

Reconceptualizing Social Media in Arabic Language Learning: Students' Experiences and Digital Learning Practices

Mustolikh Khabibul Umam ^{1*}, Daluti Delimanugari ¹, Ana Dwi Wahyuni ¹,
Zetty Arifah ¹, Rifka Khoirun Nada ²

¹ STAI Yogyakarta, Indonesia

² ISQI Sunan Pandanaran Yogyakarta, Indonesia

Corresponding Author:  mustolikh99@gmail.com*

ABSTRACT

This study aims to explore students' experiences in using social media for Arabic language learning, analyze the benefits and challenges they experience, and identify strategies that can improve the effectiveness of Arabic language learning through social media. The study used a qualitative approach with a descriptive design. Data were collected through semi-structured interviews with 15 participants who have experience using social media in Arabic language learning. Data were analyzed thematically through the processes of transcription, coding, categorization, theme development, interpretation, and drawing conclusions. The research findings indicate that social media is used to acquire vocabulary, improve listening skills, understand conversations, observe language use in real contexts, search for additional materials, and interact with Arabic learners and speakers. These benefits primarily relate to flexibility, input diversity, access to authentic materials, and opportunities for independent learning. On the other hand, learners face issues of content credibility, distraction, irregular learning, limited direct correction, and difficulty in identifying appropriate sources. This research contributes by positioning social media not merely as a learning medium, but as a social-digital space where learners obtain input, interact, produce language, and develop learning strategies. The research findings indicate that the effectiveness of social media in Arabic language learning is not primarily determined by the platform used, but by the quality of the source, learning objectives, interaction patterns, digital literacy skills, self-regulation, and educator involvement.

Keywords: *Arabic Language Learning; Social Media; Digital Learning; Digital Literacy; Communicative Competence*

ARTICLE INFO

Article history:

Received

July 02, 2025

Revised

October 11, 2025

Accepted

November 30,
2025

. Journal Homepage <https://attractivejournal.com/index.php/aj/>

This is an open access article under the CC BY SA license

<https://creativecommons.org/licenses/by-sa/4.0/>

Published by CV. Creative Tugu Pena

INTRODUCTION

The development of digital technology has transformed the way humans acquire, process, and distribute knowledge. In the context of education, these changes have driven a shift from classroom-centered learning to a more open, flexible, and connected learning environment (Khotijah et al., 2024). Students no longer rely solely on teachers and textbooks as sources of knowledge, but can access a variety of digital resources available through computers, smartphones, and the internet (Yaqin, 2025). These changes have become increasingly significant with the development of social media. Social media provides a communication space that allows users to quickly create, consume, disseminate, and discuss information. As it evolves, social media is no longer just used to build social connections, but also to share knowledge and experiences (Hanief & Samsudin, 2025). Users can follow educational accounts, join communities, participate in discussions, watch tutorials, read information, and interact with others who share their interests.

These characteristics present significant opportunities for education. Social media allows learning to take place more informally and without always relying on a classroom structure. Learners can learn based on their needs, choose resources, determine their learning time, and interact with relevant communities (Nurcholis et al., 2025). In language learning, this is crucial because language acquisition requires continuous exposure and opportunities to use the language in a variety of contexts. Language learning isn't simply about mastering grammatical rules. Learners need experience listening to the language, reading texts, producing speech, writing, and interacting with other language users (Wahyuni & Abidin, 2024). The social environment plays a crucial role because language is a living communication system within society. In the context of Arabic language learning, social media offers a relatively broad environment (Ramadhan et al., 2024). Learners can access Arabic videos, podcasts, news, interviews, vocabulary materials, grammar lessons, conversations, and various forms of content produced by Arabic speakers and Arabic teachers.

Qureshii et al research shows that Instagram can provide the learning needs for four language skills, namely *istimā'*, for the sake of, *qirā'ah*, And book (Qureshi et al., 2026). The research shows that learners' needs are not only related to material, but also to internal aspects such as motivation, interest, digital literacy, and the ability to use devices. These findings suggest that social media has the potential to expand the Arabic language learning environment. However, this potential does not mean that every use of social media automatically results in effective learning.

One of the challenges in learning Arabic is the limited language environment outside the classroom. Students learning Arabic as a foreign language often have limited opportunities to use the language in everyday communication (Alkudah et al., 2025). Learning can become heavily reliant on textbooks, class assignments, and teacher explanations. These environmental limitations can create a gap between language knowledge and language use. Students may understand a number of grammatical rules and memorize vocabulary, but they may not be able to use Arabic spontaneously and communicatively.

