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Implementation of Instagram Media in Arabic Language Learning

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ملخص

يعد انستغرام أحد من الوسيلة الاجتماعية التي يطلبها جيل الشباب كثيرًا في إندونيسيا. استنادًا إلى بيانات نابليون كات، هناك ١١٣,٢٤ مليون مستخدم انستغرام في إندونيسيا، بنسبة ٦٧,٦% المستخدمين الذين تتراوح أعمارهم بين ١٨ و٣٤ عامًا. يتمتع انستغرام بإمكانيات كبيرة يمكن استخدامها كمنصة تعليم اللغة العربية الإبداعية والمبتكرة والحديثة والمثيرة للاهتمام. الهدف من هذا البحث هو معرفة كيف أن استخدام وسيلة الاجتماعية إنستغرام لسهولة فهم اللغة العربية من خلال محتوى متنوعة، ويدعم تعلم اللغة العربية الإبداعي والإبتكار، ويقدم تعليم اللغة العربية الممتعة من خلال وسيلة إجتماعية إنستغرام. يستخدم هذا البحث المدخل الكيف مع تقنيات جمع البيانات، وهي الملاحظة والوثائق. بشكل تقليل البيانات وعرض البيانات و النتيجة. استخدام البحث أن وسيلة انستغرام @kursus_arab_alazhar. استخدام على أربعة أنواع من المحتوى التعليمي، وهي مقاطع الفيديو المحدث، ومقاطع الفيديو التعليمية، ومقاطع الفيديو رسوم المتحركة، و قواعد النحو والصرف. تظهر نتائج هذا البحث يمكن استخدام انستغرام والاستفادة كوسيلة لسهولة فهم اللغة العربية من خلال محتوى متنوعة،



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وبدعم تعليم اللغة العربية الإبداعي والمبتكر، ويقدم تعليم اللغة العربية الممتعة
من خلال وسيلة الاجتماعية إنستغرام.

الكلمات الرئيسية: انستغرام، الوسائل التعليمية، اللغة العربية

Abstract

Instagram is one of the most favored social media platforms among the youth in Indonesia. According to data from Napoleon Cat (a social media management tool), there are 113.24 million Instagram users in Indonesia, with a percentage of 67.6% of the total being users aged 18-34 years. Instagram holds significant potential as a creative, innovative, modern, and engaging platform for Arabic language learning. The purpose of this research is to investigate the utilization of the Instagram social media platform in facilitating the understanding of the Arabic language through diverse content, supporting creative and innovative Arabic language learning, and introducing enjoyable Arabic language learning through Instagram. This research employs a descriptive qualitative method with data collection techniques such as observation and document analysis. Data analysis in this study includes data reduction, data display, and drawing conclusions. The research focuses on the Instagram account @kursus_Arab_alazhar, which incorporates four types of learning content: muhadatsah videos, tutorial videos, animated videos, as well as nahwu and shorof principles. The results of this study indicate that Instagram as a social media platform can be effectively used and leveraged to facilitate the understanding of the Arabic language through diverse content, support creative and innovative Arabic language learning, and introduce enjoyable Arabic language learning through Instagram.

Keywords: Keywords: Instagram, Learning Media, Arabic Language.

Introduction

We are currently in the digital era, where information and communication technology, especially computers and the internet, plays a central role in everyday life, including social media. In this digital era, social media has become a familiar aspect of Indonesian society. Its use extends beyond communication and information exchange; it has evolved into an engaging platform for learning (Andrias Pujiono, 2021). As technology advances, social media can serve as a tool in the Arabic language learning process. The rapid growth of social media usage in Indonesia is evident, with 167 million social media users reported in 2023 (Data Reportal, 2023). This presents an opportunity to leverage social media as a dedicated learning space, particularly for the Arabic language.

Considering the substantial number of social media users in Indonesia, the effective and efficient utilization of social media as a learning platform is plausible. Technology-based Arabic language learning can be a solution to enhance interest and motivation. Technology-based learning is perceived to increase learning interest due to its engaging and flexible nature (Halen Dwistia, 2022). Among the favored platforms in Indonesia is Instagram, with Napoleon Cat reporting 113.24 million users, constituting



67.6% of the total users aged 18-34 years (Napoleon Cat, 2023). This data highlights Instagram as a widely used platform among the younger generation.

