

Innovation in Arabic Language Learning in the TikTok Media Era

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ABSTRACT

This study discusses innovations in Arabic language learning through the use of the TikTok platform as a creative and interactive medium. The purpose of this study is to identify TikTok's effectiveness in improving four Arabic language skills: istima', kalam, qira'ah, and kitabah. Using a descriptive qualitative method, data were collected through observations of educational content on several Arabic language learning TikTok accounts. The results show that TikTok is able to increase motivation, creativity, and active participation of learners through an audiovisual-based microlearning concept. Despite obstacles such as internet access and entertainment content distractions, TikTok has proven relevant and effective as a modern learning medium in the digital era.

Keywords

TikTok1; Learning Innovation 2; Arabic 3; Digital Media 4

مستخلص البحث

يهدف هذا البحث إلى دراسة الابتكار في تعليم اللغة العربية من خلال استخدام منصة "تيك توك" كوسيلة تعليمية إبداعية وتفاعلية. يهدف البحث إلى معرفة مدى فعالية تطبيق "تيك توك" في تنمية المهارات اللغوية الأربع: الاستماع، والمحادثة، والقراءة، والكتابة. استخدم الباحث المنهج النوعي الوصفي، وجمعت البيانات من خلال الملاحظة لمجموعة من الحسابات التعليمية في تطبيق "تيك توك" التي تقدم محتوى خاصًا بتعليم اللغة العربية. أظهرت نتائج البحث أن "تيك توك" يساهم في رفع دافعية المتعلمين وإبداعهم ومشاركتهم النشطة من خلال أسلوب التعلم المصغر القائم على الوسائط السمعية والبصرية. وعلى الرغم من وجود بعض التحديات مثل ضعف الاتصال بالإنترنت وتشتيت الانتباه بالمحتوى الترفيهي، فإن منصة "تيك توك" تُعد وسيلة تعليمية فعالة ومواكبة لعصر التكنولوجيا الرقمية.

تيك توك1؛ ابتكار التعلم2؛ اللغة العربية3؛ الوسائط الرقمية4

كلمات أساسية

Introduction ((المقدمة))

Language is a tool for expressing one's feelings and thoughts to others. It is the most important medium for humans to interact with others. Regarding how people view learning Arabic, there are several perspectives: some view it as a religious language, others view it as a language of Islamic knowledge, and still others view learning Arabic as a language for everyday communication.(Iswanto, 2017). One of the factors that causes Arabic language skills to not be realized among learners is because the models and strategies used by educators so far are not in accordance with the spirit and character of the students.(Zainuri, 2019). These differing perspectives lead to differences in methods, techniques, teaching materials, and learning media. Advances in science and technology increasingly encourage innovative efforts to utilize technological innovations in the teaching and learning process. Appropriate use of technology can assist teachers in conveying information to their students. These technological innovations are commonly referred to as learning media.(Zikri et al., 2024). These issues demand reform in the Arabic language learning process, particularly through more creative and innovative approaches. Along with advances in science and technology, language learning is now geared toward utilizing various modern media to increase student effectiveness and engagement.

Learning media is an intermediary tool used by teachers and students to facilitate the teaching and learning process so that learning objectives can be achieved.(Hijri et al., 2022).Teaching media plays a vital role in foreign language learning, including Arabic. Learning media is not only beneficial for children but also for adults.(Mahmudah, 2018).In this era of society 5.0, education is required to be able to develop according to the needs of society.(DwiYama, 2021). The development of social media in the digital era also opens up new opportunities in language learning, including Arabic.

One of the social media that is currently popular among learners is TikTok, Using the TikTok app can support the learning process. This is because the app is interactive, helping students maximize their learning. This aligns with research conducted by Aji, who found that the TikTok app meets the criteria for a good

learning medium, namely being engaging and engaging with students.(Aji, 2018). In addition, Dewanta also utilized this application in the learning process, concluding that the easy application with various features makes the TikTok application suitable for implementation in learning, especially in Arabic language subjects.

