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Optimizing Social Media in Contextual Arabic Language Learning: A Study of Indonesian Tourism Content

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Abstract The development of digital technology has created opportunities for learning foreign languages, including Arabic, through social media platforms such as YouTube and Instagram. YouTube is the number one social media platform for practical learning, namely learning Arabic in the context of tourism, especially for communicating with Arab tourists¹. Therefore, cultural awareness in interacting with Arab tourists is an aspect that cannot be ignored in deepening Arabic language learning in Indonesia². In addition to YouTube, this article aims to analyze the optimization of YouTube as a medium for contextual Arabic language learning, with a focus on tourism content. This study applies a descriptive qualitative method with content analysis of several YouTube channels that present practical Arabic language material, tourism vocabulary, and promotion of Indonesian destinations in Arabic³. This study will also explain the optimal role of digital technology in YouTube and Instagram-based learning spaces for contextual Arabic language learning in the tourism sector, as well as how to understand the communication strategies of tourists from the Middle East⁴.

Keywords YouTube Media, Arabic Language, Tourism Content

¹ Klaus Krippendorff, *Content Analysis: An Introduction to its Methodology* (California: Sage Publications, 2004).

² Abdul Wahab Rosyidi, *Arabic Language Learning Media* (Malang: UIN Maliki Press, 2009).

³ Yusuf Hanafi, "The Use of Social Media in Foreign Language Learning," *Journal of Arabic Language Education* Vol. 7, No. 2 (2020): 145-158.

⁴ Umi Machmudah, "Intercultural Communication in the Tourism Sector: A Study of Middle Eastern Tourists in Indonesia," *Journal of Islamic Communication* vol. 11, No. 1 (2021): 33-50.

METHOD

This study employs a descriptive qualitative approach using content analysis methodology. Content analysis is defined as a research technique to draw testable and valid inferences from texts in the context of their use⁵. This method allows for context and provides a deep understanding of communication phenomena⁶. Technically, content analysis includes steps such as: (1) Classifying vocabulary based on its meaning, type, or use in Arabic tourism communication; (2) Using standards as a basis for grouping; and (3) applying analytical techniques to make predictions about Arabic language promotion for tourists in Indonesia⁷. The selection of this content analysis method is relevant because it has been used in tourism research, for example to analyze media content and tourist reviews, even though it is digital-based promotion, which is capable of providing a deep understanding of tourist perceptions and emotions⁸. Thus, content analysis is very suitable for describing and explaining content produced by YouTube and Instagram channel creators related to learning Arabic for Indonesian tourism⁹.

The subjects in this study are three YouTubers selected based on the number of followers, the number of likes, and the type of Arabic language learning content or material they create¹⁰. These accounts include: @HalimatussadiyahNasution3438, @Ahmed Alshammari, @belajarbahasaarab6119. The selection of subjects with specific criteria is part of purposive sampling, which is commonly used in qualitative research to obtain relevant and in-depth data¹¹. The objects of this study include videos uploaded by three YouTubers related to Arabic language learning for tourism, as well as comments or responses from their followers¹². Comment analysis is very important because it can reflect the audience's perceptions, evaluations, and engagement with learning content on social media¹³. In addition, the literature supporting this research is also part of the object of the research, because previous studies can strengthen the analysis and provide a theoretical framework¹⁴.

After collecting the data, several steps were taken to analyze it. First, the data was grouped based on the type of subject of each content creator (YouTuber) as part of the data condensation process and data display arrangement in qualitative analysis¹⁵. Second, the data is analyzed based on the level of audience engagement, such as the number of viewers (views), the number of likes, and the number of comments, because these metrics are commonly used to

⁵Krippendorff, Klaus, *Content Analysis: An Introduction to its Methodology* (California: Sage Publications, 2004), p. 24

⁶Ahmad Zaini, "Content Analysis Methods in Qualitative Research," *Journal of Communication Science*, Vol. 5, No. 2 (2019), p. 15

⁷Sumarno, *Research Methods in Education* (Yogyakarta: UNY Press, 2019), p. 78.