Social media offers the potential to bridge this gap. Learners can gain more authentic language exposure through content created by native speakers. They can also see language use in various social, cultural, and communication contexts (Muslimah et al., 2024). However, new problems arise when learners are faced with a vast amount of information. Not all content available on social media is created by linguists or educators. Some content may contain errors in grammar, pronunciation, translation, or vocabulary usage. In their research on Instagram content, Azisi et al found that Arabic language learning content on Instagram includes vocabulary, Arabic expressions, and grammar (Azisi et al., 2025). They also showed that content with engaging, interactive, contextual, concise, and relevant audiovisual elements tends to be more engaging for users. These findings suggest that the quality and characteristics of content are crucial. Learners not only need a lot of content, but also content that is relevant, credible, easy to understand, and aligned with learning objectives.

Another issue is distraction. Social media is designed as an environment with a constant flow of information. Educational content coexists with entertainment, advertising, news, and various other forms of content (Octaria & Erlina, 2024). As a result, students may open social media with the intention of learning Arabic but then move on to other content. Thus, the use of social media presents a paradox. On the one hand, social media expands access to learning resources; on the other hand, the more resources available, the greater the need for students to develop the skills to select, evaluate, and manage information.

Research on social media and Arabic language learning has grown in recent years. Muid and Aminah conducted research on students' perceptions of Social Media Assisted Language Learning in Arabic language learning (Muid & Aminah, 2025). Research on 32 Arabic language education students showed that social media can be used to support learning, improve skills, and facilitate interaction with lecturers and peers. This research is important because it provides evidence regarding students' acceptance of social media use. However, its primary focus is on students' perceptions and use of social media as a learning support. The research has not specifically described how students construct their learning practices through

social media and how they deal with issues of source credibility, distraction, and self-regulation.

Zulaini et al research on the use of Facebook and Instagram as Arabic language learning media in Indonesia used a descriptive-qualitative approach with observation, interviews, and documentation (Zulaini et al., 2025). The research showed that Facebook and Instagram can function as educational media as well as entertainment. While methodologically similar to this study, that study focused more on how Facebook and Instagram platforms are utilized in the learning process. This study broadens this focus by examining learners' experiences using social media more broadly, including benefits, challenges, and learning strategies.

Thus, previous research shows at least four trends. First, research on learner perceptions. Second, research on learner needs. Third, research on the use of specific platforms. Fourth, research on content analysis. All four approaches are important, but there is still room for further understanding. the learner's experience as an actor who actively seeks, selects, uses, evaluates, and produces language through social media. Based on previous research, there are several research gaps. First, previous research still mostly discusses social media from a perspective. media or platform, while learner experiences have not always been the center of analysis. Second, research examining learner needs and perceptions tends not to fully explain how these experiences are shaped in everyday learning practices. Third, research on Arabic language learning content has identified content types and characteristics, but has not fully explained how learners select and use that content to achieve learning goals. Fourth, the challenging aspects of social media use, particularly information credibility, distraction, self-regulation, and limited feedback, still require exploration from a learner perspective. Fifth, research is needed that views social media not only as a learning aids, but as a social-digital space where language learning takes place. This gap is the basis of this research.

This research is crucial because the development of social media use in Arabic language learning is taking place in a highly dynamic environment. Learners have access to a wider range of resources than ever before, but they do not always have comparable skills in evaluating those resources. If these issues are not empirically understood, there is a risk that social media use will simply result in increased content consumption without meaningful language competency development. Therefore, research that listens directly to learners' experiences is needed. By understanding how learners use social media, what they gain, what obstacles they encounter, and how they overcome these obstacles, educators can develop learning designs that are more appropriate for the digital environment. This study aims to explore students' experiences in using social media for Arabic language learning, identify forms of social media utilization in developing Arabic language skills, analyze the benefits perceived by students, identify challenges that arise during the learning process through social media and formulate pedagogical strategies to increase the effectiveness of Arabic language learning through social media.

The novelty of this research lies in the use of perspectives. social-digital learning space to understand Arabic language learning. In this study, social media is not positioned merely as a technology that helps teachers deliver material, but as a social environment where learners interact with language input, language users, communities, and various sources of knowledge. This research also makes an empirical contribution by prioritizing student voices through interviews. This allows the research to demonstrate how learners themselves interpret social media use, how they select resources, how they learn from content, and how they address emerging challenges. Another contribution is the development of a learning framework. input-interaction-production-feedback. Social media is considered effective if students do not stop at consuming input, but move towards interaction, language production, and obtaining feedback.

METHOD

This study employed a qualitative approach with a descriptive design. The qualitative approach was chosen because the study sought to understand students' experiences and meanings regarding the use of social media in Arabic language learning. The study was not

aimed at measuring the statistical relationship between social media use and learning outcomes (Arifin, 2018). Therefore, the suggestion for the use of non-parametric statistical tests was not applied in this study. The research data consisted of narrative interview results, therefore, thematic analysis was used as the analysis technique. The study involved fewer than 15 participants. They were selected based on their experience using social media as a tool or resource for learning Arabic. The selection was conducted purposively, with the following criteria: currently or previously studying Arabic, actively using social media, having used social media to learn Arabic, and being willing to provide information about their learning experiences.