TikTok plays a significant role in supporting Arabic language learning among university students. The platform offers advantages such as interactivity, flexibility in time and location, and a diverse selection of content. TikTok is effective for learning basic vocabulary and short sentences through short, interactive videos. However, Learning through social media is not without challenges, such as limited internet quota, distractions from irrelevant entertainment content, and language barriers for beginners due to lack of translation.(Ilham et al., 2024). Lecturers play a crucial role in leveraging social media to support learning. Their ability to design engaging and interactive learning activities through these platforms is key to the successful implementation of social media in education. Thus, the use of TikTok social media can be a potential learning innovation in improving Arabic language skills.

The research above has made it clear that the focus of the research is the use of the TikTok application in learning within the school environment. In this study, the researcher wants to discuss whether Arabic language learning content that has been created in the TikTok application can also be used for today's independent learning.(Aminullah et al., 2022).

Method(منهجية البحث)

The research method used in this study is a qualitative method with a descriptive analytical approach. This approach was chosen because it can provide a deep understanding of the phenomenon of Arabic language learning innovation in the social media era, particularly through the TikTok platform. This research was conducted with steps including data collection, content analysis, and interpretation of results. Data were collected through observations of various Arabic language learning accounts and content active on TikTok, as well as through literature studies from journals, scientific articles, and relevant research reports. The researcher also

analyzed the teaching strategies implemented by content creators, the forms of interaction between teachers and students in cyberspace, and audience responses to the material presented. All data obtained were then analyzed using descriptive analysis techniques with the aim of systematically describing how Arabic language learning innovations are developed, implemented, and accepted by the digital community. Thus, this method is expected to provide a comprehensive picture of the effectiveness of social media as a modern tool in strengthening the Arabic language learning process in the current technological era.

Results & Discussion (نتائج البحث ومناقشاتها)

The Concept of Innovation in Arabic Language Learning

1. Understanding and Urgency of Innovation in Arabic Language Learning

This innovation in Arabic language teaching involves the use of rapidly developing technology. The use of technology in foreign language learning, particularly Arabic, will unwittingly change the current academic landscape. With this technology, closed systems that have become traditions passed down from generation to generation are being eliminated or even eliminated, replaced by transparent, open systems, and ongoing learning evaluation processes. (Ramadhani, 2024) The urgency of innovation in the context of Arabic language learning lies in the need to adapt the teaching and learning process to technological developments and the characteristics of 21st-century students. Innovation is crucial because conventional methods that focus on memorization and translation are no longer relevant to the demands of the times. Through the integration of digital technologies such as e-learning, gamification, and interactive media, Arabic language learning can be made more engaging, contextual, and effective in increasing student motivation and learning outcomes. Thus, innovation is not merely an option, but a necessity for Arabic language learning to be competitive and remain relevant in the digital age. (Naqib, 2025)

2. Challenges in Learning Arabic

Arabic has several unique characteristics that set it apart from other languages, and some of these challenges can become obstacles to learning. In this

article, we will discuss some of the main challenges students face in learning Arabic and how they can overcome them.(Surur, 2022).

a. Complex Grammar

One of the most striking challenges in learning Arabic is its complex grammar. Arabic has different grammatical rules than other languages, including concepts such as verb relatives (mudzakkar-muannas), verb conjugation, and noun inflection according to case and number. Understanding and mastering Arabic grammar is often a major challenge for students. To overcome this, students need to work regularly on their grammar, practice in speaking and writing contexts, and seek guidance from experienced teachers.(Hidayah, 2020)

b. Different Writing Systems

Arabic is written from right to left, and its writing system is very different from the Latin alphabet used in European languages. Students unfamiliar with this writing system may have difficulty reading and writing Arabic. It takes time to become accustomed to the Arabic alphabet, correct pronunciation, and right-to-left writing. Teachers can help students by providing them with a basic knowledge of the Arabic alphabet and regular writing practice.(S. Ritonga, 2023)

c. Extensive Vocabulary and Synonyms

Arabic has a very extensive vocabulary, often containing many synonyms and words with similar meanings. Students need to spend time understanding and memorizing many new words. To overcome this challenge, students must regularly expand their vocabulary through reading, speaking, and writing. Using an Arabic-Indonesian or Arabic-English dictionary can help students understand the meaning of different words.(AM Ritonga et al., 2023).