⁸Xiang, Z., & Gretzel, U. "Role of Social Media in Online Travel Information Search," *Tourism Management*, Vol. 31, No. 2 (2010), pp. 179-188

⁹Sfitri, R. et al. "Application of Qualitative Content Analysis in the Study of Muslim Tourists' Revisit Intention to Lombok in the Context of Halal Tourism," *Jurnal Ilmiah Pariwisata*, Vol. 27, No. 3 (2022), p. 45.

¹⁰Arikunto, Suharsimi. *Research Procedures: A Practical Approach*. Jakarta: Rineka Cipta, 2013, p. 174.

¹¹Sugiono. *Qualitative, Quantitative, and R&D Research Methods*. Methodology. California: Sage Publications, 2004, p. 38.

¹²Krippendorff, Klaus. *Content Analysis: An Introduction to its Methodology*, California: Sage Publications, 20224, p. 38.

¹³Xiang, Z., & Gretzel, U. "Role of Social Media in Online Travel Information Search." *Tourism Management*, Vol. 31, No. 2 (2010), pp. 179–188.

¹⁴Creswell, John W. *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. California: Sage Publications, 2014, p. 55.

¹⁵Miles, M.B., Huberman, A.M., & Saldana, J. *Qualitative Data Analysis: A Methods Sourcebook* (3rded.). Thousand Oaks, CA: Sage, 2014.

measure engagement on YouTube videos¹⁶. Furthermore, the results of the audience engagement data analysis are presented in the form of tables/matrices to facilitate interpretation and drawing conclusions. Finally, a content description is conducted on the content created by creators related to Arabic language learning on YouTube related to Indonesian tourism using a content analysis approach to draw replicable and valid inferences from the text/communication artifacts¹⁷ and considering viewer comments as data on tourism perceptions and experiences¹⁸.

INTRODUCTION

The rapid development of information and communication technology has had a significant impact on various aspects of life, including education¹⁹. One of the most popular and accessible digital media platforms is YouTube²⁰. As the world's largest video platform, YouTube is not only a source of entertainment but has also developed into a potential educational tool, particularly in foreign language learning²¹.

Arabic language learning in the digital age requires a more contextual, interactive, and relevant approach to real life²². One of the main challenges in teaching Arabic is the lack of relevance between learning materials and the daily lives of students²³. Therefore, the use of media that can present real contexts, such as tourism videos that showcase various destinations and cultures in Indonesia, is a strategic solution²⁴. Tourism videos packaged in Arabic or accompanied by Arabic explanations can enrich vocabulary, train listening skills, and introduce language structures naturally in authentic situations²⁵.

Optimizing YouTube in contextual Arabic language learning not only allows for the integration of language and culture, but also provides a more enjoyable and meaningful learning experience²⁶. This study focuses on the use of Indonesian tourism content available on YouTube as alternative teaching materials in Arabic language learning²⁷. With this approach, students not only learn the language theoretically, but are also able to understand and use it in real contexts that are close to their environment²⁸.

¹⁶ Yang, S., et al. "The Science of YouTube: What Factors Influence User Engagement With Online Science Videos?" *PLOS ONE*, 17(5), 2022.

¹⁷ Krippendorff, K. *Content Analysis: An Introduction to Its Methodology* (2nd/4th ed.). Thousand Oaks, CA: Sage, 2004/2022.

¹⁸ Carvache-Franco, O., et al. "Topics and Destinations in Comments on YouTube Tourism Videos During the COVID-19 Pandemic." *PLOS ONE*, 18(2), 2023.

¹⁹ Munir, *Digital Learning* (Bandung: Alfabeta, 2017).

²⁰ Statista, "Most Popular Social Networks Worldwide as of July 2023, Ranked by Number of Monthly Active Users," accessed September 3, 2025.

²¹ L. Snelson, "YouTube Across the Disciplines: A Review of the Literature," *MERLOT Journal of Online Learning and Teaching* Vol. 7, No. 1 (2011): 159–169.

²² Munir, *Digital Learning* (Bandung: Alfabeta, 2017).

