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Exploring the Characteristics of Arabic Learning Content on Tiktok and Instagram: A Qualitative Analysis

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Abstract

Tiktok and Instagram have become important learning resources in various fields, including language learning. Therefore, this article aims to analyze Arabic learning accounts on TikTok and Instagram which focus on two aspects, namely: the characteristics of Arabic learning content on TikTok and Instagram and the method of delivering the content presented in the content. This article is a qualitative descriptive study, data collection techniques using observation and documentation. Data analysis goes through three stages, namely collecting data related to the information needed, then the data is presented and reduced, and the final stage is drawing conclusions. The results of the study show that: 1) Content characteristics: the majority of Arabic learning accounts on TikTok and Instagram present short content with a focus on vocabulary, expressions, grammar, and pronunciation. 2) Teaching method: direct practice by creators, presentation of videos and pictures. Some accounts also include interactive exercises, such as Arabic quizzes or challenges. This research provides important implications for readers in presenting new insights regarding the development of instructional media that integrates with technology.

Keywords: Tiktok; Instagram, Arabic Language.

INTRODUCTION

The advancement of technology has now influenced all aspects of human life, including education. Technological developments in the field of education can bring about various modifications in the educational landscape (Ali, Jundi, Adam, Laubaha, & Kadir, 2022; Rembulan & Fauziah, 2020). The progress of science and technology is the result of human productivity, and both have wide-ranging implications in human life. Through the collaboration of science and technology, it is expected that humans can benefit optimally and enhance the quality of Arabic language skills in Indonesia (Susanto, Ritonga, Desrani, & Febriani, 2022).

Social media platforms have also become an inseparable part of our lives. One of the most popular platforms is TikTok and Instagram. These platforms not only serve as a space for users to share creative content but have also become important sources of learning in various fields, including language learning (Aminullah, Al Azmi, & Jalal, 2022a). Therefore, in order to understand the trends in Arabic language learning in the current digital era, this article provides a clear overview of the role of social media platforms in helping users learn Arabic in a more engaging and interactive way. It aims to uncover interesting findings that may be beneficial to users interested in learning Arabic through TikTok and Instagram.

Language learning as a means of communication in the present era is crucial, including the Arabic language (Jundi & Kasan, 2021; Kadir dkk., 2022). Therefore, an interactive and attention-grabbing learning media is needed for learners. The use of social media helps enhance learners' enthusiasm in learning foreign languages, especially Arabic (Karami, Rachmayanti, & Rif'ah, 2021). As social media platforms like TikTok and Instagram are highly popular among teenagers, the ease of access and the absence of upfront payment requirements make these applications highly favored by the public. Now, apart from being entertainment platforms, these audio-visual-based applications can be utilized as a medium for language learning, particularly Arabic language learning (M. Wijaya, Sabila, & Rismawati, 2023).

In addition, Arabic language learning today has experienced many developments as evidenced by Arabic language learning in Indonesia which has started from early childhood education, to higher education (Dalle & Jundi, 2021b, 2021a). The existence of Arabic language learning in schools, colleges and other Islamic educational institutions shows seriousness to advance the system and its quality (Muhammad Raja Al Wali & Rima Maulida, 2022). In the past three years, language enthusiasts, observers, and educational academics in Arabic language education have begun to propose new ideas in the field of

education. There seems to be the emergence of TikTok, Instagram, and YouTube accounts that provide educational content for Arabic language learning. These accounts include content on Arabic language conversations, grammatical materials (qowa'idul lughah), daily expressions (ibarah yaumiyah), nouns (isim isyaroh), pronouns (dhomair), and others. Such content has brought a breath of fresh air to Arabic language educators as it facilitates the learning process through the use of instructional media provided by these accounts (Ain, Khumairah, Studi, Pendidikan, & Arab, 2023).