3. Utilizing Technology as an Innovative Solution

Therefore, to address these challenges, learning innovations that effectively utilize technological advances are needed. The use of technology in Arabic language learning, such as audio-visual aids, e-learning, and games, has had a significant positive impact. The application of these technologies has successfully increased student motivation and participation, creating a more interactive and contextual learning experience. However, the literature also highlights obstacles, including limited access, resistance to change, and the need for training for educators. A deep

understanding of the dynamics of classical methods and technology integration opens up opportunities for the development of innovative learning models.(Arifah et al., 2025).

TikTok as a Medium for Learning Arabic

1. Characteristics of TikTok as a Learning Medium

TikTok has characteristics that strongly support learning Arabic in a concise and engaging way because this platform focuses on the concept of microlearning, which presents material in the form of short, easy-to-understand videos lasting 15–60 seconds. Features such as text, music, visual effects, and sound can be utilized to clarify Arabic pronunciation, vocabulary, and grammar in an interactive way. Furthermore, TikTok's algorithm, which adapts content to user interests, allows educational materials to reach a relevant audience, especially the younger generation who are accustomed to learning through visual media. With its creative and concise design, TikTok is able to make learning Arabic more engaging, efficient, and in line with today's digital learning styles.(Rosyidah & Ahnaf, 2025).

2. The Potential and Limitations of TikTok in Arabic Language Learning

TikTok has great potential to support Arabic language learning. The videos presented use engaging and interactive methods. While TikTok has many advantages for Arabic language learning, the platform also has its drawbacks.(Kusumandaru & Rahmawati, 2022). such as the need for a stable internet connection, potential distractions from entertainment content, and limited in-depth interaction. Nevertheless, TikTok remains an effective platform in accelerating Arabic language learning for beginners.(Abidah Nur Afdhilah & Miftakhul Jannah, 2024). To further understand how this potential can be implemented, here are some relevant TikTok features to support the Arabic language learning process.

3. TikTok features that support learning

Many TikTok users utilize the platform to create creative videos, not just for entertainment but also for educational and informative purposes. Many TikTok content creators share their language skills by creating creative videos for other users, whether in English, Korean, or even Arabic.(Milah, 2022).

Table 1: Features available in the TikTok application

Feature	Utility
Record Sound	Record sound via mobile phone, then integrate it into your personal TikTok account.
Record Video	Record videos using your mobile phone, then integrate them into your personal TikTok account.
Backsound (background sound)	Add background sound such as music from the TikTok application storage media, then add it to the video that has been created.
Edit	Edit and improve the video draft that has been created.
Share	Share edited videos.
Duet	Collaborate with other TikTok app users.

From the table, it can be seen that each TikTok feature has its own function. Through these features, TikTok is not only visually appealing, but also provides an opportunity for students to practice language skills directly. In his reset results, Zubaidi stated that TikTok is very suitable for use in the Arabic language learning process.(Zubaidi et al., 2021). The reasons why TikTok is suitable as a medium for learning Arabic are:

- 1) Can meet students' learning needs
- 2) With its features and updates, TikTok can attract students' interest in learning.
- 3) TikTok is very suitable for the characteristics of students who are millennials and generation Z where they are very close to the digital world.(Miftachul Taubah & Muhammad Nur Hadi, 2020).

Examples of Arabic language learning that can utilize the TikTok application in the learning process are:

- retell the contents of the narrative text (ta'bir qira'ah) with a predetermined theme,
- dialogue (hiwar),
- singing Arabic songs (ghina' arabiyy)
- short story telling (qishah qashirah)
- translate the song into Arabic and then sing it on the Tiktok application, or you can use other methods according to the teacher's creativity(Kurniati, 2022).

Implementation and Examples of Learning through TikTok

1. Utilizing TikTok in Learning the Four Maharah of Arabic

Examples of using TikTok as a medium for learning Arabic for 4 language skills, namely:

1) Listening Skills (Maharah Istima')

In line with its characteristics and features, the TikTok app can accommodate these audiovisual needs. The duet feature even offers cooperative listening skills. For example, listen to Arabic songs on TikTok, either alone or in a group. Then, write down the results in a notebook to check for accuracy. This aims to develop the ability to perform istima' (recitation).