²³ Abdullah Syamsuddin, "Problems and Solutions in Arabic Language Learning," *Arabiyat: Journal of Arabic Language Education and Arabism* Vol. 5, No. 1 (2018): 1–18.

²⁴ Yusuf Hanafi, "The Use of Social Media in Foreign Language Learning," *Journal of Arabic Language Education* Vol. 7, No. 2 (2020): 145–158.

²⁵ Nurul Hidayah, "The Use of Audio-Visual Media in Contextual Arabic Language Learning," *Al-Ta'rib: Scientific Journal of Arabic Language Education Study Program*, Vol. 8, No. 1 (2020): 21–34.

²⁶ Munir, *Digital Learning* (Bandung: Alfabeta, 2017).

²⁷ L. Snelson, "YouTube across the Disciplines: A Review of the Literature," *MERLOT Journal of Online Learning and Teaching*, Vol. 7, No. 1 (2011): 159–169.

²⁸ Yusuf Hanafi, "The Use of Social Media in Foreign Language Learning," *Journal of Arabic Language Education*, Vol. 7, No. 2 (2020): 145–158.

Through this study, it is hoped that strategies can be found in the selection, use, and integration of YouTube and Instagram content themed around tourism as an effective, contextual, and contemporary medium for Arabic language learning²⁹.

RESULTS AND DISCUSSION

Audience Engagement in YouTube Content for Tourism Arabic Language Learning

Based on the research conducted, the researchers found that there are patterns or types of Arabic language learning content created by four creators. There are two main themes in the Arabic language learning content for tourism that they created and shared, namely Mufrodath (vocabulary) and Arabic language material that is easy to understand. In addition, it was also found that content with the themes of tourism promotion in Arabic and Arabic conversation was the most popular and liked by YouTube channel users. This can be proven by the high number of viewers, likes, and comments on videos with these themes. The details are shown in the table below.

Table 1. Polarization of Arabic Tourism Language Learning Content

No	Content Creator	Engagement Audience	Content Type		
			Vocabulary	Vlog/promotion	Materials
1.	Halimatussadiyah Nasution	Views	231	-	231
		Number of likes	-	-	-
		Number of comments	-	-	-
2.	Ahmed Alshammari	Broadcast	-	357 thousand	506k
		Number of Likes	-	11k	18k
		Number of Comments	-	594	646
3.	LearnArabic6119	Views	17	-	232
		Number of Likes	-	-	2
		Number of Comments	-	-	-

(YouTube Content Source)

Analysis of Arabic Language Tourism Learning Media Content

²⁹ Nurul Hidayah, "The Use of Audio-Visual Media in Contextual Arabic Language Learning," *Al-Ta'rib: Scientific Journal of Arabic Language Education Study Program*, Vol. 8, No. 1 (2020): 21–34.

Based on the research conducted, the results of this study are in line with the issues raised in the research. The results of this study were obtained in accordance with the methodology used. This study analyzes the content of three YouTubers selected by the researcher.

First Content

@Halimatussadiyah Nasution

This YouTuber has an account that provides vocabulary videos, with 26 subscribers and only 2 videos shared. This YouTuber actively creates and shares videos about learning Arabic vocabulary related to tourism. This content is categorized as a method of introducing Arabic vocabulary.

In an effort to facilitate Arabic language learning, the creator of this Arabic vocabulary video category takes a unique approach. This creator conveys vocabulary directly through videos by speaking. This method allows viewers to not only understand the vocabulary but also hear the correct pronunciation and intonation of the words. In addition, the creator adds songs to make the vocabulary easier for the audience to memorize or accept. This advantage makes these videos a valuable learning resource, especially for students who want to improve their listening and speaking skills in Arabic.

One unique feature of the Arabic language learning videos uploaded by Halimatussadiyah Nasution is the addition of images that help viewers understand the vocabulary being taught. Despite these strengths, the creator has some weaknesses in video editing and lacks creativity in engaging viewers to watch and learn from the content.