The primary research instrument was the researcher herself, assisted by a semi-structured interview guide (Amir, 2017). The interview guide covered several aspects: social media platforms used, reasons for using social media, types of materials sought, language skills developed, experiences interacting with other users, perceived benefits, difficulties in selecting sources, experiences receiving corrections, distractions, time management strategies, the role of teachers, and expectations regarding social media-based Arabic language learning. Data was collected through semi-structured interviews. Interviews provided researchers with the opportunity to ask key questions and explore further answers based on participants' experiences. The interviews were directed so that participants did not just provide short answers, but also shared their experiences when using social media to learn Arabic. Data were analyzed using thematic analysis. The analysis steps included: transcribing interview results, repeatedly reading transcripts, identifying key statements, coding, grouping codes into categories, developing themes, comparing themes across participants, interpreting relationships between themes, and drawing conclusions. The main themes of the study focused on usage patterns, benefits, challenges, and learning strategies.

RESULT AND DISCUSSION

A. Utilization of Social Media as a Space for Learning Arabic

The research results show that social media has developed into a learning space utilized by students to support their Arabic language learning process outside of the formal learning environment. Social media is not only used to find additional materials when students have difficulty understanding the material presented in class, but also as part of their independent learning activities. Students can determine the material they want to study, choose content formats they find easy to understand, and determine study times according to their individual circumstances and needs. This phenomenon indicates a shift in Arabic language learning patterns. While in conventional learning, teachers are often the primary source of information, in the social media environment, learning resources are more widespread. Students can gain knowledge from teachers, educational content creators, learning communities, Arabic speakers, and fellow learners. This change gives students a more active role in determining the sources and direction of their learning.

Social media also provides opportunities for students to discover Arabic language materials in a wider variety of formats. Materials are presented not only in the form of long texts like those found in textbooks, but also in short videos, audio recordings, images, infographics, conversations, quizzes, and interactive content. This diversity of formats enhances the learning experience and allows students to choose the format that best suits their learning style. In the context of language learning, input diversity is crucial. Language can be learned not only through definitions or rules, but also through examples of use in context. Social media allows learners to see how vocabulary, expressions, and language structures are used in more concrete communication. This allows learning to move from declarative language acquisition to understanding contextual language use.

These findings align with research by Istiqomah et al, which demonstrated that Facebook and Instagram can be utilized as Arabic language learning media (Istiqomah et al., 2025). This research demonstrated that social media serves educational purposes in addition to communication and entertainment. However, this study expands on this understanding by focusing more on students' experiences as social media users in the Arabic language learning

process. The use of social media also demonstrates that the boundaries between formal and informal learning are increasingly blurred. Students can learn Arabic outside of class, during their free time, or by encountering Arabic content in their daily social media activities. Learning no longer has to begin with teacher instruction, but can arise from students' curiosity about vocabulary, expressions, videos, or conversations they encounter.

This situation has important implications for the concept of independent learning. Students have the opportunity to determine what they want to learn, how they learn it, and when. However, this freedom also requires self-regulation skills. Without a clear goal, learning activities through social media can degenerate into undirected content consumption. Thus, social media has two characteristics. First, it is an environment that provides freedom and flexibility to students. Second, it requires students to have the ability to self-regulate so that this freedom can truly lead to learning.

B. Social Media as a Source of Arabic Input

One of the key findings of this study relates to the ability of social media to provide broader Arabic language input. Learners can encounter various forms of Arabic usage through video, audio, text, comments, conversations, and visual content. This exposure provides learners with the opportunity to encounter Arabic in a more diverse range of forms than simply relying on textbooks. Language input is a crucial component in the language learning process. Learners need exposure to the language they are learning to recognize vocabulary, structure, sentence patterns, pronunciation, and the contexts in which it is used. In learning Arabic as a foreign language, the need for input becomes even more crucial because learners may not receive intensive exposure to Arabic in their daily lives. Social media can help overcome this limitation. Learners can gain exposure to Arabic anytime through their devices. Arabic videos, for example, allow learners to hear pronunciation and intonation directly. Text-based content allows learners to improve reading skills. Meanwhile, comments and conversations can provide examples of more spontaneous language use.