2) Speaking Skills (Maharah Kalam)

The TikTok app offers users the convenience and flexibility of incorporating background sounds into the app. This feature allows the app to manipulate words to express, state, or convey intent, ideas, thoughts, and feelings. An example of this is retelling a narrative text (ta'bir qira'ah). The steps are as follows: First, the teacher provides a narrative text for students to review. Students are then asked to transform the text into a conversational dialogue. The dialogue is then recorded and practiced using the duet feature within the TikTok app.

3) Reading Skills (Maharah Qira'ah)

Teachers can use the TikTok app as a presentation tool for practicing reading Arabic texts. For example, students can read aloud. Students are then asked to prepare a video recording of an event. Using the voice recording feature, they are asked to read the text using proper reading techniques.

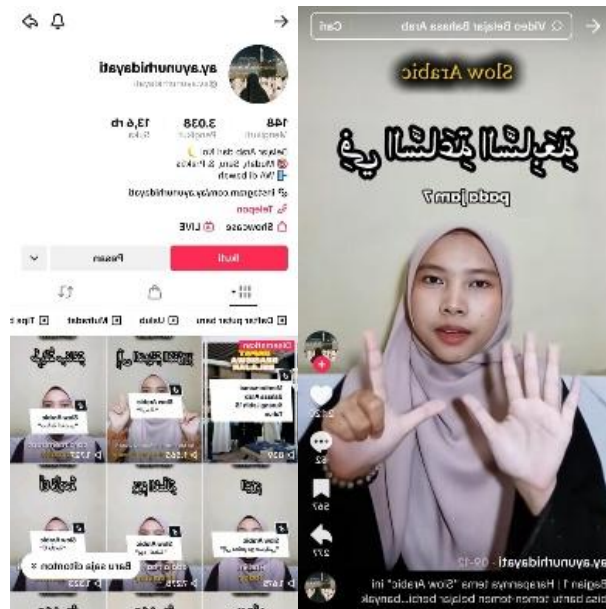
4) Writing Skills (Maharah Kitabah)

A teacher can utilize the TikTok app to teach writing skills. This can be done by instructing students to include text in videos they will create using the available features. The resulting videos are then presented on social media and evaluated collectively. (Jailani et al., 2024).

2. Examples of learning content

In addition, students can also watch Arabic language learning videos made by people who share their language skills through these videos. Examples of TikTok users who use this application as a medium for learning Arabic are:

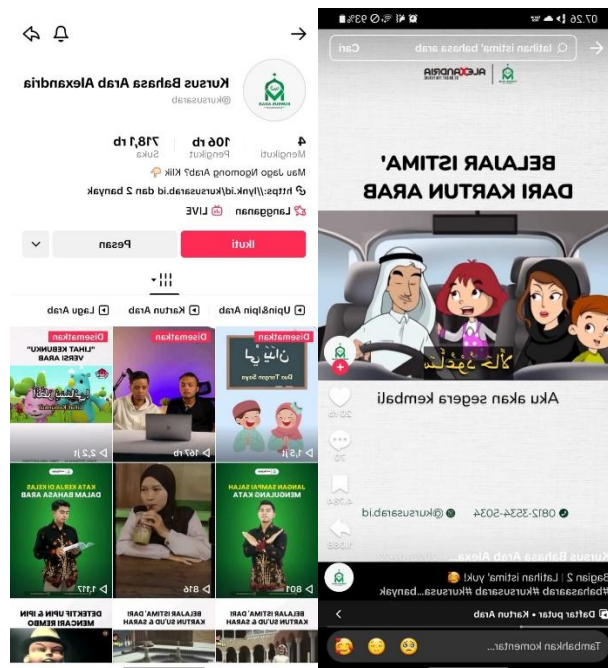
1. @ay.ayunurhidayati



The TikTok video "Slow Arabic" uploaded by the account @ay.ayunurhidayati is a representation of Maharah Kalam (speaking skills) at the beginner level (mubtadi'), where the main focus is practicing pronunciation {an-nutq} and mastery of basic sentence structures {at-tarakib} related to the routine theme of a teacher at

