to Learning for Generation Z." *Pancaran Pendidikan* 9, no. 4 (2023). <https://doi.org/10.25037/pancaran.v9i4.325>

<sup>36</sup> Khlaif, Zuheir N., and Soheil Salha. "Using TikTok in Education: A Form of Micro-learning or Nano-learning?" *An Najah National University, Nablus, Palestine* (2021). <https://doi.org/10.30476/ijvlms.2021.90211.1087>

<sup>37</sup> Fiallos, Angel, Carlos Fiallos, and Stalin Figueroa. "Tiktok and education: Discovering knowledge through learning videos." 2021 Eighth International Conference on EDemocracy & EGovernment (ICEDEG). IEEE, 2021. DOI:10.1109/ICEDEG52154.2021.9530988

<sup>38</sup> Aminullah, Muhammad Afiq, Fadilah Al Azmi, and Darul Jalal. "Pembelajaran Bahasa Arab Mandiri melalui Platform Aplikasi TikTok sebagai Tren Belajar Masa Kini." *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan KebahasaAraban* 5, no. 2 (Oktober 2022): 283-302. <https://doi.org/10.35931/am.v5i2.1219>

although the speed of information consumption occasionally carries the risk of shallow processing if users do not process the content deeply enough.

This study contends that TikTok and Instagram each possess distinct pedagogical affordances for Arabic vocabulary learning. TikTok facilitates immersive, creative, and rapid learning through dynamic multimodal presentation, whereas Instagram supports visual contextualization, structured content delivery, and the reinforcement of deeper lexical understanding.<sup>39</sup> Viewed together, these platforms function complementarily, enabling an adaptive and engaging vocabulary learning environment that aligns with the learning preferences and digital practices of contemporary learners.

## CONCLUSION

Arabic vocabulary learning is rapidly developing due to the support of short, visual, and multimodal content, with Instagram and TikTok serving as the main platforms in MALL (Mobile-Assisted Language Learning). Instagram is more effective for structured learning through static visuals and microlearning that supports in-depth comprehension, while TikTok excels in immersive learning through attractive and repetitive multimodal videos, although it potentially leads to shallow processing. TikTok also proves popular among Generation Z and is effective as an alternative learning medium. Thus, Instagram is more suitable for mastering conceptual vocabulary, while TikTok is more effective for conversational vocabulary, pronunciation, and spoken expressions, making the two platforms complementary.

From the results of the content analysis of Arabic vocabulary learning on Instagram and TikTok, it can be concluded that the process of digitalizing vocabulary learning has integrated various pedagogical concepts that are aligned with modern language learning theories. The presentation of vocabulary, which is equipped with clear text and translation in the native language, engaging visuals with communicative colours, the use of illustrative images, pronunciation audio, and examples of usage in sentences, demonstrates a multimodal approach capable of enhancing learners' comprehension and retention. Furthermore, the inclusion of synonyms, antonyms, plural forms, and explanations of semantic relations strengthens the depth of meaning of the vocabulary being learned. Thus, Instagram and TikTok are proven to function not only as entertainment media but also as effective educational tools in supporting Arabic vocabulary learning in a contextual and meaningful way.

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<sup>39</sup> Lee, Yeong-Ju. 2022. "Language Learning Affordances of Instagram and TikTok." *Innovation in Language Learning and Teaching* 17 (2): 408–23. doi:10.1080/17501229.2022.2051517.

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