At this time, TikTok and Instagram have become very popular places for Arabic teachers to share their knowledge with the wider community. Many Arabic learning accounts on this platform offer a wide variety of content, from basic to advanced lessons, vocabulary practice, pronunciation, and everyday conversation situations (Ilhami & Ikhlas, 2021). In this article, the author will conduct a survey to explore Arabic language learning accounts on TikTok and Instagram. The purpose of this survey is to understand how these platforms are used as effective learning tools for users interested in learning the Arabic language. The survey involves collecting data from various Arabic language learning accounts on TikTok and Instagram. The collected data includes the number of followers, types of content provided, teaching methods used, and user interactions. In this survey, the author will also attempt to evaluate the effectiveness of Arabic language learning accounts on TikTok and Instagram based on the responses and interactions received from users. Comments, likes, and various other forms of interactions will be examined to determine the extent to which these platforms assist users in effectively learning the Arabic language.

Research related to the use of TikTok and Instagram in Arabic language learning has been carried out a lot, both research based on literature studies and field research. Some of these studies include: The first study focused on audio-visual based Arabic language learning through social media platforms such as YouTube, TikTok, Instagram, and Facebook. This research examines the influence of social media on various aspects of language learning and emphasizes the importance of qualified teachers in filtering content to align with learning objectives (Syarofi & Syuhadak, 2023). The second study explored the use of microblogs on Instagram as an innovative medium in Arabic language learning. This study tested the effectiveness of microblogging in making Arabic learning more interesting and simple, with creative and innovative visual design. The study recommends follow-up studies to test the effectiveness of using microblogging on Instagram in language learning (Tolinggi, 2021). Further research discusses the effectiveness of using TikTok as a new Arabic learning medium in the digital age. The research highlights TikTok's unique features,

such as short videos, creative visuals, and the For You Page algorithm, that can appeal to learners and content creators. This research suggests the application of creative thinking and innovation in creating more engaging Arabic learning content on TikTok (Ramadhan, 2020). The fourth study focused on TikTok accounts @kampungarabalazhar as a medium for online video-based Arabic learning. This study illustrates the role, benefits, and disadvantages of using video as a medium in language learning. The study concluded that TikTok can be an engaging and interactive learning medium if used properly (Amzaludin, Ain, & Khumairah, 2023).

Furthermore, the fifth study specifically explored the use of TikTok in Arabic language learning based on the Audiolingual method. The aim is to describe the usage, stages, and factors that influence the use of TikTok in Arabic language learning in an Islamic junior high school in Indonesia (Saputra, Hilmi, & Syukran, 2023). The sixth study examined the use of Instagram in improving mastery of mufradat (vocabulary) in Arabic. The research highlights the effectiveness of using Instagram as a platform for learning vocabulary and proposes that Instagram can improve Arabic learning by introducing new vocabulary and improving grammatical comprehension (Sulfikar & Fawzani, 2023). The seventh study discussed the use of Instagram feeds and features, including Instagram Stories, in learning Arabic language, literature and culture. The research highlights the potential for Instagram's interactive features, such as quizzes, Q&A, and voting, to make language, literature, and cultural content more engaging and understandable (Rembulan & Fauziah, 2020). Recent research explores self-paced Arabic language learning through the TikTok app. This research highlights TikTok's potential in providing self-paced Arabic learning opportunities, especially for learners who do not have direct access to Arabic tutors (Aminullah, Al Azmi, & Jalal, 2022b).

Based on the study described above, this study has a focus on analyzing Arabic learning accounts on TikTok and Instagram. The purpose of this study was to conduct a comprehensive analysis of the various accounts present on both platforms by considering the characteristics of the content presented, the teaching methods used, the level of follower engagement, and the perceived effectiveness of learning. This research is different and unique compared to other studies because it does not only focus on a single aspect or platform, but is thorough in looking at various aspects related to learning Arabic on TikTok and Instagram. Thus, this research is expected to provide a deeper understanding of the use of these two platforms as a means of learning Arabic, as well as provide insight for the development of better learning methods.

METHOD

This research uses a qualitative approach with a type of descriptive analysis (Sugiyono, 2016). The research was conducted online by examining Arabic learning accounts on TikTok and Instagram. Thus, the researcher determined several characteristics to choose several Arabic learning accounts on TikTok and Instagram that will be used as objects in this study, including: having a minimum of 5000 followers, consistent in upload content, Indonesian content creators. Data mining is carried out through documentation and observation study techniques.

