

Models of Arabic Language Learning on Social Media

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ABSTRACT

This study aims to identify the forms, characteristics, and strategies of Arabic language learning that are developing on social media, particularly on Instagram and TikTok. Using a qualitative approach with a text-based study and content analysis of 14 active Arabic language learning accounts—8 from TikTok and 6 from Instagram—the data were collected through documentation of videos, captions, comments, and interactive features, as well as interviews with the account owners who are content creators actively producing Arabic educational materials on social media. The analysis was conducted using the Miles and Huberman interactive model, including data reduction, data display, and conclusion drawing. The findings indicate that Arabic language learning on social media is characterized by microlearning that is short, practical, and visually engaging. Instagram tends to utilize carousels and infographics, while TikTok features short videos with voiceovers and subtitles. The identified learning strategies include microlearning, contextual learning through dialogues or stories, storytelling, motivational strategies with Islamic quotes, and interactive strategies such as quizzes, polls, and comments. Based on Joyce and Weil's learning model framework, Arabic language learning on social media appears integrative and hybrid, combining the Information Processing, Social Interaction, Personal, and Behavioral Models in line with the creators' styles and platform characteristics. Overall, social media functions as a flexible, creative, and accessible learning space for the digital generation, although the validity, depth, and sustainability of content remain challenges to be addressed for more effective Arabic language learning.

Keyword

Arabic Language; Learning Model; Social Media

مستخلص البحث

تهدف هذه الدراسة إلى تحديد أشكال وخصائص واستراتيجيات تعلم اللغة العربية التي تتطور في وسائل التواصل الاجتماعي، وخاصة على منصتي Instagram و TikTok. اعتمد البحث على المنهج النوعي بأسلوب الدراسة النصية وتحليل المحتوى لأربعة عشر حساباً نشطاً في تعليم اللغة العربية، منها ثمانية حسابات على TikTok وستة حسابات على Instagram. تم جمع البيانات من خلال توثيق المحتوى على شكل مقاطع فيديو وتعليقات ونصوص مكتوبة وميزات تفاعلية،

بالإضافة إلى مقابلات مع أصحاب الحسابات الذين هم صُنَّاع محتوى ينشرون مواد تعليمية في اللغة العربية عبر وسائل التواصل الاجتماعي. تم تحليل البيانات باستخدام النموذج التفاعلي لمائزل وهوبرمان الذي يتضمن تقليل البيانات وعرضها واستخلاص النتائج. أظهرت نتائج الدراسة أن تعلم اللغة العربية في وسائل التواصل الاجتماعي يتميز بالتعلم المصغر (microlearning) الذي يتسم بالقصر والعملية والجاذبية البصرية. يميل Instagram إلى استخدام القوالب البصرية مثل كاروسيل (carousel) والإنفوغراف، بينما يتميز TikTok بمقاطع فيديو قصيرة مصحوبة بصوت وتعليقات مكتوبة. وتشمل استراتيجيات التعلم المستخدمة التعلم المصغر، والتعلم السياقي من خلال الحوارات أو القصص، وسرد القصص، والاستراتيجيات التحفيزية باقتباسات إسلامية، والاستراتيجيات التفاعلية مثل الاختبارات القصيرة والاستطلاعات والتعليقات. واستناداً إلى إطار نموذج جويس ووايل للتعلم، يتسم تعلم اللغة العربية في وسائل التواصل الاجتماعي بالطابع التكاملي والهجين، حيث يجمع بين نموذج معالجة المعلومات، ونموذج التفاعل الاجتماعي، والنموذج الشخصي، والنموذج السلوكي، وفقاً لأسلوب صانع المحتوى وخصائص المنصة. وبشكل عام، تُعدّ وسائل التواصل الاجتماعي فضاءً تعليمياً مرناً ومبدعاً وسهل الوصول إليه لجيل الرقمنة، رغم أن صلاحية المواد وعمق المحتوى واستمرارية التعلم تبقى تحديات تحتاج إلى معالجة لجعل وسائل التواصل أكثر فعالية كوسيلة لتعلم اللغة العربية.

اللغة العربية؛ نموذج التعلم؛ وسائل التواصل الاجتماعي

كلمات أساسية

Introduction

Technology has become an integral part of life today. In the modern context, this technology refers to information and communication technology, such as software, hardware, networks, and the internet. The application of these technological developments also occurs in the education sector. As stated in Government Regulation No. 17 of 2010, articles 48 and 59, which indicate and encourage the development of a technology and information-based education information system.¹

The rapid development of information technology in today's era of globalization has had an undeniable impact on the world of education. Global demands require the world of education to constantly and continuously adapt to

¹ Government Regulation of the Republic of Indonesia Number 17 of 2010 concerning the Management and Implementation of Education, Articles 48 and 59.

technological developments in order to improve the quality of education, especially in terms of its application in the world of education, particularly in the learning process.² The development of information and communication technology has brought about major changes in various aspects of life, including education. The advent of the internet and social media has enabled a transformation in learning that is more flexible, open, and community-based. Learning, which was previously limited to the classroom, can now be accessed anytime and anywhere through various digital platforms such as YouTube, TikTok, Instagram, and Facebook. This change provides great opportunities for delivering teaching materials, including in foreign language learning.