This finding is in line with research by Umamah and Hifdhiyah which shows that Instagram can be used to meet the learning needs of four Arabic language skills, namely *istīmā'*, *for the sake of*, *qirā'ah*, and *book* (Umamah & Hifdhiyah, 2024). The research findings demonstrate that students need materials that can develop a variety of language skills, not just vocabulary and grammar mastery. However, this study demonstrates that the availability of abundant input does not automatically guarantee quality learning. Students still need to be able to select input that is relevant to their ability level and learning objectives. Content that is too difficult can cause students to struggle with language comprehension, while content that is too simple may not provide sufficient challenge. Therefore, input selection needs to consider the students' competency level. Teachers can help by providing recommendations for appropriate accounts, channels, or digital resources. Students can also be trained to group resources based on difficulty level and learning objectives.

From a pedagogical perspective, social media can be positioned as a *sourcecomprehensible input*. However, its utilization still requires guidance. Students need to be guided not only to watch or read content but also to identify the language elements being studied. For example, after watching a short Arabic video, students can be asked to identify new vocabulary, note the expressions used, explain their meaning, and then use the expressions in new sentences. In this way, viewing content transforms into a purposeful learning activity.

C. Social Media and Arabic Vocabulary Development

Vocabulary development is one aspect that benefits greatly from social media. Learners can encounter new words in a variety of everyday contexts. Vocabulary isn't always presented as word lists and translations, but can appear in dialogues, images, videos, stories, news, and communication situations. This context helps learners understand that a word can have different meanings depending on its use. Learners can also see the relationships between words within a sentence. Thus, the vocabulary learning process can progress from mere memorization to understanding usage.

These findings strengthen the research of Yahya et al who found that *to muffle* is one of the most common forms of content found in Arabic language learning on Instagram (Yahya et

al., 2025). This research shows that social media has great potential as a platform for disseminating vocabulary. However, learning vocabulary through social media also presents challenges. Learners may encounter words used in specific dialectal contexts without explanation of the differences from standard Arabic. If learners lack adequate knowledge of Arabic variations, they may experience confusion in determining the appropriate form for a given context. Therefore, vocabulary learning through social media needs to be accompanied by explanations of the context of use. Teachers can guide learners to distinguish vocabulary used in formal Arabic, everyday communication, mass media, or specific dialects.

This demonstrates that social media has significant potential as a source of vocabulary, but this potential will be even more optimal if integrated with language evaluation skills. Learners need to ask not only "What does this word mean?" but also "Where is this word used?", "Who uses it?", and "Is this form appropriate for the communication context I need?"

D. Social Media in Developing Listening Skills

Social media provides a great opportunity for developing listening skills (*maharah al-istima'*). Unlike learning that relies solely on written text, social media allows students to obtain audio input accompanied by visual context. Students can listen to conversations, interviews, news, lectures, stories, or learning videos. This exposure can help them recognize Arabic sounds, intonation, speaking speed, and pronunciation patterns. Listening skills require repeated practice. Social media has the advantage that students can replay the same content repeatedly. They can pause the video when they encounter a word they don't understand, look up the meaning, and then resume listening.

This flexibility allows students to adjust the learning pace to suit their individual abilities. Beginners can use slower-paced videos or content with subtitles, while more advanced students can choose materials with more complex Arabic. However, it's important to note that passive exposure alone cannot develop listening skills. Students need to engage in activities that allow them to demonstrate understanding. Teachers can ask students to summarize video content, find specific information, note vocabulary, or answer questions based on the material they hear. Thus, social media can provide abundant listening input, but pedagogical activities are needed to transform this input into a purposeful learning process.

E. Social Media in Developing Speaking Skills

Speaking skills (*maharah al-kalam*) is one of the more challenging aspects of learning Arabic. Students may understand a wealth of vocabulary and language structures, but they may not be able to use them spontaneously in communication. Social media provides opportunities to expand speaking practice. Students can create audio recordings and short videos, provide comments, join communities, or communicate with Arabic speakers (Alsokari et al., 2026). In this context, social media can alleviate the limitations of the practice environment. Learners who don't have many opportunities to speak Arabic directly can find alternatives through digital communication. However, not all digital interactions automatically improve speaking skills. Learners can become more readers and viewers than speakers. Therefore, learning tasks need to be designed to encourage students to actively produce language.

Teachers can assign tasks such as creating short conversation videos, introducing themselves in Arabic, explaining daily activities, or responding to specific videos in Arabic. These activities can enhance language production and provide evidence of developing speaking skills. They also allow students to develop confidence. Social media provides a space for students to practice repeatedly before developing more complex communication skills.

F. Social Media as a Space for Social Interaction

One of the main characteristics of social media is its ability to foster interaction. In language learning, interaction plays a crucial role because language is essentially a means of communication. Learners can interact with teachers, peers, learning communities, and even Arabic speakers (Ritonga et al., 2022). This interaction provides a different experience than learning solely through textbooks. Sari and Hasibuan's research shows that social media can support student interactions with lecturers and peers in Arabic language learning. These findings demonstrate that social media has a social dimension that can be utilized to strengthen

the learning process. In this research, social interaction can be understood as part of the language acquisition process. When learners interact, they not only receive language but also must produce it. They must choose words, construct sentences, understand responses, and correct errors.