Documentation and observation techniques are used to collect data, then reviewed (Zed, 2008). The documentation used in this study includes available content in the form of videos and photos, content insights, and profiles. Then observation was made on the comments of the upload content. Data analysis is carried out at the time of data collection, and after completion of data collection within a certain period. The steps of data analysis are carried out by data collection, data reduction, data presentation and conclusion drawing.

RESULT AND DISCUSSION

Characteristics of Arabic Learning Content on TikTok and Instagram

Based on the analysis conducted, the researchers will present the classification of several Arabic language learning accounts on TikTok and Instagram based on the characteristics of the content found in those accounts:

Table 1
Content Characteristics

No	Platform	Account Name	Content Characteristics
1.	TikTok	@brayfaqot	Use of vocabulary, contemporary Arabic uslub.
		@papan tulis	Games, Arabic quotes, Arabic expressions, vocabulary usage
		@Itaf.id	Timteng and LIPIA college preparation, learning Arabic from native speakers, the use of Arabic uslub, Arabic insight
		@nahwupedia	About nahwu material and how to use it, nahwu quiz
		@kampungarabalazhar	Arabic films and songs, phrases, vocabulary,
2.	Instagram	@saluni.id	Dissect vocabulary in various areas,

No	Platform	Account Name	Content Characteristics
			colloquial expressions
		@arabiyahtalks	Arabic quizzes, contemporary Arabic expressions, nahwu material, learning from Arabic films
		@hayfa.academy	Learn Arabic amiyah,
		@terarabarab	Read the yellow book, Arabic expressions
		@baitul.arabiyah	Arabic quizzes, Arabic vocabulary Arabic expressions, nahwu sharaf material
		@muhibbul_arabiyah	Use of vocabulary
		@marhaban.academy	Learn Arabic through movies and songs, Arabic vocabulary
		@khobar.id	Material nahwu and sharaf, learn to read Arabic scriptures
		@bahasa.arabku	Arabic aphorisms, Arabic vocabulary, Arabic rules
		@ilmuarab	Rules of Arabic writing, Arabic aphorisms
		@muwajah	Contemporary vocabulary, Arabic expressions

1. Vocabulary Learning

Vocabulary is an essential component in Arabic language learning. Muhammad Hakim stated that the language proficiency of an individual depends on the quantity and quality of their vocabulary. The more extensive our vocabulary, the greater the likelihood of our language proficiency (Hakim, 2018). David Wilkins, quoted by Thornbury, concludes the importance of learning vocabulary by saying that without knowing grammar, there is very little we can express. But without knowing the vocabulary, there is nothing we can express.

From the table above, it can be concluded that one type of Arabic learning content found on TikTok and Instagram is vocabulary learning. Learning Arabic vocabulary on several accounts on TikTok and Instagram is carried out varied. One of them is by sharing some interesting videos that are practiced directly by the creator. In videos, creators present several vocabulary words accompanied by their translations and examples of their usage in correct sentences. However, some accounts only display images containing the written vocabulary words along with their usage examples.

One form of vocabulary learning involves vocabulary challenges, which are commonly found in Arabic learning accounts on TikTok and Instagram. In this challenge, a series of Arabic words are introduced, and followers are asked to pronounce the words or use them in sentences. These vocabulary challenges can be presented in the

form of games and language learning quizzes. The Arabic vocabulary introduced covers various aspects such as government, food, class, football, home, and others. The presentation of vocabulary varies among different accounts, where some accounts provide a wide array of vocabulary and translations related to a particular theme, while others focus on a single vocabulary word and provide several examples of its use.

2. Arabic expressions

In addition to vocabulary learning, some accounts also present learning materials on Arabic phrases that focus more on developing speaking skills. Like vocabulary learning, learning Arabic expressions or *uslub* is delivered through videos that display various expressions in Arabic. In the video, the creators explain the meaning, usage, and context in which each expression is used. Examples are how to ask prices in Arabic, colloquial expressions, expressions related to welcoming the month of Ramadan, and other relevant expressions. Based on research that has been conducted by Ahmad Zubaidi, it can be concluded that the TikTok platform is very feasible to be used in learning Arabic expressions and developing speaking skills (Zubaidi, Junanah, & Shodiq, 2021).