Second content

@Ahmed Alshammari

The YouTube account @Ahmed alshammari is one of the accounts that posts vlogs or what can be called tourism promotions, both within the country and abroad. With a creative and interactive approach, the creator makes vlog videos in the form of talking while showing the natural surroundings. This is very influential because it promotes tourism in Indonesia to the audience. This account has 582,000 subscribers and has shared 149 videos.

One of the interesting Arabic language learning categories in this content is that the audience can directly hear Arabic pronunciation from native speakers. In addition, this creator is very skilled at determining a good video style and is adept at speaking in a way that attracts the audience to visit these tourist locations.

This approach not only helps promote tourism but also showcases the pure pronunciation of Arabic from native Arabic speakers. However, it is unfortunate that in this content, the creator does not provide subtitles or Arabic text for what they are saying. This significantly impacts those who are not native Arabic speakers or have not studied Arabic, as they will find it very difficult to understand the creator's intentions.

Third content

@Belajarbahasaarab

The YouTuber with the account @Belajarbahasaarab6119 also has 365 subscribers and 137 videos. This content focuses more on vocabulary and other aspects of learning Arabic.

One of the main strengths of this creator is their ability to effectively combine theory and practice. They don't just present grammar rules in a dry manner, but also provide examples or applications in the form of sentences that allow the audience to practice what they have learned.

This approach has proven to be very effective in helping students understand and master Arabic grammar in depth. With content covering various aspects of grammar, from basic grammar to more complex sentence structures, this creator has made it a valuable learning resource for audiences in understanding Arabic, especially in tourism.

As a result, this creator has successfully presented excellent Arabic vocabulary learning, not only for tourism purposes but also for audiences who wish to delve deeper into or understand Arabic.

In addition to YouTube, we can also learn from content on Instagram. This study also expands the analysis to the social media platform Instagram as a comparative platform. Instagram was chosen because it has shorter, more visual, and interactive content through its reels, stories, and featured images with Arabic captions³⁰. Thus, Instagram can complement the YouTube analysis, particularly in examining how tourism vocabulary, destination promotion, and user interactions are developed within the context of contextual Arabic language learning³¹. The analysis of Instagram will include posts from Indonesian tourism accounts in Arabic, influencers, and users who share their travel experiences with Arabic narratives, thereby providing additional perspectives on cross-cultural communication strategies in the digital age³². Here are some Instagram accounts that focus on tourism in Indonesia: Kampung Bahasa Arab, Markaz Arabiyah, Halal Tourism, and Arabic Language Promotion (in the development of digital guides). There are three Instagram accounts that will serve as a comparison to the YouTube content we discussed earlier.

Here are the three accounts we will study for their methods in teaching Arabic for tourism:

First Account

Markaz Arabiyah, Arabic Language Educational Tourism

This account features content related to "Arabic Language Educational Tourism," such as learning activities while traveling. This model has great potential to be developed into an Arabic-based tourism context, for example, city tours while practicing Arabic or cultural tourism with Arabic narration.

This concept is known as "Arabic Language Educational Tourism," which involves language learning through recreational, contextual, and enjoyable activities.

Second Account

Halal Tourism & Arabic Language Promotion

Although not a direct social media account, recent academic research shows the development of Arabic-language digital guides for halal tourism based on Indonesian culture, targeting areas such as Aceh Besar, West Lombok, England, and Indonesia. The idea of such guides has great potential to be developed into a digital channel for disseminating tourism promotion content in Arabic.

³⁰ Body, Dana M., and Nicole B. Ellison. "Social Network Sites: Definition, History, and Scholarship." *Journal of Computer-Mediated Communication* Vol. 13 No. 1 (2007): 210–230.

³¹ Omar, H., & Dequan, W. "Watching YouTube Videos and Learning: A Study among University Students," *Journal of Education and Practice* Vol. 6, No. (2015): 108–113.

³² Kurniawati, E., "Strategies for Utilizing Instagram as a Tourism Promotion Medium." *Journal of Communication and Media* Vol. 4, No. 2 (2021): 55–68.