Interaction can also be motivating. Learners can feel that the Arabic they are learning has a real purpose. They are not only learning the language to complete academic assignments but also to communicate with others. However, the quality of interaction still needs to be considered. Interaction that is too simple or does not provide correction will not necessarily result in significant competency development. Therefore, learning communities need to be managed so that interactions serve a pedagogical purpose.

G. Flexibility and Independent Learning

The research also shows that flexibility is one of the main attractions of learning Arabic through social media. Students can learn anytime and anywhere, according to their convenience (Rahmawati et al., 2025). This flexibility allows them to integrate Arabic learning into their daily lives. They can learn in short, repetitive sessions, such as studying vocabulary words during their free time.

These conditions support the concept of independent learning. Students have greater control over the learning process. They can choose materials according to their needs and review any material they don't yet understand. However, flexibility also has its downsides. Without a clear schedule and targets, students may procrastinate or move from one topic to another without completing the learning process. Therefore, flexibility must be accompanied by self-regulation. Students need clear targets, a learning schedule, indicators of success, and reflection activities.

H. Challenges of Content Credibility and Accuracy

One of the most important issues in learning through social media is the credibility of sources. Unlike academic textbooks, which generally go through an editorial process, social media content can be created by anyone (Ramadani & Sutriyani, 2023). This creates both opportunities and risks. Students can find excellent material, but they can also encounter inaccurate information.

In Arabic language learning, even small errors in pronunciation, structure, or vocabulary usage can impact students' learning process. If these errors are repeated, students have the potential to internalize inappropriate language forms. Therefore, digital literacy must be part of Arabic language learning competencies in the social media era. Students need to know who created the content, what their background is, whether there are sources supporting the information, and whether the information is consistent with other academic sources. Teachers are in a strategic position to address this issue. They can provide a list of reliable sources and teach how to verify information.

I. Distraction and Information Overload

Social media provides access to a vast amount of information. This can be problematic because students must select relevant information from the vast amount of available content. Students may experience *information overload*, a situation where the amount of available information exceeds the ability to process it effectively (Hotimah & Noor, 2024). In Arabic language learning, this condition can occur when students follow too many accounts or use too many sources simultaneously.

Rather than enhancing learning, too many resources can lead to confusion. Learners may encounter different explanations of a single language concept and not know which one is most appropriate. Distraction is also a significant issue. Social media combines educational and entertainment functions in one environment. Learners who initially intended to learn Arabic can easily move on to other content. This issue demonstrates that the effectiveness of learning through social media is closely related to self-regulation skills. Learners need to be able to set goals, manage their time, choose content, and avoid irrelevant activities.

J. Feedback Limitations

Language learning requires feedback. Learners need to know whether their language use is correct. On social media, feedback isn't always available. Learners can write or video in

Arabic but receive no corrections. Even when they do receive comments, they don't necessarily come from people with adequate language skills. This situation is one reason why social media should not replace the role of teachers entirely. Social media is more appropriately positioned as an environment that expands learning opportunities, while teachers still play a crucial role in providing validation, correction, and guidance.

DISCUSSION

A. Social Media Does Not Automatically Produce Effective Learning

Overall, the research findings indicate that the effectiveness of Arabic language learning through social media cannot be determined solely by the intensity of platform use. Learners can spend significant time on social media without experiencing significant language competency development if the activity lacks a purpose (Hairuddin et al., 2024). This shows that there is a difference between media usage and meaningful learning. Technology use is a prerequisite, while meaningful learning requires purpose, cognitive activity, interaction, production, and reflection. Thus, the key issue is not whether social media is used, but how it is used.

B. Comparison with Previous Research

Compared to Sari and Hasibuan's research, this study shares similarities in showing that social media can support learning and interaction. However, it places greater emphasis on learner experiences and the challenges that arise during use. Huda, Mahdawati, and Utami's research demonstrated the use of Facebook and Instagram in Arabic language learning. This study expands this scope by viewing social media as a learning environment encompassing resources, interaction, language production, and self-regulation.

Sujefri and Habibah's research demonstrated learners' need for materials on the four language skills. This study continues that discussion by demonstrating that simply having materials is not enough; learners also need strategies to use them productively. Habibi et al.'s research focused on the characteristics of Arabic language learning content on Instagram. This study complements this by examining how learners use that content. Khofiyya et al.'s research identified the strengths and weaknesses of Instagram as a learning medium. This study expands on these weaknesses by relating them to learner experiences, particularly source credibility, distractions, and limited feedback.