The use of Instagram in Arabic language learning has become an intriguing research topic, capturing the attention of many researchers. Some studies indicate that Instagram facilitates Arabic language learners, particularly in acquiring Arabic terminology. Furthermore, Instagram proves to be an effective and easily applicable learning medium (Husin, 2021). Instagram is a social media platform that utilizes internet networks for sharing and seeking information or knowledge. In the context of Arabic language learning, Instagram has been used as a data source to delve deeper into its role as a learning medium for beginners. Additionally, Instagram serves as a means for learners to study Arabic (Salimatul Fuadah, 2020).

Instagram is a social media platform where users can upload videos and photos to their respective accounts (Zukhruf Ambarisi, 2021). It offers various features such as filters, stickers, reels, and a 60-second story feature. Many content creators utilize Instagram's diverse features to create viral content. Some content creators even use Instagram as a platform for Arabic language learning, as exemplified by the account @kursus_Arab_alazhar. In Arabic language learning, Instagram can be used to access teaching materials, such as video content, photos, quizzes, and Instagram Stories, serving as an online alternative to Arabic language textbooks. This research also indicates that the quality of content on Instagram varies, meeting, nearly meeting, or not meeting certain criteria (Hadi Saputra, 2021).

Several studies recommend using Instagram as a social media platform for learning Arabic. Instagram enables users to access Arabic language content available on various accounts. Some studies also demonstrate that social media enhances the Arabic language skills of its users. @kursus_Arab_alazhar is an Instagram account providing Arabic language content, serving as a reference for Arabic language learning (Depi Kurnia, 2022).

The Instagram account @kursus_Arab_alazhar represents an Arabic language course institution located in Pare, Kediri, East Java. The content on this Instagram account focuses on Arabic language learning. By implementing four types of instructional content—conversation videos (muhadatsah), tutorials, animations, and the rules of Arabic grammar (nahwu and shorof)—this research aims to explore how the Instagram platform can be used and leveraged for Arabic language learning through the account @kursus_Arab_alazhar.

Method

This research employs a qualitative approach with a descriptive method. The qualitative descriptive method is chosen as it allows for the depiction of how Instagram is applied in Arabic language learning. This method is used to address the issues arising from observations and document exploration. The research focuses on the Instagram account @kursus_Arab_alazhar, which implements four types of instructional content: conversation videos (muhadatsah), animations, tutorials, and the rules of Arabic grammar (nahwu and shorof). The researcher conducts an in-depth analysis of the learning content on this account and the audience responses through likes on posts. The data collection technique involves close observation of the content



and audience responses through the comment section. Additionally, the researcher documents observation results to confirm acquired information.

The data sources for this research consist of primary and secondary data. Primary data is derived from a significant portion of Arabic language video content on Instagram @kursus_Arab_alazhar. Secondary information sources include books and magazines related to this research. The data analysis technique employed in this research follows the Milles and Huberman methodology with three steps: (1) Data reduction involves sorting and selecting interesting, important, useful, and new information. Once reduced, the data is categorized into the research focus; (2) Displaying data that describes the given focus in more detail, followed by comprehensive data analysis to reconstruct data into hypotheses; (3) Drawing conclusions by summarizing the analysis results briefly (Milles and Huberman, 1984)

Results and Discussion

Al-Azhar Arabic Course Pare

One of the Instagram accounts that provides various Arabic language learning resources, including videos, pamphlets, and Instagram Stories, is named @kursus_Arab_alazhar. These accounts are created specifically for Arabic language learners, presenting all kinds of designs on the neutral age and group Instagram social media platform. In 2023, the @kursus_Arab_alazhar Instagram account has gathered more than 148,000 followers. The account has shared 4,491 content posts on Instagram, including films, pamphlets, and stories covering various educational sources related to Arabic until Tuesday, September 18, 2023. It is predicted to continue growing with new Arabic language learning materials that can be practically applied every day. The Al-Azhar Arabic Language Course in Pare, Kediri, was established on January 1, 2013. The school specializes in teaching Arabic for beginners and language learners, emphasizing the importance of Arabic as the language of Islam, the Quran, and hadith.

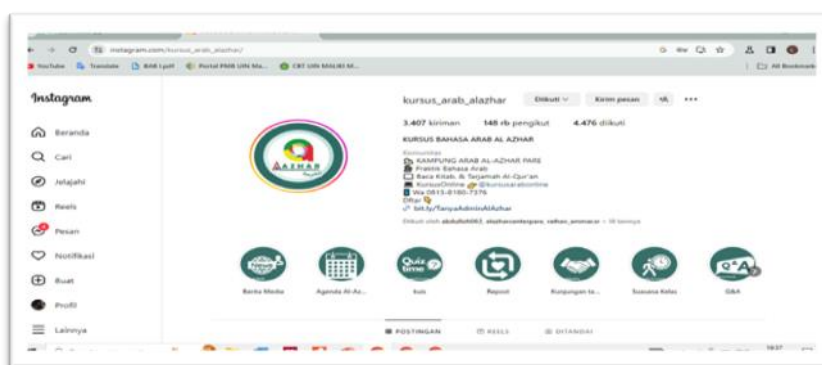


Image 1: @kursus_Arab_alazhar Instagram Account

Image 1: The Instagram account @kursus_Arab_alazhar represents a professional Arabic language course that is reliable and at the forefront of the industry in Pare. The school focuses on teaching Arabic language skills for beginners and learners. The founders of Al-Azhar were motivated to help language learners and