In addition, the Arabic phrase learning content available on TikTok and Instagram involves analyzing phrases in certain Arabic movies and songs. In fact, some content also analyzes expressions based on lecture videos from several famous *ustadz*. This approach is considered interesting and creative by researchers because it can meet the learning needs of different types of individuals. A study shows that the use of film media in Arabic language learning provides a fun and effective experience (Evi Nurus Suroiyah, 2020).

Furthermore, there is the learning of Arabic expressions through short dialogues presented in videos by several accounts on TikTok or Instagram. The video depicts a specific situation and uses Arabic phrases in that context. Explanations or translations are given to help learners understand the meaning and use of the expression. In addition, creators also attract the attention of viewers by challenging them to speak Arabic, so that the content has interaction between creators and viewers. Live sessions are also conducted by creators to respond to questions from viewers related to the theme of learning Arabic. In Miftachul Taubah's research, it was stated that the TikTok application meets the criteria as a good learning medium, because it is interesting and close to students, especially in learning Arabic *maharah kalam* (Miftachul Taubah & Muhammad Nur Hadi, 2020).

3. Arabic Rules (Grammar)

Mastery of Arabic rules is an important element in learning Arabic. According to Nailis Sa'adah, a good understanding of Arabic rules helps students speak, read, and write correctly. In nahwu learning, students not only need to memorize the rules, but also must be able to apply these rules in reading and writing Arabic texts. In other words, mastery of nahwu rules is key to communicating in Arabic (Sa'adah, 2019). Some Arabic learning accounts present various forms of Arabic rules, including nahwu and sharaf materials, through their creators. The material is delivered through videos that explain certain rules and examples. In addition, Arabic rules are also presented through games, quizzes, and pictures. For example, the use of na'at haqiqi and na'at sababy, na'ib maf'ul muthlaq, and other materials. One special account that comprehensively reviews nahwu and sharaf materials is the @nawwupedia account.

4. Kata Mutiara Arab

Learning Arabic aphorisms is included in the category of Arabic Mahfudzat, which if traced etymologically, mahfudzat is the plural form of the word mahfuuzh, which means "remembered" and is a noun in the form of an object (mafuul). In Arabic, the term used is al-matsal (plural: al-amstaal), which has been well known in the field of Arabic literature. From this term al-matsal, perhaps we know the term parable in Indonesian (Arabic: al-mitsaal or al-matsal). As the name implies, in Arabic there are also words in the form of parables. Etymologically, this word is the masdar form of the word matsal which means similar. From here it is then interpreted as a parable in allegorical sentences that contain certain meanings (Suhada, 2021).

Arabic aphorisms learning can also be found in some Arabic learning accounts on TikTok and Instagram. The aphorisms referred to here include religious advice, expressions about love, and expressions of self-encouragement. In the researchers' analysis of several accounts, one account was found to specifically focus on Arabic advice or aphorisms. This is considered very important by researchers, because it does not rule out the possibility that the audience will be interested in learning Arabic through the presentation of Arabic aphorisms.

5. Arabic 'Amiyah

Amiyah Arabic is a form of language used in daily activities that are informal or informal. It is also known as market language or al-lahjah. Amiyah Arabic is inseparable from Fushah Arabic, but does not fully follow the official Arabic grammar rules. Each

country has variations of Amiyah Arabic according to its use in the country and region, such as Amiyah Saudi Arabia, Amiyah Sudan, Amiyah Egypt, and others. This language is the language used in everyday life in the country and region (Sa'adah, 2019). One interesting aspect of learning Arabic on TikTok and Instagram is that there is Amiyah Arabic learning that may not be found in formal learning systems. In this context, the Amiyyah dialect taught is the Egyptian dialect. Amiyah Arabic learning materials include market conversations and examples of the use of prepositions and expressions in Amiyah Arabic with various themes.

