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Utilizing YouTube Media as an Innovation in Arabic Language Learning

Siti Khadijah ¹, M, Ahim Sulthan nuruddaroini², Siti Khafifah ³

COLLEGE OF QUR'AN SCIENCES (STIQ) AMUNTAI, SOUTH KALIMANTAN, INDONESIA

ABSTRACT

This study aims to analyze the role and effectiveness of utilizing YouTube as an innovative medium in Arabic language learning, particularly to address the challenges of traditional methods and low student motivation in the digital era. The method used is content analysis with a qualitative approach. The results show that YouTube is proven effective because it provides interesting, easily accessible audio-visual content and supports the mastery of four language skills (maharah istimā', kalām, qirā'ah, and kitābah). The utilization strategy involves teachers as curators and content creators, as well as students in independent and collaborative learning. The use of YouTube provides an opportunity to create an interactive and flexible learning environment, although it needs to be balanced with the selection of credible sources.

Keywords

YouTube 1; Arabic Language Learning 2; Innovation 3; Language Skills 4

مستخلص البحث

تهدف هذه الدراسة إلى تحليل دور وفاعلية منصة "يوتيوب" كوسيلة تعليمية مبتكرة في تعلم اللغة العربية، لا سيما لمواجهة تحديات الطرق التقليدية وانخفاض دافعية الطلاب في العصر الرقمي؛ حيث كشفت نتائج تحليل المحتوى القائم على المنهج النوعي أن "يوتيوب" أثبتت فاعلية ملموسة من خلال تقديم محتوى بصري وسمعي جذاب وسهل الوصول، مما يساهم في تعزيز المهارات اللغوية الأربع (الاستماع، والكلام، والقراءة، والكتابة). وتعتمد استراتيجية التوظيف على قيام المعلمين بدور أمناء المحتوى ومنتجيه، مع إشراك الطلاب في تعلم ذاتي وتشاركي، مما يوفر بيئة تعليمية تفاعلية ومرنة، شريطة الالتزام بمعايير الدقة واختيار المصادر الموثوقة.

يوتيوب ١؛ تعلم اللغة العربية ٢؛ ابتكار ٣؛ مهارات ٤

كلمات أساسية

Introduction (المقدمة)

Language is the most effective medium or means of communication. As social beings, interaction with one another is an unavoidable necessity. One person's desires and needs for another can be quickly conveyed through the language they use. This echoes Ibn Jinni's statement, which states that language is the utterances a person uses to convey their intentions and goals. (Mustofa, 2020) In Arabic, there are several language skills targeted by anyone learning it. These skills are divided into four hierarchically ordered sections and should not be studied haphazardly. These four language skills are: listening (maharah istima'), speaking (maharah kalam), reading (maharah qiroah), and writing (maharah kitabah). (Nurlaila, 2020) Arabic, as a foreign or second language for Indonesian students, certainly presents challenges and difficulties in teaching and learning it. These challenges are diverse, ranging from the differences in characteristics between Arabic and Indonesian to the students' own interest and enthusiasm in learning it.

Arabic language education in Indonesia faces several challenges, such as a limited supply of qualified teachers who have not received adequate training, traditional teaching methods that focus on memorization, and a curriculum that is less relevant to current developments and has not been integrated with technology. Furthermore, supporting facilities such as textbooks and modern learning media are still limited. However, the opportunity to develop Arabic language education is quite significant, given the high global demand for Arabic, government support through training programs and scholarships, technological advances that provide interactive learning media, and the religious drive of Indonesian Muslims to understand the Quran and Islamic literature. (Husaeri, 2024).

In this digital era, innovative learning media is a requirement for teachers to ensure learning is engaging and relevant to current societal needs. Indonesians, especially teenagers, are increasingly inseparable from their smartphones, preoccupied with the online world and social media platforms like YouTube.. Audio-visual media is a type of media that not only contains sound elements, but also includes visual elements that can be seen. This media involves the use of the senses

of hearing and sight simultaneously in one process. The use of films and videos as audio-visual media greatly supports the effectiveness of the learning process. Information conveyed through sight and hearing tends to be more easily remembered than information that is only read or heard. For example, the audio-visual media used in learning today is the YouTube platform. Initially, YouTube only contained entertainment content, but over time, the emergence of YouTubers who create various educational content. The purpose of using YouTube as an educational tool is to create a more interesting, fun, and interactive learning environment. YouTube is used as one of the learning media. The existence of this video-sharing platform allows us to independently search for and share information in the form of knowledge and practice.(Sugiara, 2025)