professionals understand and master languages quickly and easily, especially Arabic. Learning to speak (muhadatsah) and reading yellow books (qawaid) usually takes a very long time and considerable effort, and many people never succeed. This difficulty inspired the creation of the Al-Azhar Arabic Language Course in Pare, which is simple, fast, and fun. The teaching methodology of Al-Azhar Pare uses a dual approach, combining traditional and contemporary methods with the highly developed English language teaching methodology from the Pare language village to create a good, simple, fast, and fun hybrid learning style. The most important thing to learn when studying Arabic is muhadatsah, as remembering and adapting to vocabulary is an essential aspect of muhadatsah. Prioritizing qawaid will take a long time because grammar and qawaid are rules used to structure the language itself. Still, understanding the usage of words in a language is the essence of language acquisition. Therefore, the Al-Azhar Pare course emphasizes muhadatsah before qawaid in reading texts (Visipare.com, 2018).

Instagram Content @kursus_Arab_alazhar

1. Video "Introduction to Basic Muhadatsah"

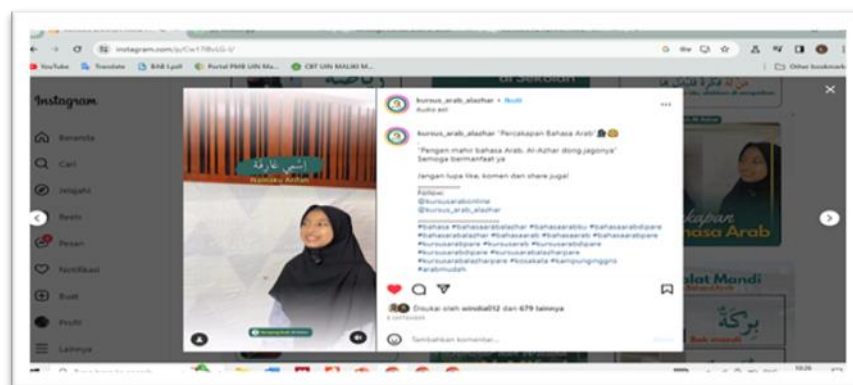


Image 2: Video "Introduction to Basic Muhadatsah"

Image 2: The video content illustrates two language skills: speaking and listening. Students can practice speaking by paying attention to pronunciation and intonation in conversation text. Teachers often aim for their students to speak clearly on various topics, articulate concepts in complete sentences in different situations, accurately pronounce Arabic sounds, and speak fluently about a topic in general (Fachrurrozi, 2011). This material can be modified to match the Madrasah Aliyah class X textbook by adding the understanding of self-introduction in Arabic.

The latest data obtained on September 6, 2023, reported that 680 students showed interest in the content by liking the video, and 7 students asked questions about the lessons in the comments. The video is consistently published and presented coherently, allowing students to explore content according to their preferred learning style: visual, auditory, or kinesthetic. The vocabulary list in this video is seamlessly integrated into the spoken language, and its sentence structure follows good nahwu and shorof scientific rules. The vocabulary is also easily understood at the basic level. If students pay attention to everything taught (Carieska, 2020), all sentence patterns in

the video are acknowledged to be correct linguistically. For example, to ask someone their name in Arabic, you must say ما اسمك. If they want to respond, you must say their name as اسمي. Furthermore, students listening to content on Instagram @kursus_Arab_alazhar will benefit from the choice of phrases in the video. According to Gultom (2018), if the other party understands and agrees with the statement made, it has been successfully communicated. Simple expressions and the use of consistent terminology and symbols, including punctuation marks such as commas and periods, demonstrate how the language in the video can be adapted to the intellectual level and educational background of the students. Wijayanti (2015) emphasizes that writing requires careful attention to punctuation, and mastering punctuation is essential for representing ideas and intentions.