Table 2
Method of Delivering Arabic Content on Tiktok and Instagram

No	Platform	Account Name	Delivering Methods
1.	TikTok'	@brayfaqot	Hands-on practice by creators through videos
		@papan tulis	Live practice by creators, quizzes, videos
		@Itaf.id	Hands-on practice by creators, feature images and videos
		@nahwupedia	Quizzes, nadzam, image and video features
		@kampungarabalazhar	Video features and images, games
2.	Instagram	@saluni.id	Image and video features, hands-on practice by creators
		@arabiyah talks	Hands-on practice by creators through videos, image features
		@hayfa.academy	Hands-on practice by creators through videos
		@terarabarab	Hands-on practice by creators, feature images and videos
		@baitul.arabiyah	Video and image features
		@muhibbul_arabiyah	Hands-on practice by creators, image features
		@marhaban.academy	Video and image features
		@khobar.id	Video and image features
		@bahasa.arabku	Image features
		@ilmuarab	Image features
		@muwajah	Video and image features

Based on the table above, the methods of delivering Arabic educational content used by creators on the Tiktok and Instagram platforms are classified into several categories as follows.

1. Hands-on Practice by Creators

This method is commonly used by content creators within these accounts. The direct practice is meant that creators become talents in the videos they make. In this case, the creators will explain the material verbally in the existing video. The language of instruction used by creators is Indonesian mixed with slang so that the content becomes interesting and easy to understand by the audience on Instagram and Tiktok platforms that are dominated by teenagers. The use of Indonesian mixed with slang as the language of instruction in the content. This refers to the concept of intercultural communication and understanding, where content creators seek to convey to audiences in a way that is relevant to their cultural context (Siregar, Safriandi, Ramadhan, Kalsum, & Siregar, 2022). Interesting content and presented in a familiar and slang language style can also increase audience motivation and interest, as well as students in learning (Arif & Musgamy, 2021; Muhammad, 2017).

In vocabulary content, creators will provide examples of using vocabulary in several sentences and contexts. In a formal context, vocabulary learning must indeed consider the context of the sentence. This is important because vocabulary learning involves not only memorizing lists of words, but also understanding how those words are used in real sentences and situations. It is also important to provide varied examples because in order to master the language effectively, it is important for learners to understand how the words are used in the broader context of sentences (Alobaydi, Alkhayat, Arshad, & Ahmed, 2017; Yu & Altunel, 2018). In addition to vocabulary content, this method is also used to teach correct *ta'bir/ibarah* in Arabic, such as birthday wishes, motivational words, apologies, opinion questions, and so on. In this type of content, creators usually first explain the wrong expression, then present the correct expression in Arabic. They also often use trending phrases in society and explain the exact Arabic equivalent.

2. Video and Picture

This type of video and image in this context refers to Arabic educational content in the form of videos or images that do not feature the creator of that content. Unlike the previous type of content that involves the active role of the creator as the main talent, this type of video and image content consists of a combination of writing and images that illustrate the material discussed. For example, if the material described is the use of the word "kaana" in a sentence, the image content is only in the form of writing and

images explaining the use of the word, while the video content is supplemented by narration or audio explanation.

In this type of content, the main emphasis is on the visualization of Arabic material using images and writing (Kuswoyo, Hermawan, & Hamdan, 2022). Video content is widely encountered on the TikTok platform. This video content is in the form of film footage in Arabic, teaching Arabic vocabulary or *mufrodites*, and equivalent colloquial expressions in Indonesian that are appropriate to Arabic culture. Meanwhile, the image content contains Arabic vocabulary, expressions, aphorisms, and rules. The video and image content provides a clearer understanding of the Arabic topics covered, with explanations provided through narration or dubbing for the video content. This allows learners to understand the material visually and auditively, thus increasing their understanding of the use of the words or concepts being studied (Rosada, 2020).

Through the use of a combination of writing and images, video and image content in Arabic language learning provides an advantage in conveying information in a more engaging and understandable way (Ardiansyah, Kosim, & Hermawan, 2022; Hilmi, 2017). The visualization of learning materials through images and the use of dubbing or narration in video content help clarify complex Arabic concepts, making it easier for learners to assimilate and remember the information (Abna & Nawawi, 2018). Existing studies have proven visual and audio-visual media to have a great impact on language learning (Aulia, 2017).