This research was chosen because the use of digital media, particularly YouTube, is considered an innovation that can address various challenges in Arabic language learning, such as the limitations of traditional methods, low student motivation, and limited learning facilities. YouTube provides interactive, engaging, and easily accessible content, thereby increasing interest in learning and supporting the mastery of listening, speaking, reading, and writing skills. By utilizing this platform, educators can provide a more varied and relevant learning experience with technological developments, while students can learn flexibly and enjoyably. Therefore, this study aims to analyze the role of YouTube in Arabic language learning, assess its effectiveness as an interactive medium, and explore innovative teaching strategies, which are expected to contribute to the development of Arabic language learning methods in the digital era.

Methods (منهجية البحث)

This study used a qualitative approach with content analysis to analyze the use of YouTube as a medium for Arabic language learning. Data were collected from various Arabic language learning videos available on the YouTube platform, focusing on material related to listening, speaking, reading, and writing skills. The analysis was conducted descriptively thematically, identifying teaching strategies, delivery methods, and interactive aspects featured in the videos. This approach was chosen to provide a comprehensive understanding of YouTube's effectiveness as an innovative medium for supporting Arabic language learning in the digital era.

Results & Discussion (نتائج البحث ومناقشاتها)

A. UNDERSTANDING AND USING THE YOUTUBE PLATFORM

1. Understanding the YouTube Platform

YouTube is one of the results of technological developments in the digital era. It is currently the most popular video-based social network. However, these videos do not immediately become ready-to-use learning materials. Careful management is required to align them with learning objectives. Integrating videos provided on YouTube as a supporting tool will optimize learning outcomes because they align with the learning styles and interests of today's generation (the digital generation). There are many advantages to using this medium, including accessibility anytime and anywhere. YouTube is an internet-based learning medium that can support visualized learning techniques and materials. (Azhari & Hilmi, 2022).

2. Benefits of YouTube in Learning

YouTube has various benefits in the world of education, such as facilitating online learning, helping students better understand the material presented in video form, and making the learning process more practical. The benefits of YouTube for learning include: 1) Informative, providing the latest information on science and technology. 2) Affordable, because free internet access makes YouTube an economical choice. 3) Great Potential, YouTube is increasingly popular with its ever-increasing number of videos can have a positive impact on education. 4) Practical and Comprehensive, YouTube is accessible to all groups and provides a variety of videos that are useful for knowledge. 5) Shareable, YouTube videos can be shared via URL to other platforms. 6) Interactive, YouTube allows discussions and questions and answers, making it an interactive medium for learning. (Tri Ayu Mareta et al., 2025).

3. Utilizing YouTube in Arabic Language Learning

Learning media using YouTube is more effective than other learning media because YouTube is a video format containing audio-visual media. In this case, learning Arabic using YouTube can improve students' knowledge and understanding of the Arabic language. In this study, several participants had taken

online Arabic classes using YouTube and books. The results showed that both were equally helpful, but YouTube had an advantage because it included audio and visualization.(Susiawati et al., 2023). The social media site YouTube can be used as a flexible learning tool in today's digital age, allowing students to learn anytime and anywhere without being limited by time and place. Social media can increase student motivation, participation, and creativity in learning Arabic, including listening (istima'), writing (kitabah), reading (qira'ah), and speaking (kalam).(Sinta Bella et al., 2025)By understanding the basic concepts of YouTube, the following section will explain its types and strategies for utilizing it.

B. TYPES AND STRATEGIES FOR USING YOUTUBE IN LEARNING ARABIC LANGUAGE

1. Types of Educational Content in Arabic Language Learning on YouTube

Learning Arabic encompasses four core skills: *istimā'* (understanding spoken language), *kalam* (speaking), *qirā'ah* (reading), and *kitabah* (writing). Each requires different types of materials—for example, recordings or videos to practice listening comprehension, dialogue exercises and presentations to practice speaking, reading texts to improve reading skills, and step-by-step writing exercises to build writing skills. For learners to become truly proficient, these four aspects should not be taught in isolation; materials that combine digital media and communicative activities make it easier for students to understand, express ideas, and write in real-world contexts.(Muflihah et al., 2024)

Educators need to design engaging and diverse content to support each student. For example, listening and reading materials can serve as a foundation for speaking and writing activities, while the use of interactive media such as animations, digital quizzes, and discussion forums helps increase learning motivation. This approach not only improves language skills but also familiarizes students with using Arabic communicatively in various situations.(Wijaya & Hikmah, 2023).