2. Animated Video

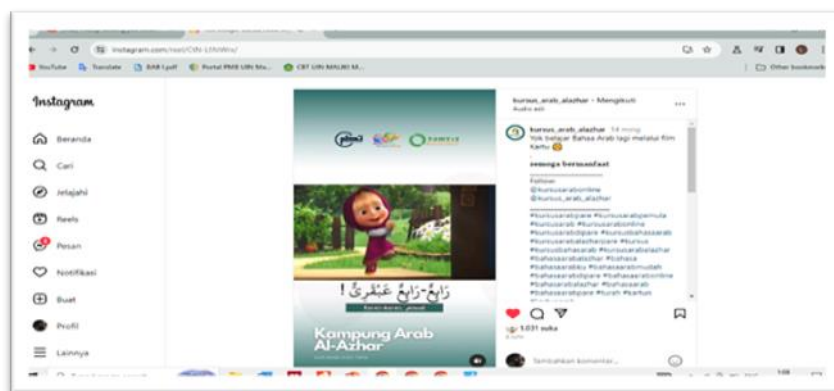


Image 3: Animated Video

Image 3: This image shows the content included in the latest 30-second video posted. This video has interesting Arabic language content organized into easily achievable learning goals. The video contains mufaradat and straightforward dialogue styles. According to Susilana, "the use of media in learning must always pay attention to competencies and teaching materials" (preface). So that students can understand and have confidence in speaking, these concepts are then taught to them in the form of learning using a new language. As a result, the video content is suitable for beginners learning Arabic. Each character presents scenes representing typical childhood seen in social media and television. It is important for many beginner students to see the mentioned material because it attracts the interest of many younger students with its innovative and engaging Arabic language content. As stated by Latipah regarding quality learning materials, animated videos provided as learning media have their benefits, such as "encouraging students to connect their knowledge with its application in their lives as members of the family and community" (Latipah: 2018).

Based on the collected data, 1,031 students show their understanding of the lesson content by liking the video, while 7 students ask questions about the content in the comments. In terms of presentation, the video released on June 8, 2023, circulated a day after it was revealed that the Instagram account @kursus_Arab_alazhar also

shared educational information in Arabic. Furthermore, using deductive reasoning, information is presented systematically (from generic to specific). Drawing conclusions from general principles to specific things is called deductive reasoning or deduction (Mahmudi, 2015). Students can also investigate based on their preferred visual, auditory, or kinesthetic learning modes. The subtitles are only translated rudimentarily into Indonesian, with no vocabulary list to help students understand what is being presented. In terms of language suitability, its sentence structure is suitable and efficient for students at the basic level, and the language is easy to understand because it is a familiar language to them. Additionally, it is evident that the language used is not too difficult or equivalent to the language used in an academic environment, making it easier for beginners who do not yet understand the language well to comprehend and grasp the material being taught. It is indeed true that children will have difficulty understanding Arabic if their parents are not fluent in the language (Permata, 2015).

3. Rules of Nahwu & Shorof

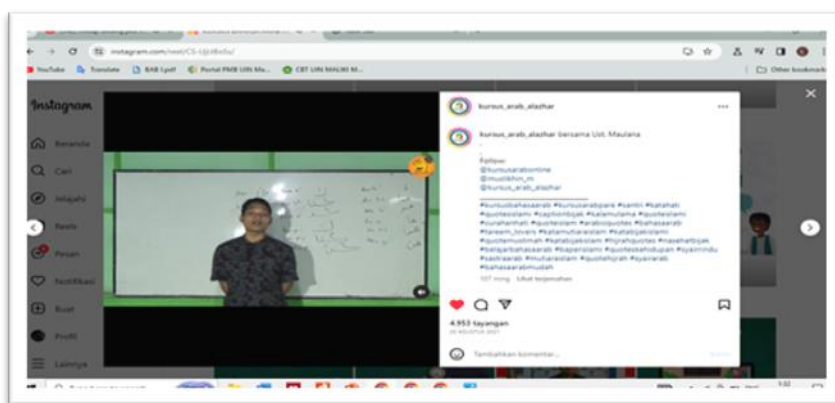


Image 4: Rules of Nahwu & Shorof

Image 4: This image provides a detailed explanation of the Dhomir Mutthasil material. The language material offered in this video is then presented with questions about nahwu and shorof. There are questions about the accuracy of the Arabic sentence structures displayed. Although the material is less related to our daily lives, it is interesting and helps learners acquire language. Therefore, daily research results raise doubts about the correctness of students' knowledge. There are two concepts to understand when learning Arabic: nahwu and shorof. This is because Arabic linguistics has two branches: shorof and nahwu. The two subjects that must be learned by Arabic language students are nahwu and shorof. Nahwu and shorof are two essential components of Arabic linguistics, and here's why. Both subjects are crucial in learning the Arabic language and cannot be separated (Busyro, 2007).