3. Games and Quiz

In addition to the previous two types of content, there is also Arabic learning content in the form of games and quizzes. Games in this context refer to the challenge of answering certain questions, especially those related to the rules (*qawaid*) of the Arabic language. Content about *qawaid* is delivered inductively or deductively (Jundi, 2020; Jundi, Kasan, & Kadir, 2021). In video content commonly found on the TikTok platform, creators use interactive sentences to stimulate viewers to answer these questions. Once the challenge is complete, the creator will explain the answer at the end of the content. Meanwhile, on the Instagram platform, games or quizzes are usually implemented in the form of stories that can be answered by the audience. These quizzes are generally lighthearted questions aimed at increasing engagement between creators and their followers.

The application of games in Arabic language learning can bring several benefits. First, games tend to make learning more fun and engaging for learners (Rahmawati,

Nur, & Taqiyuddin, 2021). With the element of challenge and competition, learners will feel more motivated to participate and increase their involvement in Arabic learning (Solari & Hastuti, 2021; Winatha & Setiawan, 2020). Second, games can also help improve comprehension and vocabulary selection in the right context. When learners attempt to answer questions in a game, they actively engage themselves in finding the correct answer and considering the context of a given sentence or situation (Putri, Permatasari, Hijriyah, & Mauludiyah, 2021). This can improve their overall Arabic skills. Finally, the use of games in Arabic language learning can help strengthen the connection between learning content and learner memory (Ritonga, Ritonga, Wahyuni, & Julhadi, 2022). By involving interactive and emotional aspects in the game, learners tend to more easily remember the information learned and apply it in real situations.

4. Songs or Nadzham

The last type of content presented is songs or nadzham with a simple and familiar tone. This song is applied in the content of learning Arabic vocabulary and rules. Through these songs, users can learn in a more interactive way and engage their hearing and memory. For example, there are songs specifically designed to teach the characteristics of isim (nouns) in Arabic, so that users can remember and understand the concept through memorable melodies. In addition, there are also songs with a focus on vocabulary with a specific theme, such as songs that teach the use of prepositions in Arabic.

The use of songs in language learning has significant potential effectiveness (Hanifah, 2021). Songs can be a powerful tool to facilitate comprehension and memory through the use of memorable melodies and repetitive repetitions (T. W. Wijaya, 2018). When a person listens and sings a song, his brain is involved in processing music and language simultaneously, which can improve information capture and retention (Kumar, Akhter, Yunus, & Shamsy, 2022). In the context of learning Arabic, songs can provide additional advantages. Simple and familiar melodies help increase learners' interest and motivation (Mufidah, 2019). Songs can also reinforce vocabulary recognition and understanding of Arabic rules through fun repetition (Husain, Jusoh, Mustapha, Mohd Jalis, & Boon Sim, 2021). The use of songs with lyrics related to the learning topic, such as isim traits or the use of prepositions, allows learners to associate words and concepts with memorable melodies. This can increase success in remembering and applying Arabic learning materials in real situations.

CONCLUSION

Based on the research results presented, it can be concluded that: 1) Content characteristics: the majority of Arabic learning accounts on TikTok and Instagram present short content with a focus on vocabulary, expressions, grammar, and pronunciation. 2) Teaching methods: hands-on practice by creators, presentation of videos and images. Some accounts also include interactive exercises, such as quizzes or Arabic challenges.

This research provides important implications for readers in presenting new insights related to the development of learning media that integrate with technology. In the increasingly advanced world of education, technology integration is a crucial factor in achieving effective and relevant learning goals. By utilizing technology creatively and efficiently, educators can develop interesting, interactive, and adaptive learning media according to student needs and preferences. The implication of this research is the importance of exploration and application of technology in educational contexts to enhance learning experiences and create innovative learning environments. By harnessing the potential of technology, we can expand the traditional boundaries of learning and create new opportunities that blend knowledge, skills and technology to shape a generation ready for tomorrow's challenges.

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