2. Utilization strategies by educators and students

For Arabic language learning through YouTube to be effective, educators need to implement the following strategies:

a. Curating Educational Content

To improve the effectiveness of Arabic language learning through digital media, educators need to carefully curate educational content on YouTube. This includes selecting videos that are relevant to the learning material, have correct pronunciation, clear visuals and audio, and are delivered in an engaging and easy-to-understand manner. Educators also need to ensure that the selected content is systematically organized into playlists to ensure focused learning, from basic vocabulary to advanced conversation. Additionally, educators can add study guides in the form of assignments or post-view reflections to foster active student participation. Through a planned curation process, YouTube can be utilized as an effective, interactive, and enjoyable learning resource for improving students' Arabic language competency. (Jumah-Alaso & Onisabi, 2020)

b. Learning Video Production

In addition to selecting existing content, teachers can also create their own videos using simple Arabic, with subtitles and conversational examples. Teacher-created videos provide authenticity and are tailored to the students' needs (Samsul Haq, 2023).

c. Integration in Classroom Learning

Teachers can integrate YouTube into blended learning, for example, by assigning students to watch specific videos before class (flipped classroom) and then discussing them in class. This fosters listening (*istimā'*), speaking (*kalām*), and writing (*kitābah*) skills.

d. Interactive Evaluation

Teachers can create online quizzes or reflective discussions after students watch the video, to assess understanding and motivate students to be active (Dedi, Revi, et al., 2025).

In utilizing YouTube for students in learning Arabic, students are not only passive recipients, but can also utilize YouTube actively and independently, namely as follows:

a. Autonomous Learning

Students can search for videos related to lesson topics they don't yet understand, such as grammar or pronunciation. This broadens their horizons beyond the material provided by the teacher.

b. Utilization of Interactive Features

Commentary features, automatic subtitles, and video speed adjustments help students improve their listening and speaking skills. By enabling Arabic subtitles, students can also learn to recognize sentence structures and new vocabulary.

c. Digital Collaboration

Students can create collaborative projects such as vlogs or Arabic conversation videos and then upload them to YouTube as communication practice. This strategy boosts creativity and confidence.

3. Implications of Arabic Language Learning Content Through the YouTube Platform

Arabic language learning content on YouTube has significant implications and is worth discussing. Here's a lengthy narrative on this topic.(Laily et al., 2022). With the increasing use of the internet and social media in this digital era, YouTube has become a very popular and influential platform for distributing various content, including Arabic language learning content.(Hikmah Maulani et al., 2022). The presence of Arabic language learning content on YouTube has had a significant impact on the spread and access to Arabic language learning.

- a. Arabic language learning content on YouTube makes learning Arabic more open and accessible to anyone, anytime, and anywhere. With only an internet connection and a connected device, anyone can easily access a variety of Arabic learning materials, from vocabulary and grammar to conversation and an introduction to Arabic culture. This offers significant flexibility in the learning process, especially for those who are busy or have limited access to in-person Arabic classes.
- b. Arabic language learning content on YouTube offers a variety of delivery methods and styles that can be tailored to each individual's preferences and

learning style. From structured and systematic video lessons to more relaxed and engaging vlogs or video blogs, everything can be found on YouTube. This allows learners to choose the content that best suits their needs and interests, making the learning process more enjoyable and effective.

- c. Arabic language learning content on YouTube can be a rich and diverse resource. In addition to basic learning materials, much of the content also provides insights into the culture, history, and daily life of Arab countries. This can help learners gain a deeper understanding of the Arabic language and its real-life contexts.
- d. Arabic language learning content on YouTube serves as a platform for building a broader learning community. Through the comments and discussion features, students can interact with instructors and other students from around the world, share experiences, and receive valuable feedback. This can create a richer learning environment and support a more effective learning process.