In this case, technology plays an important role as a learning support medium, including in Arabic language learning. The use of technology in learning media is also certainly used for Arabic language learning. Current technological advances have influenced all aspects of human life, including education.³

Language learning, as cited from Siregar in Jundi et al., serves as a tool of communication and now holds a vital role, including in the learning of Arabic. Therefore, it requires media that are not only informative but also engaging for learners.⁴ The advancement of science and technology is itself the result of human productivity, and both have wide-ranging implications in human life. Through the collaboration of science and technology, it is expected that people can optimally benefit from them and enhance the quality of Arabic language proficiency in Indonesia.⁵

Social media platforms have also become an inseparable part of life. Among the most popular platforms are TikTok and Instagram. These platforms not only serve as spaces for users to share creative content, but have also become important sources of learning in various fields, including language learning.⁶

In the digital era, social media has evolved into an alternative space for foreign language learning. The rapid development of information technology has made the learning process no longer confined to formal classrooms but instead flexible, open, and easily accessible through digital platforms. Social media such as TikTok, Instagram, and YouTube now function not only as entertainment channels but also as creative spaces for educators and language enthusiasts to present learning materials that are concise, engaging, and interactive. This phenomenon raises important questions about how Arabic language learning practices are

² (Budiman, 2017)

³ (Harahap & Napitupulu, t.t.)

⁴ (Siregar dkk., t.t.)

⁵ (Susanto dkk., 2022)

⁶ (Aminullah dkk., 2022)

shaped on social media, what strategies are employed by content creators, and what learning models underlie these practices. Furthermore, this phenomenon also challenges the traditional paradigm of language learning, as social media introduces formats of microlearning, multimodality, and two-way interaction between teachers and learners that differ from conventional face-to-face models.

Amid the limited space of formal learning or the lack of access to direct Arabic language instruction, many individuals have turned to social media in search of educational content. Arabic, as the language of the Qur'an and the medium of communication for Muslims worldwide, holds a strategic position to be learned, especially for the younger generation actively engaged in the digital world. With diverse and creative content, social media functions as a source of knowledge and a new learning motivation, free from the constraints of classrooms and formal curricula. This has become a new alternative for exploring knowledge and information through social media.⁷

The rapid development of social media has transformed the way people access information and acquire new skills. Beyond serving as a medium of entertainment and social interaction, social media is increasingly being utilized as a platform for learning, including in the study of foreign languages such as Arabic. Arabic language learning through social media has drawn attention due to the availability of diverse digital content and the ease of access to interactive learning materials.

Social media platforms such as Instagram and TikTok offer unique opportunities to learn through short, engaging, and contextual content. Educational creators employ various strategies, including multimedia integration, microlearning, contextual learning, and narrative-based approaches, to enhance learners' understanding and engagement. This development reflects a trend of informal, learner-centered education, where individuals can study flexibly and independently at their own pace.

With the growing presence of Arabic learning content on social media, it becomes important to further understand how such content is designed and delivered to audiences. Social media has now surpassed its initial role as a mere entertainment tool; it has evolved into a flexible, accessible, and open learning space for everyone. TikTok, Instagram, and YouTube, for instance, have become widely used platforms for delivering concise, visual, and interactive learning materials. This condition positions social media as a potential space to support the language learning process, including Arabic.

⁷ (Rahman dkk., 2023)

Although it holds great potential, research that examines the pedagogical models and strategies applied in Arabic language learning through social media remains limited. Most previous studies have focused on learning in traditional classrooms or formal online platforms, leaving minimal understanding of how social media specifically supports language acquisition. Therefore, this study aims to explore the models, strategies, and interactive features used by content creators to facilitate Arabic learning through social media, thereby providing insights that can be utilized by educators, content developers, and learners to maximize the learning potential of these platforms.

For this purpose, a textual study approach is considered relevant in this research. This approach allows the researcher to analyze Arabic learning content disseminated through social media as the object of study. By employing content analysis techniques, the researcher can identify learning elements that emerge, such as modes of material delivery, interaction patterns, types of evaluation, and visualization of messages. This approach does not focus on users' subjective experiences but rather on the structures and meanings embedded within the publicly available texts/learning content.