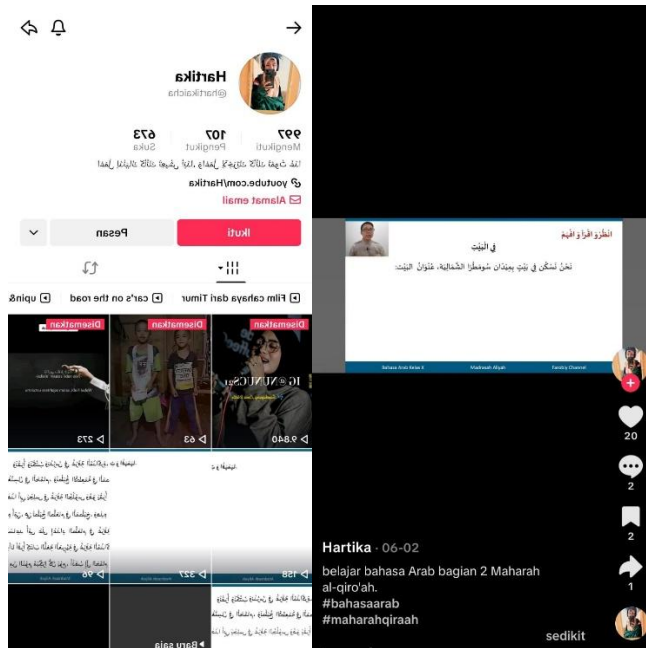
school. Through a slow guided monologue method, this video effectively presents Arabic text and Indonesian translation synchronously to facilitate imitation and vocabulary comprehension, making it a very useful tool for the early stages of sound acquisition and building verbal confidence, although it does not train the essential aspects of two-way communication {muhadatsah} and spontaneity {as-solaqah} which are the ultimate goals of Maharah Kalam.

2. @Alexandria Arabic Course



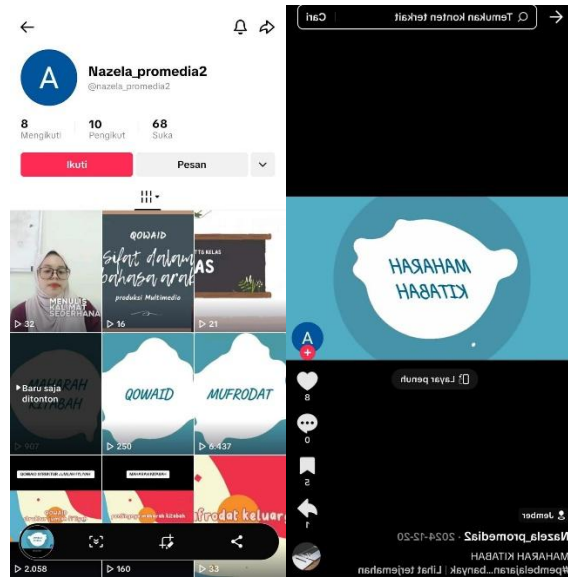
This TikTok video content entitled "Learning Istima' from Arabic Cartoons" presents an effective method of learning istima' (listening) through the use of animated clips with short, contextual dialogues, such as the phrase "شيئاً لقد" (I forgot something) and "سأعود حالاً" (I'll be back soon). This video is very helpful in practicing listening because it presents spoken Arabic with clear pronunciation and a reasonable speed, and is reinforced by the presence of Arabic text (for sound and writing correlation) and Indonesian translation (for understanding the meaning), thus allowing learners to verify their understanding of practical vocabulary and everyday expressions presented in the context of family interactions.

3. @Hartika



This Arabic language learning video serves as a very effective tool for practicing Mahārah Istimā' (Listening Skills) for Grade X Madrasah Aliyah students, although it also trains reading skills (qirā'ah). The teacher presents a descriptive text about a house with the topic "في البيت" (At Home) and read it with very clear articulation and a regular tempo, followed by a direct translation into Indonesian, which allows students to associate Arabic sounds (phonemes and morphemes) with their lexical meaning. Clarity in delivery and emphasis on key vocabulary such as room names (e.g. عُرْفَةُ الْمَذَاكِرَةِ and عُرْفَةُ النَّوْمِ) really helps students in identifying words and understanding the content of the message contextually, thus strengthening their oral understanding of the text presented.