However, on the other hand, the availability of Arabic language learning content on YouTube also presents its own challenges. One of these is the varying quality of content and its inaccuracy. Therefore, students need to be careful in selecting credible and high-quality learning resources. Furthermore, limited direct interaction with instructors and classmates can also be a barrier to learning Arabic through YouTube.

Overall, Arabic language learning content on YouTube opens up new opportunities for wider dissemination and accessibility of Arabic language learning. However, the use of this content must be balanced with the selection of appropriate learning resources and a structured learning approach to ensure a more effective and high-quality learning process.

The use of YouTube in Arabic language learning provides a number of benefits, including: Increasing learning motivation due to attractive audiovisual displays, Expanding authentic learning resources, Supporting contextual learning by

introducing Arabic culture directly, Developing 21st-century skills such as critical thinking, collaboration, and digital literacy.(Mardiana et al., 2021)

C. EXAMPLES OF YOUTUBE USER CONTENT AND RESPONSES

Students can also utilize various Arabic language learning videos on YouTube created by educational creators to improve their mastery of the four language skills (maharah): listening (maharah al-istimā'), speaking (maharah al-kalām), reading (maharah al-qirā'ah), and writing (maharah al-kitābah). Through these videos, students can learn independently from teachers or native Arabic speakers who share their expertise. For example, several YouTube channels utilize this medium to present listening materials, speaking exercises, text readings, and writing guides in Arabic in an engaging and interactive manner. Examples of content for learning Arabic include:

1. First content

Uploader (Channel): Karina Nur Aini 400,000

Publication Date: September 22, 2020

Main Topic: Arabic Language Learning, Chapter 1: Ta'aruf (Introduction), with a focus on Maharatul Kalam (Speaking Skills) and Hiwar (Conversation/Dialogue).

Learning Approach: Constructivism. Videos and teaching materials are designed with an emphasis on ensuring that learning is not solely teacher-centered (ustad/ustadah), but rather requires students to actively develop new ideas and participate in every learning activity.



This video continues the discussion from the previous material which focused on vocabulary by integrating *Hiwar* (dialogue) and *Maharatul Kalam* (speaking skills). In this video, an example of a simple introductory conversation is presented which includes basic greetings such as *Assalamualaikum*, *Shabahul Khair*, *Walaikumsalam*, and *Shobahunnur*, as well as questions about names (*Masmuki*) and news (*Kaifa haluki*). To practice speaking skills, this video features four main types of exercises: (1) Paired Dialogue, where students are asked to read, understand, fill in the blanks of the dialogue, memorize it, and practice it in front of the class; (2) Oral Question and Answer, which is an activity of asking and answering questions with a friend in turns; (3) Self-Introduction, where students introduce themselves using Arabic; and (4) Structured Question and Answer Session, where the teacher appoints one questioner and the other students answer according to the given context. In closing, this video conveys the conclusion of the lesson and announces that the next material will discuss *Nahwu* (Arabic grammar). This video received positive responses from the audience, such as comments from @deliahanum who wrote "Ustadzah Karin's media is really super, I want to be taught too", @ibadchannel7332 who said "Karin is really cool", and @dominicenglishgresik who said "your learning videos always inspire us teachers, keep up the good work Ustadzah!".

2. Second content

This video, titled "Maharah Kitabah Arabic Language Learning for MTS/MA," is an Arabic language lesson focused on writing skills (*Maharah Kitabah*) for the *Madrasah Tsanawiyah* (MTS) and *Madrasah Aliyah* (MA) levels. The video opens with an introduction from the presenter, Nurriya Maghfirah, and continues with a series of reminder questions about the previous material, namely *Maharah Kalam* (speaking skills).