This research focuses on mapping and analyzing the models of Arabic language learning that appear in social media content. It seeks to describe the forms, patterns, and tendencies of learning models employed by creators or institutions in delivering Arabic material through platforms such as TikTok and Instagram. The findings of this study are expected to provide theoretical contributions to the development of Arabic language learning studies in the digital era, as well as offer practical input for educators, content creators, and educational institutions in designing more contextual and effective learning through social media.

The development of digital technology has transformed social media from merely a space of entertainment into an alternative means of gaining knowledge, including in the field of Arabic language learning. Moreover, with its accessibility anytime and anywhere, along with the abundance of learning channels and the variety of available content, social media enables learners to explore knowledge more extensively.⁸ Platforms such as TikTok and Instagram are widely used to present educational content in a concise and practical manner, making use of visual and audio strengths. The content includes vocabulary, grammar, and even daily conversations, creatively packaged through short videos, infographics, or interactive features. This phenomenon highlights the significant potential of social

⁸ (Leli dkk., 2025)

media to serve as a non-formal learning medium that resonates with the digital generation.

However, behind these opportunities, there are several issues that need to be examined further. First, although various types of Arabic language learning content have emerged on social media, there has not yet been a systematic study capable of mapping how actual learning models are formed. Each creator has a different style of presentation, making it important to identify learning models that can represent real practices in the field.

Second, the strategies of delivery and interaction between creators and audiences are still rarely studied in depth. Social media offers a variety of interactive features such as comments, polls, quizzes, and live sessions, all of which have the potential to become part of learning strategies. Without clear mapping, it is difficult to assess the extent to which these strategies effectively support learner engagement in the process of learning Arabic.

Third, although social media provides broad and flexible access, the implications of this type of learning for sustainable Arabic language acquisition remain unclear. It is still uncertain whether social media-based learning models can strengthen motivation, skills, and understanding of Arabic, or whether they instead present new challenges such as limited depth of material and questionable content validity.

Methods

This study employs a qualitative research design with a text-based analytical approach focusing on digital educational content related to Arabic language learning on social media platforms such as Instagram and TikTok. The primary data sources include videos, captions, comments, and other interactive features, complemented by semi-structured interviews with four selected Arabic language content creators. Using a purposive relevance-based sampling technique, fourteen active accounts—six from Instagram and eight from TikTok—were chosen for their consistency, engagement, and expertise in producing Arabic learning materials. Data collection was conducted through document analysis and interviews to obtain comprehensive insights into teaching strategies, interaction methods, and learning models that emerge in digital spaces. All collected data were analyzed using the interactive model by Miles and Huberman, which involves data reduction, data display, and conclusion drawing to identify patterns, categorize findings, and interpret the practices of Arabic language learning on social media.

Results & Discussion

A. Research Finding

Arabic language learning on social media, as revealed through research conducted on the Instagram and TikTok platforms, reflects the dynamics of digital culture, each possessing its own distinctive characteristics. Both platforms share a common pattern, namely microlearning, which is learning delivered in small, easily digestible segments for the audience⁹, usually focusing on a single topic. The presentation of materials is made as engaging as possible, both visually and audiovisually, considering that the majority of social media users are learners and young people. This format allows the learning process to be more flexible, accessible, and aligned with the habits of today's digital users.

Although the learning content on both platforms tends to be similar, there are slight differences between them. On Instagram, educational content generally appears in the form of *carousels*, *infographics*, and *reels* that highlight textual and visual elements. The materials presented include vocabulary, sentence patterns, brief explanations of grammar (*nahwu*), and motivational Islamic quotes. On the other hand, TikTok, which was originally a platform for entertainment through short videos, is dominated by vertical videos lasting between 30 seconds and two minutes, characterized by expressive and communicative delivery styles through *role-play*, *storytelling*, and short dialogues in everyday life contexts.

As in conventional learning, the learning that takes place on TikTok and Instagram also employs certain strategies, which follow four main patterns:

1. Expository, through texts and infographics;
2. Contextual, through dialogues and real-life simulations;
3. Motivational, through Islamic quotes and messages; and
4. Interactive, through quizzes, polls, and calls for participation in the comment section.

These four strategies are often combined within the framework of microlearning, allowing audiences to absorb the material quickly while actively engaging with the content. Based on the learning model framework developed by Joyce and Weil, this combination reflects an adaptive and integrative approach that merges information delivery, social interaction, personal

⁹ (*Micro_Learning_and_Narration_Exploring_possibiliti*, t.t.)

motivation, and behavioral reinforcement in the process of Arabic language learning on social media¹⁰, The practice of Arabic language learning on social media demonstrates the application of four complementary learning models: the Information Processing Model, the Social Interaction Model, the Personal Model, and the Behavioral Model. Together, these models illustrate that the learning process can occur through information processing, social interaction, personal development, and behavioral formation within structured learning experiences.