This approach opens up great potential for the development of Arabic-based tourism, where educational aspects are combined with cultural reactions and experiences. For example:

Arabic-language city tours. In this format, tourists are invited to walk around the city while practicing Arabic to communicate with guides, read tourist information boards, or listen to historical narratives in Arabic. This not only enriches their vocabulary, but also familiarizes them with the function of language in real everyday contexts.

OPTIMIZING ARABIC LANGUAGE LEARNING CONTENT THROUGH YOUTUBE AND INSTAGRAM

The development of digital technology presents great opportunities in the field of education, including foreign language learning. Digital media provides a more flexible, interesting, and accessible learning space because students can learn independently through online platforms such as YouTube and other social media³³. In Indonesia, public interest in learning Arabic is still relatively limited because Arabic is generally only studied in madrasas or Islamic boarding schools. Many Indonesian Muslims are only able to read the Quran without a deep understanding of Arabic, so the level of proficiency in modern Arabic is still low³⁴ even though Arabic is not only used in a religious context, but also in global communication, tourism, and academic studies. This language has had a major influence on various languages of the world, including Indonesian, both in terms of vocabulary and cultural concepts.³⁵ Even in the context of tourism, digital-based Arabic language learning has been proven to increase motivation and learning effectiveness for non-native speakers.³⁶

Social media such as YouTube and Instagram serve as creative and interactive tools to expand access to Arabic language learning. Through audiovisual content, these platforms can significantly improve students' speaking, listening, and vocabulary skills. The following are the potentials of YouTube and Instagram that can help in learning Arabic for tourism:

- The Potential of YouTube in Arabic Language Learning

1. Interactive and Authentic Audiovisual Media

YouTube presents audiovisual content from native speakers in a tourism context (restaurants, hotels, airports, markets, tourist attractions), allowing learners to directly hear the pronunciation of vocabulary and makhraj (the place of articulation) accurately and naturally—a crucial aspect that is difficult to achieve through traditional methods. Literature research indicates that exposure to native speakers through YouTube boosts motivation, increases confidence, and strengthens students' Arabic language competence.³⁷ Additionally, YouTube allows for flexible learning that can be accessed anytime and anywhere, and provides a rich and interesting variety of materials.

2. Varied Content: From Vocabulary to Thematic Conversations

This platform offers various formats of material ranging from learning everyday conversation vocabulary, pronunciation practice to short dramas, thematic podcasts, and cultural vlogs. For example, channels such as Arab Podcasts discuss cultural topics

³³ Wikipedia. (2025). Digital media in education.

³⁴ Reddit. (2002). Why are Indonesians bad at Arabic despite being a Muslim majority?

³⁵ Wikipedia. (2025). Influence of Arabic on other languages.

³⁶ Abdul Ghani, M.T. & Wan Daud, W.A.A. (2018). Arabic for tourism purposes via web-based learning. *International Journal*.

³⁷ Al-Rafi'i, M. (2024) The Influence of YouTube Arabic Social Media on Arabic Vocabulary Learning. *Literature Review Study*. *Al Ghazali*, 6(2), 47-54.

and everyday language, which significantly improves students' maharah kalam (speaking) skills.³⁸

In the context of tourism, many YouTube contents present practical simulations, such as welcoming guests, giving directions, shopping, and introducing tourist destinations in Arabic. Such materials are highly relevant for interacting directly with Arab tourists.

3. Free and Flexible Access

The advantage of YouTube as a platform is that it is free and easily accessible. Students can pause the material, slow down or speed up the video, activate subtitles, and rewatch it according to their learning needs. Research shows that this convenience significantly increases knowledge and understanding of Arabic language learning due to the clarity of information and the practicality of the material presentation.³⁹

● The Potential of Instagram in Arabic Language Learning for Tourism

1. Quick & practical micro-learning

Instagram offers short content formats such as Reels, Stories, and carousels that are perfectly suited to the concept of micro-learning. With short durations (15-60 seconds), audiences can acquire practical vocabulary such as common phrases. This pattern is in line with tourists who are often limited in time but need applicable material⁴⁰.