The speaker then introduced the focus of the learning material, namely Maharah Kitabah, which means writing skills in Arabic. In this section, the purpose and importance of Maharah Kitabah are explained, namely so that students are able to write Arabic well, correctly, and clearly. Learning begins with basic knowledge on how to write, connect letters, write words and sentences, write without looking at the text (Imla'), to express ideas or thoughts into written form. The speaker emphasized that Arabic writing must be done with precision and not carelessly, and it is important for students to really memorize the hijaiyah letters. In the material and writing examples section, the speaker repeated the mention of the 29 hijaiyah letters from Alif to Ya as a basic reminder before showing examples of correct and incorrect writing. For example, the word Masjidun (مسجد) should use the letter Jim (ج) not Zal (ذ), Insya Allah (إن شاء الله) should be separated between the letters Nun and Sin because if they are connected the meaning becomes wrong, Mathbakhun (مطبخ) means kitchen and the correct last letter is Kha (خ) not Ha (ح), and Misbahun (مصباح) which means lamp should be written with the letter Shad (ص) not Sin (س). This video received positive responses from the audience, such as comments from @renysukmawati2667 who wrote "Masyaallah, puinter e" and from @hasbimaulana6260 who said "mantappppppp".

3. third content

This report presents a description of the YouTube video entitled "Arabic-Poly Learning Media || Maharah Qiroah Class 12 MA" by the Farha Fakhira channel. This video demonstrates the use of an innovative learning media in the form of a modified

Monopoly game called Arabic-Poly to teach reading skills (Maharah Qiroah) to grade 12 Madrasah Aliyah (MA) students. This video functions as a demonstration and guide for using Arabic-Poly learning media, a modification of the Monopoly game specifically for Arabic language lessons, especially Maharah Qiroah (Reading Skills)



The Arabic-Poly concept is an Arabic language learning innovation inspired by the game Monopoly, but modified with an Islamic educational nuance. The game board is designed to resemble Monopoly, except that the borders of each square are replaced with hijaiyah letters. In addition, the "Opportunity" and "General Fund" squares are changed to As-Su'al (Question) and Al-Mukafa'ah (Gift/Challenge), which contain Arabic learning tasks. This game aims to practice vocabulary mastery (mufrodat), grammar (qawaid or grammar), and the skill of reading Arabic texts with and without harakat. The rules are simple and educational: when participants stop at the hijaiyah letter square, they must take a card containing Arabic and Indonesian mufrodat, then translate it. If they stop at the As-Su'al square, participants take a card containing qawaid questions, for example, stating Tarkib Washfi (the structure of the attribute) in the underlined sentence. Meanwhile, when stopping at the Al-Mukafa'ah box, participants must read a paragraph without harakat (bare text), which is the main exercise in Maharah Qiroah (reading skills). The video also features a step-by-step demonstration of how to play—from rolling the dice, moving the pieces, to executing commands in each box—so that viewers can easily understand the game mechanics. This creative and interactive presentation received many positive responses, such as comments from

@rannrin25 who wrote "Subhanallah, very interesting, waiting for other media," and @kaniyyahlutfiyah81 who said "Very useful and interesting."

4. Fourth content

The video entitled "Maharah Istima Learning Video" Final Assignment for the Arabic Language Learning Model Course" is an Arabic language learning medium that focuses on listening skills (Maharah Istima') with the theme "Al-Baitu" (The House). This video is presented by a teacher (Ustadzah) in a lecture format and interactive instructions.



This learning video focuses on mastering Maharah Istima' (listening skills) and Maharah Kitabah (writing skills) with the theme Al-Baitu (house). At the beginning of the video, the learning objectives are explained, namely for students to be able to write vocabulary related to the theme Al-Baitu and answer questions posed by the teacher well and correctly. Next, the teacher introduces six new vocabulary related to rooms in the house, namely Ghurfatul Julusi (living room), Ghurfatun Naumi (bedroom), Syurfatun (terrace), Ghurfatul Muzakaroti (study room), Hammamun (bathroom), and Mathbakhun (kitchen). After the vocabulary introduction session, students are invited to do listening and writing exercises. In the first exercise, they are asked to listen carefully and then write down the vocabulary read by the teacher. The next exercise is writing complete sentences based on the vocabulary that has been learned, such as Ata'allamu al-lughotul 'Arabiyyata fi ghurfatil muzakaroti (I study Arabic in the study room), Tobaqhot ummi fil matbakhi (My mother cooks in the kitchen), and Ghurfatul julusi fi baiti waasi'atun (The living room in my house is spacious). Next, the teacher provides an activity to give harakat (I'rab/Tasykil)

using the Imla' (dictation) method, where students copy the text, then listen to the text being read by the teacher while giving harakat to their writing. The text used tells the story of a student named Fatimah who lives in Surabaya and describes her large and beautiful house (kabirun wa jamilun), has two floors (thobaqon sufliyyun wa thobaqon 'alwiyyun), and is surrounded by trees and a garden. This structured and interesting delivery received a positive response from the audience, one of which was from @aminbukharun who wrote, "Masyaallah."