First, the Information Processing Model is evident in content that presents concise information such as vocabulary, sentence structures, or Islamic quotations. This model is commonly found on Instagram, focusing on the visual and systematic delivery of information to facilitate comprehension and retention.

Second, the Social Interaction Model is prominent on TikTok, featuring role-play, dialogues, and comment sections that create opportunities for two-way communication. This model emphasizes audience collaboration and participation in socially constructing knowledge.

Third, the Personal Model appears in motivational and religious content that aims to foster positive values and enhance learners' motivation in studying Arabic.

Fourth, the Behavioral Model can be observed in vocabulary exercises, quizzes, and repetition-based content that reinforce learning habits and encourage active audience responses.

Overall, Arabic language learning on social media is hybrid and adaptive, combining these four models in accordance with platform characteristics and audience needs—Instagram tends to be more informative and visual, while TikTok is more interactive and communicative.

This statement is in line with the hybrid learning theory as explained by Graham¹¹, that hybrid learning represents the integration of various approaches and learning media that allow flexibility and diversity of learning experiences. In the context of social media, this can be seen from the combination of visual, textual, audio, and social interaction elements that create a dynamic learning experience. In addition, the concept of adaptive learning as

¹⁰ (Joyce dkk., 2009)

¹¹ (Graham, 2006)

proposed by Felder and Brent¹² emphasizes the importance of adjusting strategies and delivery styles to the needs and characteristics of learners. Thus, Arabic language learning on social media is hybrid and adaptive, as it is able to combine various learning models while aligning them with platform characteristics and the preferences of the digital audience.

B. Discussion

These findings indicate that social media has transformed into a dynamic and participatory non-formal learning space that supports both experiential learning and contextual teaching and learning. The microlearning pattern allows learners to absorb material in small, easily digestible units and to study at their own pace. The multimodal nature of platforms such as TikTok and Instagram also supports the principles of Dual Coding Theory, which emphasizes the integration of visual and verbal elements to strengthen comprehension and memory retention. This theory explains that humans process information through two main channels—verbal (words, text) and nonverbal (images, visuals)—that work in parallel to enhance understanding and recall. Accordingly, the combination of Arabic text, transliteration, and visualization in social media content helps learners comprehend and retain material more effectively.

Moreover, interactive features such as comments, polls, and Q&A sessions reflect a shift toward a constructivist learning paradigm, in which learners build their own knowledge¹³ through communication and active engagement. However, learning through social media also presents certain limitations, including restricted content depth, limited structured feedback, and varying content validity. Overall, the results of this study demonstrate that Arabic language learning through social media encourages a shift from teacher-centered approaches to learner-centered and collaborative learning, positioning learners as active participants in constructing their own understanding.

C. Implications

The study provides both theoretical and practical implications. Theoretically, social media can be viewed as an emerging learning ecosystem that integrates multiple pedagogical models—information processing, social interaction, personal, and behavioral—within a flexible digital framework.

¹² (Felder & Brent, 2005)

¹³ (Vygotsky, 1978)

Practically, educators and Arabic language practitioners can use platforms like TikTok and Instagram to design engaging, contextual, and accessible microlearning materials that fit modern learners' habits.

Nevertheless, collaboration between educators, content creators, and educational institutions is crucial to ensure academic accuracy, pedagogical quality, and sustainable integration of social media in Arabic language learning. With appropriate guidance and creative strategies, social media can serve not only as a source of entertainment but also as an effective and motivating platform for language learning in the digital era.

Conclusions

As the use of social media as a learning space continues to expand, research on Arabic language learning on platforms such as TikTok and Instagram remains limited, particularly studies that systematically examine the emerging learning models. Previous studies have mostly focused on the role of social media in enhancing learning motivation or as a medium for Islamic preaching, but few have mapped the strategies and learning models employed by content creators. Therefore, this study focuses on analyzing the forms and characteristics of content, delivery strategies, and the mapping of Arabic language learning models on social media.

The findings indicate that the dominant learning models are microlearning (short content focused on a single topic), contextual learning (materials linked to everyday situations), storytelling (simple narratives or role-plays), and multimedia-based learning that integrates text, images, and audio. The analysis also shows that interactivity between creators and audiences through comments, quizzes, and live features plays a crucial role in creating learning experiences that are closely aligned with user needs.

Thus, this study not only describes Arabic language learning practices on social media but also provides an analytical framework for understanding how content can be categorized into specific learning models. The implications of this research highlight the need to develop pedagogical standards for social media-based Arabic learning, ensuring that content creativity aligns with effective learning principles and addresses the needs of the digital generation.

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