Thus, the position of this research is to complement previous research by shifting attention from **platforms and content** going to **learner experience and learning mechanisms**.

C. Social Media as a Social-Digital Learning Space

The main contribution of this research is the concept that social media needs to be understood as *social-digital learning space*. This term indicates that learning takes place through a combination of technology, content, social interaction, and individual activities.

In this space, students play the role of:

1. **Consumer**, when receiving content;
2. **Selector**, when selecting a source;
3. **Interactor**, when communicating;
4. **Producer**, when producing language;
5. **Evaluator**, when checking the accuracy of information;
6. **Self-regulated learner**, when organizing the learning process.

This change in role is important because language learning in the digital era no longer depends solely on the transfer of knowledge from teachers to students.

D. Model Input-Interaction-Production-Feedback

Based on research findings, effective use of social media can be developed through four main processes.

1. **Input**
Learners acquire language through video, audio, text, images, and authentic content.
2. **Interaction**
Students interact with teachers, friends, communities, or Arabic speakers.
3. **Production**

Students use language through writing, comments, conversations, audio, or video.

4. **Feedback**

Students receive corrections and input to improve their language use.

These four stages can be followed by reflection. Students assess their progress and determine the next material. The model shows that social media is most effective when used as a **language activity room**, not just as a digital library.

E. The Role of Teachers in the Digital Ecosystem

Research findings do not suggest that technology eliminates the need for teachers. Rather, the more widely available digital resources become, the greater the need for teachers as mentors. Teachers can help students curate resources, explain differences in language variations, assign productive tasks, provide feedback, and guide discussions. Thus, digital transformation should not be understood as replacing teachers with technology, but as a shift in the teacher's role from primary source of information to facilitator, curator, moderator, and provider of feedback.

F. Implications for Arabic Language Learning

The research findings imply that Arabic language learning needs to develop integration between formal and informal learning. Teachers can assign assignments that connect classroom material with social media activities. For example, after learning vocabulary related to daily activities, students are asked to find Arabic content that uses the vocabulary. Students then note the word usage, create example sentences, and practice using them in videos. This model ensures that social media is not a stand-alone platform but an extension of classroom learning.

Based on the overall results and discussion, it can be formulated that the use of social media in Arabic language learning has a complex relationship between opportunities and challenges.

Key opportunities include:

1. Access to extensive learning resources;
2. A more authentic arabic display;
3. Flexibility of time and place;
4. Increased practice opportunities;
5. Interaction with the community;
6. Development of independent learning;
7. Diversity of multimedia forms.

Meanwhile, the main challenges include:

1. Source credibility;
2. Accuracy of material;
3. Distraction;
4. *Information overload*;
5. Lack of feedback;
6. Learning irregularities;
7. Differences in students' ability levels.

These findings demonstrate that social media is not a single solution to all Arabic language learning problems. While social media provides opportunities, successful learning is largely determined by pedagogical design and students' ability to manage that environment. Therefore, the effectiveness of Arabic language learning through social media can be understood through the following conceptual formula: Social Media + Learning Objectives + Credible Sources + Interaction + Language Production + Feedback + Self-Regulation = More Effective Arabic Learning. The formula is not a mathematical relationship, but a conceptual synthesis of research findings that show that the use of technology must be accompanied by a pedagogical component to produce meaningful learning.

CONCLUSION

This research shows that social media has great potential as a learning medium for Arabic. Students use social media to acquire materials, enrich their vocabulary, improve their

listening skills, understand conversations, obtain examples of language use, interact with other users, and learn independently. These benefits arise primarily because social media provides extensive access to language resources and allows for flexible learning. Learners are no longer solely dependent on classroom materials but can seek out additional resources based on their needs. However, research also shows that social media has several limitations. The credibility of content cannot always be guaranteed, learners are easily distracted, learning can be disorganized, and feedback on language use is not always available. Therefore, the use of social media cannot be understood simply as a technological solution to Arabic language learning problems. Its effectiveness is largely determined by students' ability to manage the learning process and teachers' ability to integrate social media with pedagogical objectives.

The novelty of this research lies in the understanding of social media as a digital space for Arabic language learning, not just as a medium for delivering material. In this space, students receive input, interact, produce language, receive feedback, and reflect. Based on these findings, social media-based Arabic language learning needs to be developed through a cycle: input-interaction-production-feedback-reflection. This approach allows social media to be used not just for consuming content, but to build active, communicative, independent, and reflective learning experiences. Thus, social media can become a vital part of the Arabic language learning ecosystem in the digital age if used critically, strategically, and pedagogically. The main challenge going forward is no longer simply how to bring Arabic language learning to social media, but how to transform this social-digital space into a high-quality, credible, interactive language acquisition environment oriented toward developing students' communicative competence.