2. Engaging Visual Content

Instagram's appeal lies in its visuals. Content in the form of infographics, illustrations, and educational memes can simplify vocabulary memorization or sentence structure. For example, an image of an airplane can be used to introduce Arabic words referring to objects or places. According to research, the use of visual media has been proven to strengthen foreign language memory and facilitate the internalization of new vocabulary.⁴¹

3. Building Learning Communication

Educational accounts on Instagram can serve as virtual communication. For example, accounts that regularly share Arabic content about tourism can become a place for discussion among learners. This community fosters a spirit of peer learning and expands the network between tourists and local residents. According to Wenger's *Communities of Practice* theory, learning through communication can increase the sustainability of the learning process.⁴²

UNDERSTANDING TOURIST COMMUNICATION STRATEGIES FROM THE MIDDLE EAST

Indonesia has 2,201 privately managed tourist attractions, 574 tourist attractions managed by local governments, 119 tourist attractions managed by authorities, and 51 tourist attractions managed by the central government. Tourism is one of the leading sectors that contributes significantly to increasing Indonesia's national income, Kurniawan (2015:73). Indonesian tourism is based on four pillars: tourism destinations, the tourism industry, tourism marketing, and tourism institutions. These four pillars must be fully realized to meet

³⁸ Wahyudi and Sukmasari. (2024). The use of YouTube podcasts in learning Arabic language skills. *Al-Fathin*, 7(1), January-June edition.

³⁹ Safitri, I., Susanti, W., et al. (2023). Improving Arabic Language Knowledge and Comprehension with YouTube Media. *EDUKATIF: Journal of Education*, 5(1), 672-681.

⁴⁰ Hug, T., Lindner, M., & Bruck, P.A. (2005). *Microlearning: Emerging concepts, practices, and technologies*. Proceedings of Microlearning Conference, Innsbruck University Press.

⁴¹ Mayer, R.E. (2009). *Multimedia learning* (2nd ed.). New York: Cambridge University Press.

⁴² Wenger, E. (1998). *Communities of practice: Learning, meaning, and identity*. Cambridge: Cambridge University Press.

tourists' expectations. Visitors to Indonesia's tourist attractions come not only from domestic tourists but also from foreign tourists.

Proficiency in foreign languages in the tourism sector is very important because it can increase attractiveness and give a good impression to tourists. Communication between tourists and tour guides will have a positive effect on the sustainability of the tourism industry. Therefore, with the development of the tourism industry in Indonesia, tour guides must improve their foreign language communication skills and service.

There are several ways to promote Indonesian tourism to potential foreign tourists from the Middle East, especially with the advancement of information technology in the current society 5.0 era. These include promotion in the virtual world through social media and official websites of the government, private sector, and community organizations, promotion through Indonesian ambassadors in Arab countries, Arabic-language pamphlets, and strengthening Arabic language skills in the reservations department.

CONCLUSION

Analysis of Arabic Tourism Learning Content via YouTube and Instagram Identifies That Digital Media Has Significant Potential in Supporting Adaptive and Contextual Learning Processes. The three YouTube channels that have been reviewed are @HalimatussadiyahNasution, @Ahmed Alshammari, @Beljarbahasaarab6119, and three Instagram accounts, namely Kampung Bahasa Arab, Markaz Arabiyah, Wisata Edukasi Bahasa Arab, Wisata Halal & Promosi Bahasa Arab. They present material using a variety of approaches, covering aspects of content, vocabulary, and grammar, packaged in a communicative and engaging manner. Content types such as vlogs or tourism promotions receive the highest audience response, as reflected in quantitative user interaction data. This underscores the importance of presenting material that is practical and aligned with the communicative needs of tourism. The YouTube and Instagram platforms, with all their flexibility and reach, can be utilized as alternative sources of tourism learning that are relevant to developments in information and communication technology. However, the effectiveness of using these media depends heavily on the quality of the content presented and its integration with an understanding of the communication strategies of Middle Eastern tourists and systematic and targeted Indonesian tourism Arabic language learning.

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May this work contribute to the development of digital literacy and the advancement of Arabic language learning in the field of Indonesian tourism.

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