4. @Nazela_promedia2



These learning videos will likely focus on one or a combination of the fundamental aspects of the Maharah Kitabah, namely Imla' (dictation or spelling accuracy), Khat (calligraphy or beauty and clarity of writing), and Insha' (composition or the ability to compose/express written ideas). The effectiveness of the video can be measured by how it presents the material: whether the methods used (such as visual demonstrations of letter/word writing, the use of animation, or independent dictation exercises) are innovative and engaging for learners, and how clearly and accurately the Arabic language rules (especially qawa'id and imla') are explained. A good video should be able to bridge the typical difficulties of the Maharah Kitabah, such as distinguishing letters that sound similar (sound system) and mastering various forms of hijaiyah letter connections, thereby improving learners' technical and productive writing skills.

3. TikTok Audience Engagement with Arabic Language Learning Content

Account Name	Content	Access Date	Like	Comments	Positive Response
@ay.ayunurhidayati	Maharah kalam	12-09-2025	2.126	52	<ul style="list-style-type: none"> • Increase the content, sis • Very useful • Thank you, Ustazah
@Alexandria Arabic Course	Maharah Istima'	07-22-2023	20 thousand	70	<ul style="list-style-type: none"> • Thanksgiving • Good • best
@Hartika	Maharah istima'	02-06-2025	20	2	<ul style="list-style-type: none"> • Please post this useful knowledge frequently, Ustadz.
@Nazela_promedia2	Maharah kitabah	12-20-2024	8	0	-

1. Account @ay.ayunurhidayati

This account focuses on learning content about maharah kalam (Arabic speaking skills). The video, uploaded on September 12, 2025, received 2,126 likes and 52 comments, demonstrating viewers' enthusiasm for the material presented. Many positive comments, such as "More content, sis," "Very useful," and "Thank you, Ustazah," indicate that the audience felt helped and inspired by the interactive and easy-to-understand content delivery. This demonstrates that the account has succeeded in creating engaging and practical Arabic language learning for its viewers.

2. Account @Alexandria Arabic Course

This account features learning materials on listening skills, uploaded on July 22, 2023. The content has attracted attention, garnering around 20,000 likes and 70 comments. Audience responses have been overwhelmingly positive, with comments such as "Thank you," "Good," and "Best," indicating appreciation for the quality and clarity of the material. This account appears to have successfully utilized the YouTube platform as an effective tool for practicing Arabic listening skills with an easy-to-follow method that is widely enjoyed by users.

3. @Hartika account

The @Hartika account also uploaded content on the theme of "maharah istima" on June 2, 2025. Although the number of interactions was lower than the other accounts, with 20 likes and 2 comments, the response was still positive. Comments such as "post often, Ustadz" and "this knowledge is useful" indicate that despite its smaller audience, the account's followers still appreciate the content presented and expect consistency in video publication. This illustrates that content quality is valued more than mere viewership.

4. Account @Nazela_promedia2

This account features content about writing skills (maharah kitabah) uploaded on December 20, 2024. While it hasn't received much interaction (8 likes and no comments), it still demonstrates its efforts in providing Arabic language learning materials focused on writing skills. The low engagement rate could be an opportunity for the account manager to increase content variety and promotion, so that their content becomes more widely known and sought after by Arabic learners on digital platforms.

4. Comparison Between the Four Contents

a. @ay.ayunurhidayati

Maharah Kalam (Speaking)

Presenting Slow Arabic videos using a guided monologue method for beginners (mubtadi'). Focusing on pronunciation (an-nutq) and basic sentence structure (at-tarakib) with the help of Arabic text and Indonesian translation. Effective for pronunciation practice and building speaking

confidence; interactive and loved by audiences (2,126 likes, 52 comments).

Weakness:Lack of practice in two-way communication (muhadatsah) and spontaneity (as-solaqah).

b. **@Alexandria Arabic Course**

Maharah Istima' (Listening)

Uses Arabic cartoon clips with subtitles and translations. Focuses on contextual listening with practical phrases like “لقد نسيت شيئاً.” The audiovisual approach is highly effective; natural articulation and context help reinforce vocabulary and meaning; high engagement (20,000 likes, 70 comments).