REFERENCES

- Alkudah, N. M., Idris, N. B., & Abushariah, M. A. M. (2025). Fake news detection in Arabic media: comparative analysis of machine learning and deep learning algorithms using the Arabic Fake News Dataset. In *PeerJ Computer Science* (Vol. 11). PeerJ. <https://doi.org/10.7717/peerj-cs.3272>
- Alsokari, T., Adel, S., & Defri, A. S. (2026). The Role of Arabic Language Learning in Supporting the Ability to Memorize the Quran. In *Journal of Arabic Literature, Teaching and Learning* (Vol. 2, Issue 1, pp. 1-12). Yayasan Markaz Bahtsi Wa Thatwiir Diraasaat Al Islami Al Duwali. <https://doi.org/10.67055/7qbf1z29>
- Amir, M. F. (2017). *Buku Ajar Metodologi Penelitian Dasar Bidang Pendidikan*. Umsida Press. <https://doi.org/10.21070/2017/978-979-3401-67-6>
- Arifin, M. B. U. B. (2018). *Buku Ajar Metodologi Penelitian Pendidikan*. Umsida Press. <https://doi.org/10.21070/2018/978-602-5914-19-5>
- Azisi, A., Priyono, D. J., & Al-Obaidi, J. M. (2025). Navigating Innovation and Cultural Diversity: The Role of Artificial Intelligence in Enhancing Arabic Language Learning Across Global Contexts. In *Learning, Media and Technology in Arabic Education* (Vol. 1, Issue 1, pp. 48-60). Institut Agama Islam Al-Qodiri Jember. <https://doi.org/10.53515/1qky8e90>
- Hairuddin, H., Sarif, S., Kadir, S. D., & Amin, S. (2024). An Exploration of Arabic Vocabulary in Gorontalo Communication Community: A Contrastive Perspective in Arabic Language Learning. In *Langkawi: Journal of The Association for Arabic and English* (p. 208). Institut Agama Islam Negeri Kendari. <https://doi.org/10.31332/lkw.v0i0.9782>
- Hanief, R., & Samsudin, M. (2025). Effectiveness of Web-Based Computer Assisted Language Learning in Improving Arabic Speaking Skills. In *Ta'limi | Journal of Arabic Education and Arabic Studies* (Vol. 4, Issue 1, pp. 59-72). STAI Nurul Iman. <https://doi.org/10.53038/tlmi.v4i1.195>
- Hotimah, K., & Noor, F. (2024). Optimization Of Audio Visual Media To Improve Students' Concentration In Arabic Language Learning/ Optimalisasi Media Audio Visual Untuk Meningkatkan Konsentrasi Siswa Pada Pembelajaran Bahasa Arab. In *Jurnal Bahasa Arab* (Vol. 1, Issue 1, pp. 10-20). Yayasan Bumilingua Edu Center. <https://doi.org/10.69988/z92yzt76>
- Istiqomah, D., Bahrudin, U., & Qomari, N. (2025). The Effect Of Teams Games Tournaments