Based on the gathered data, it is known that 562 students liked the booklet, showing their attention to the learned material. Additionally, 4 students asked questions about the material in the comments. In terms of presentation consistency and appropriateness, the video released on August 25, 2021, is still published on

Instagram under the name @Kursus_Arab_alazhar. The latest posts about nahwu material are visible one day before and after that date. This video still allows students to check the content according to their visual learning approach. According to Deporter and Hernacki (2000), students who learn visually absorb information through what they see. Take, for example, this video presenting learning material on assessing the accuracy of Dhomir Mutthasil in relation to the science of Nahwu. Only students who are fundamentally in the video are most likely to be able to explain the meaning of that statement. However, a child's ability in Arabic throughout their life will be more influenced by the vocabulary they possess, according to (Ardi Widodo, 2006).

In terms of language suitability, the sentence structure used is adequate: it follows a consistent pattern from the speaker's style to the text structure. Although the MC content already has a suitable sentence structure, there are still many factors that need to be considered for the creation of a good MC and achieving a good understanding both cognitively and practically. One practical application is becoming an MC at formal events organized by communities, schools, and pesantrens, helping to build confidence in speaking in front of the public.

4. Tutorial in Arabic

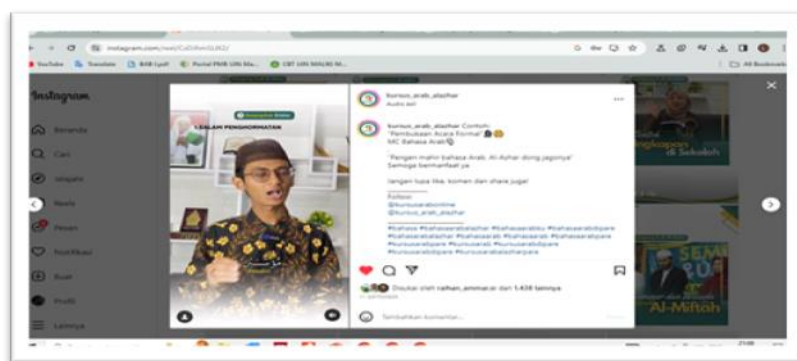


Image 5: Tutorial in Arabic

Image 5 explains a video demonstrating how to pronounce Arabic sentences as an MC in a formal setting described in Figure 5. Ustadz Hilman tries to describe the components of a successful MC in this video, starting with the sentence "السيد الفاضل", by emphasizing the need to act appropriately and with the right facial expressions. In managing an event from start to finish, an Arabic-speaking MC must be able to understand the context and know how to convey it to the audience. This includes being well prepared, making a strong first impression, and showing a positive attitude. For example, during conversations, debates, meetings and various other similar events. According to (Aflisia 2019), the MC's role is broader and includes overseeing many activities thoroughly, from the start of the event to its end.

Based on the data obtained, it can be seen that around 1,418 students gave consideration to the material studied by giving likes to the pamphlet mentioned above. In addition, there were 31 students who asked questions about the material on the discussion board. Based on the research methodology, the consistency of the

pamphlet published on September 11 2023, the day after the post about the MC tutorial, was seen on the previous day and according to reports, Instagram @wisata_Arab_alazhar also did not stop. publish content related to money, such as various types of Arabic tutorials. Teaching Arabic as one of the requirements for a good teaching method is systematic teaching. Systematic refers to the fact that it is carried out according to logical steps determined by the student's level of mastery of the topic, motivation and style of public presentation. In other words, learning Arabic well requires paying attention to personal factors (Saipuddin, 2012).

The sentence structure used is adequate in terms of linguistic suitability: it follows a consistent pattern from the speaker's style to the structure of the text. Even though the MC content this time already has an appropriate sentence structure, in our opinion there are still many factors that need to be considered in order to create a good MC and reach our level of understanding both cognitively and practically. One practical application is to become an MC at formal events organized by communities, schools and Islamic boarding schools, thereby helping us gain confidence to speak in public.

Conclusion

Based on the researcher's analysis, it can be concluded that Instagram can be used and utilized as a medium for learning the Arabic language. The use and utilization of Instagram through muhadatsah video content, animated videos, nahwu and shorof video content, and tutorial videos in Arabic. Online Arabic language learning through the Instagram social media platform can be carried out more creatively, innovatively, and attractively. This research is expected to serve as a reference, especially for the managers of the @kursus_Arab_alazhar Instagram account, to further develop and improve the quality of learning.

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