Weakness:The content tends to be passive, not yet requiring active participation from learners (such as imitation exercises or answering questions).

c. **@Hartika**

Maharah Istima' (Listening)

Video of a teacher reading the descriptive text “في البيت” (at home) at a steady pace and accompanied by direct translation. Can improve listening and reading skills (qirā'ah); clear articulation; effective for Madrasah students.

Weakness:Low engagement (20 likes, 2 comments); need a promotional strategy to reach a wider audience.

d. **@Nazela_promedia2**

Maharah Kitabah (Writing)

Possibly emphasizing the aspects of Imlā', Khat, and Insha'; helping to train the accuracy and beauty of Arabic writing. Providing a unique focus on productive skills (kitabah) that are rarely addressed; high potential for mastery of technical writing.

Weakness:Low engagement (8 likes, no comments); needs visual enhancements (e.g. animation or written demonstration) to make it more engaging.

Across the four accounts, a fairly balanced variety of Arabic language skill focuses is evident — two accounts excel in the istima' (Islamic teachings), one in the kalam (Kalam), and one in the kitabah (Kirabah). @Kursus Bahasa Arab Alexandria

has the highest reach, demonstrating that the use of contextual media such as cartoons is more engaging for learners. Meanwhile, @ay.ayunurhidayati excels in its personal and pedagogical approach for beginners. @Hartika showcases a formal learning style suitable for educational institutions, while @Nazela_promedia2 makes a significant contribution to teaching Arabic writing, although it still requires visual and interactive innovation. Overall, the differences between these four accounts demonstrate that video platforms can be utilized in a variety of ways depending on the characteristics of the target audience, but the success of digital interactions depends heavily on the creativity of the presentation and audience engagement.

Obstacles and Solutions to Using TikTok in Arabic Language Learning

1. Barriers for users

While TikTok has great potential as a medium for Arabic language learning, its implementation is not without its challenges. Some students have difficulty accessing videos due to device limitations or unstable internet connections.(Abdurahman Abdurahman et al., 2025). In addition, the short video format limits the space for more in-depth discussion of material, such as vocabulary and grammar, so learning is sometimes less than optimal.(AM Ritonga et al., 2023)The quality of educational content is also a challenge because not all TikTok videos are created according to pedagogical standards and the Arabic language curriculum. Furthermore, the app's entertainment-oriented nature can be distracting for students if not properly supervised. Another challenge arises from teachers' readiness to select or create appropriate content and integrate TikTok into formal learning strategies to ensure its effective use.

1. Solutions for Users

My solution to overcome the challenges of using TikTok is for teachers to create a clear and organized strategy. For example, teachers can select or create short videos that are relevant to the material, provide guidance so students know what to learn, and manage the video length so it's not too long. Teachers can also combine TikTok with other methods, such as group discussions, speaking practice,

or simple quizzes, to keep students focused and engaged. This way, students not only understand the material but also become more creative, speak up, and participate actively in the learning process. Thus, TikTok can be a fun, interactive, and effective medium for learning Arabic.

Conclusion (الخاتمة)

The research results show that utilizing the TikTok app as an Arabic language learning medium offers significant innovation and is able to improve students' language skills comprehensively, including listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah). TikTok offers advantages in terms of interactivity, flexibility in time and place, and presentation of material in an engaging microlearning format, making it easier for students to understand vocabulary, grammar, and everyday communication expressions.

However, implementing TikTok in learning also faces various obstacles, such as limited internet access, distractions from irrelevant entertainment content, and limited material available in short videos. To address these challenges, strategies include selecting content that aligns with learning objectives, adjusting video duration, providing clear instructions to students, and integrating TikTok with other learning methods, such as discussions, speaking exercises, or interactive quizzes.

Thus, TikTok has proven to be an innovative learning medium, relevant to the characteristics of the digital generation, and effective in increasing motivation, creativity, active participation, and the overall quality of Arabic language learning. These findings confirm that integrating digital technology into language learning can be a strategic solution to address educational challenges in the modern era.

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