CHANNEL NAME	LEARNING	ACCESS	LIKE	RESPONSE
KARINA NUR AINA	<i>MAHARAH KALAM</i>	22-9-2020	246	<ul style="list-style-type: none"> ○ very cool Karin ○ The learning videos always inspire us teachers, keep up the good work, Ustadzah.
NURYYYA MAGFIRAH	<i>THE MAHARAH OF OUR WORK</i>	June 8, 2021	13	<ul style="list-style-type: none"> ○ Masyaallah, puinter ○ awesome
FARHA FAKHIRA	<i>PRIZE OF QIRA'AH</i>	December 5, 2021	58	<ul style="list-style-type: none"> ○ Subhanallah, very interesting ○ Very useful and interesting
RIZQA AMALIYA	<i>MAHARAT IS ISTIMA'</i>	11-26-2021	1	<ul style="list-style-type: none"> ○ Masha Allah

These four accounts reflect the diverse talents and dedication of individuals in mastering four distinct language skills. Among them, Karina Nur Aina stands out as the most inspiring figure; not only because of her consistency since 2020 with 246 abundant pieces of content, but also because her impact has been directly recognized by fellow teachers, confirming that her work has become a source of

encouragement and encouragement for the educational community. Meanwhile, Farha Fakhira is appreciated for the value she provides, and Nuryya Magfirah has earned praise for the sheer intelligence of her writing skills, proving that individual expertise has its own appeal. Even Rizqa Amaliya, with one humble beginning, has voiced her intention to contribute, demonstrating that every human being, in her capacity and phase of life, has a place to share knowledge and inspire.

D. PROBLEMS AND SOLUTIONS UTILIZING YOUTUBE IN LEARNING ARABIC LANGUAGE

Problems found in the use of YouTube in learning Arabic include:

1. Traditional and monotonous learning methods.
Teachers still use lecture and memorization methods, so that learning Arabic feels boring for students.
2. Students' motivation and interest in learning are low.
Students tend to be passive, because the media used is less interesting and does not suit the learning style of the digital generation.
3. Limited modern learning facilities and resources.
Not all schools have audiovisual media or technology-based teaching materials that support Arabic language learning.
4. Lack of trained teachers in utilizing technology.
Many teachers do not yet understand how to integrate digital media such as YouTube into teaching and learning activities effectively.
5. The quality of learning content on YouTube varies.
Not all videos on YouTube are valid and in accordance with the correct rules of Arabic language learning, so students must be selective in choosing content.

The solutions offered in utilizing YouTube in learning Arabic include:

1. Utilizing YouTube as an interactive learning medium.
YouTube is used to introduce Arabic vocabulary, conversation, and culture through engaging audio-visual media.
2. Teacher strategies as curators and content creators.
Teachers not only select relevant videos, but can also create their own learning content to suit students' needs. (Haq, 2023).

3. Blended learning and flipped classroom learning models.

Students watch videos at home, then discuss and practice in class to strengthen their 'istima', kalam, qira'ah, and kitabah skills.

4. Digital-based learning evaluation.

Teachers can create online quizzes or discussion forums to assess students' understanding after watching the video.

5. Independent and collaborative learning through YouTube features.

Students can learn autonomously using commenting features, subtitles, and collaborative projects such as creating vlogs or conversation videos in Arabic.(Aminullah & Ali, 2020)

6. Strengthening digital literacy and content selection.

Teachers need to guide students to choose sources that are credible and in accordance with the curriculum, so that the learning process remains high quality (Laily et al., 2022).

Conclusions (الخاتمة)

The use of YouTube has proven to be an effective and relevant media innovation in Arabic language learning in the digital age. This platform overcomes challenges such as monotonous traditional methods and low student motivation by providing engaging, interactive, and easily accessible audio-visual content anytime and anywhere.

Specifically, YouTube supports the development of four language skills (religious reasoning, kalam, qira'ah, and kitabah) through various types of educational content. Its success depends on the implementation of structured strategies by educators, including credible content curation and integration into blended learning (e.g., the flipped classroom model).

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