- Model In Arabic Language To Increase Student Motivation and Learning Outcomes. In *IJ-ATL (International Journal of Arabic Teaching and Learning)* (Vol. 9, Issue 1, pp. 1-13). Universitas Nurul Jadid. <https://doi.org/10.33650/ijat.v9i1.10764>
- Khotijah, K., Suhairi, S., & Has, Q. A. Bin. (2024). Religious Moderation Perspectives On Arabic Language Learning For Islamic Boarding Schools In Lampung. In *Ijaz Arabi Journal of Arabic Learning* (Vol. 7, Issue 1). Maulana Malik Ibrahim State Islamic University. <https://doi.org/10.18860/ijazarabi.v7i1.17811>
- Muid, A., & Aminah, A. (2025). Learning Theory: Constructivism Theories and The Implications for Arabic Language Teaching. In *Funun Arabiyyah: Journal of Arabic Education and Literature* (Vol. 1, Issue 1, pp. 14-27). Yayasan Mutiara Hati Moeslem. <https://doi.org/10.64131/fununarabiyyah.v1i1.2>
- Muslimah, K. C., Huda, M., Taufiqurrochman, R., & Affan, M. (2024). Linguistic Landscape in Arabic Writing Skills Learning: Project-Based Learning Approach. In *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* (Vol. 7, Issue 2). Universitas Muhammadiyah Malang. <https://doi.org/10.22219/jiz.v7i2.31848>
- Nurcholis, A., Zaen, A. A., & Danis, A. A. A. (2025). Learning Ecology: The Dimensions Of Connectedness In Contemporary Arabic Language Pedagogy. In *Ijaz Arabi Journal of Arabic Learning* (Vol. 8, Issue 3). Maulana Malik Ibrahim State Islamic University. <https://doi.org/10.18860/ijazarabi.v8i3.32686>
- Octaria, F., & Erlina, E. (2024). Arabic Language Learning Design ARCS Model (Attention, Relevance, Confidence, and Satisfaction) John Keller's Perspective. In *Tanwir Arabiyyah: Arabic As Foreign Language Journal* (Vol. 4, Issue 1, pp. 113-122). LPPM Universitas Muhammadiyah Sumatera Barat. <https://doi.org/10.31869/aflj.v4i1.5947>
- Qureshi, N., Ahmed, A., Ali, M., Jessar, A. S., & Ahmed, N. (2026). Education Of Arabic Language In Sindh: Evaluating Curriculum, Resources And Outcomes. In *Ijaz Arabi Journal of Arabic Learning* (Vol. 9, Issue 1). Maulana Malik Ibrahim State Islamic University. <https://doi.org/10.18860/ijazarabi.v9i1.36840>
- Rahmawati, R. D., Sholahudin, M. S., Lailiyah, S. I., Zakiyuddin, M., & Ibrahim, F. M. A. (2025). Development of Comic-Based Arabic Learning Media to Increase Vocational Students' Learning Motivation. In *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* (Vol. 8, Issue 1, pp. 25-40). Universitas Muhammadiyah Malang. <https://doi.org/10.22219/jiz.v8i1.34376>
- Ramadani, C., & Sutriyani, S. (2023). Concept of Arabic Language Learning Management Strategy in Madrasah. In *Tanwir Arabiyyah: Arabic As Foreign Language Journal* (Vol. 3, Issue 1, pp. 15-26). LPPM Universitas Muhammadiyah Sumatera Barat. <https://doi.org/10.31869/aflj.v3i1.3958>
- Ramadhan, M. F., Suhayib, Nidhomillah, A. R. F., & Makfiro, N. (2024). The Role of Arabic Language Learning Method and Its Relevance for Future Arabic Teachers: Ernest Nagel's Perspective. In *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* (Vol. 7, Issue 3, pp. 393-406). Universitas Muhammadiyah Malang. <https://doi.org/10.22219/jiz.v7i3.34810>
- Ritonga, M., Ritonga, A. W., Wahyuni, S., & Julhadi, J. (2022). Language Game As An Alternative Model To Improve Arabic Vocabulary Ability. In *Ijaz Arabi Journal of Arabic Learning* (Vol. 5, Issue 3). Maulana Malik Ibrahim State Islamic University. <https://doi.org/10.18860/ijazarabi.v5i3.17123>
- Umamah, M., & Hifdhiyah, M. (2024). Online Arabic Language Teaching Model Based on Collaborative Learning in Indonesian Senior High Schools. In *Journal of Arabic Language Learning and Teaching (JALLT)* (Vol. 2, Issue 1, pp. 13-24). IAIN Palangka Raya. <https://doi.org/10.23971/jallt.v2i1.172>
- Wahyuni, S., & Abidin, M. (2024). Effectiveness Numbered Head Together Type Cooperative Learning Model to Improve Arabic Language Learning Outcomes. In *Mantiqu Tayr: Journal of Arabic Language* (Vol. 4, Issue 2, pp. 534-550). Institut Agama Islam Ma arif NU (IAIMNU) Metro Lampung. <https://doi.org/10.25217/mantikutayr.v4i2.4664>
- Yahya, A., Ahsanuddin, M., Irhamni, Syukur, H., & Iman, M. N. (2025). Implementation and

- Strategies Differentiated Learning for Arabic Language Learning at Islamic High School. In *Mantiqu Tayr: Journal of Arabic Language* (Vol. 5, Issue 2, pp. 364–380). Institut Agama Islam Ma arif NU (IAIMNU) Metro Lampung. <https://doi.org/10.25217/mantikutayr.v5i2.6203>
- Yaqin, M. A. (2025). Spiritual Meaning-Making and Cultural Encounter in Arabic Language Learning: An Interpretive Study of Indonesia's Love-Based Curriculum in the Era of Educational Media and Technology. In *Learning, Media and Technology in Arabic Education* (Vol. 1, Issue 2, pp. 61–71). Institut Agama Islam Al-Qodiri Jember. <https://doi.org/10.53515/lmtae.v1i2.8>
- Zulaini, N. N., Rochman, T., & Hasaniyah, N. (2025). The Effectiveness of Think Pair Share Strategy Based on Arabic Scrabble Media in Improving Writing Skills Students. In *IJ-ATL (International Journal of Arabic Teaching and Learning)* (Vol. 9, Issue 1). Universitas Nurul Jadid. <https://doi.org/10.33650/ijat.v9i1.10880>