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TIKTOK APPLICATION AS A PROJECT-BASED ARABIC LEARNING MEDIA

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Abstract

TikTok has once been seen bad by the public and even banned by the Indonesian government. The advantage of TikTok applications, one of which is a medium of Project-Based Learning, is, thus, a challenge to gain. This paper aims to describe the use of the TikTok application as a medium for Arabic language learning through Project-Based Learning on vocabulary material carried out at Madrasah Aliyah Nahdlatul Wathan (MA NW) Pringgasela and to reveal students' perspectives regarding this matter. This paper is packaged with a qualitative descriptive approach, while data collection is through observation and interviews. The data analysis technique uses the Miles and Huberman model, i.e. reducing data, presenting data, and drawing conclusions. This study concludes that using the TikTok application as a learning medium can be an innovation in Arabic learning. The strengths felt by students include: learning becomes more exciting and less boring, students get new experiences, students become more active, and it is easy to memorize the vocabulary they learn. The study also finds that the drawbacks of this application are that it takes a long time in the manufacturing process, requires an internet connection, and the lack of teacher supervision in using the TikTok application outside of school.

Keywords: Arabic Learning, Learning Medium, Project-Based Learning, TikTok.

Abstrak

TikTok selama ini dipandang buruk oleh masyarakat bahkan pernah *dibanned* oleh pemerintah Indonesia. Hal tersebut menjadi tantangan untuk memanfaatkan aplikasi TikTok sebagai media *Project-Based Learning* pada pembelajaran bahasa arab. Tulisan ini bertujuan mendeskripsikan pemanfaatan aplikasi TikTok sebagai media pembelajaran bahasa arab berbasis *Project-Based Learning* pada materi kosakata yang dilaksanakan di Madrasah Aliyah Nahdlatul Wathan (MA NW) Pringgasela serta mengungkapkan perspektif siswa terkait hal tersebut. Tulisan ini dikemas dengan pendekatan deskriptif kualitatif, pengumpulan datanya melalui observasi dan wawancara. Teknik analisis data dilakukan dengan menggunakan model Miles dan Huberman yaitu reduksi data, display data dan penarikan kesimpulan. Penelitian ini menyimpulkan bahwa pemanfaatan aplikasi TikTok sebagai media pembelajaran dapat menjadi inovasi dalam pembelajaran bahasa arab. Kelebihan yang dirasakan oleh siswa

diantaranya; pembelajaran menjadi lebih seru dan tidak membosankan, siswa mendapat pengalaman baru, siswa menjadi lebih aktif dan mudah menghafalkan kosakata yang dipelajari. Sedangkan kekurangan pengaplikasian TikTok membutuhkan waktu yang lama dalam proses pembuatannya, memerlukan koneksi internet dan kurangnya pengawasan pengajar dalam penggunaan aplikasi TikTok diluar sekolah.

Kata Kunci: *Media pembelajaran, pembelajaran berbasis proyek, pembelajaran bahasa Arab, TikTok.*

INTRODUCTION

The current rise of technological developments has prompted the use of the TikTok application which is trending among social media users.¹ TikTok media, which has been used as social media, can actually be used as a medium for Arabic language learning. TikTok is a short video social platform combined with music used for dance performances, creative styles, and other talents.² TikTok users are given the freedom to imagine and express their expressions. The application, which was released in 2017, has been downloaded by more than one hundred million users on Google Play and has a rating of 4.4 with eight million reviews. With the popularity of this application, it is often used as a positive medium for business promotion, sharing educational videos and various other creative videos.³ In line with that, the use of TikTok by uploading educational videos can be applied in Arabic language learning.

The TikTok application is very relevant to be used as a medium for Project-Based Learning (PjBL) that can answer various challenges in the real world in education.⁴ The use of technology in the millennial and Z generations has encouraged a study on the application of PjBL in various learning materials.⁵ Project-Based Learning that is implemented correctly will greatly support the achievement of students being able to play an active role which aims to increase motivation, thinking skills, comprehensive understanding of the material and increase students in the process.⁶ Jagantara et al. revealed that the learning model has a close relationship with student learning styles.

¹ Bahiyah Omar and Wang Dequan, "Watch, Share or Create: The Influence of Personality Traits and User Motivation on TikTok Mobile Video Usage," *International Journal of Interactive Mobile Technologies (IJIM)* 14, no. 04 (March 12, 2020): 121–37.

² "TikTok - Aplikasi di Google Play," accessed in december 15, 2020, <https://play.google.com/store/apps/details?id=com.ss.android.ugc.trill&hl=in&gl=ID>.

³ Majdouline Mhalla, Jiang Yun, and Alireza Nasiri, "Video-Sharing Apps Business Models: TikTok Case Study," *International Journal of Innovation and Technology Management*, october 8, 2020, 2050050, <https://doi.org/10.1142/S0219877020500509>.

⁴ Widowati Widowati, "Pengaruh Implementasi Model Project-Based Learning Terhadap Minat Belajar Sejarahh Siswa Kelas X SMA Negeri 1 Gubug Tahun Ajaran 2014/2015" (PhD Thesis, Universitas Negeri Semarang, 2015).

⁵ Aini Ummu Syukriya, "Implementasi PjBL dengan Media Instagram pada Keterampilan Menulis Bahasa Arab di SMA Islam P.B Soedirman 1 Bekasi" in *Prosiding Konferensi Nasional Bahasa Arab V* (Malang, 2019), 11.

⁶ Global School Net, "What Is Project-Based Learning," accessed in december 18, 2020, <http://www.globalschoolnet.org/web/pbl/whatis.htm>.

Based on his research, the PjBL model can be applied to students with visual, kinesthetic or auditory learning types. In contrast to direct learning, PjBL is able to improve the learning outcomes of these students.⁷

So far, studies related to the relationship between technology and learning are still normative, by giving negative and positive assessments.⁸ The positive impact is shown that technology has increased the professionalism of educators in 5 characteristics: more focus, creative, collaboration, content coherence and more effective time duration.⁹ Technology (computers) in addition to making it easier for teachers to convey material to students, is also a fun learning medium.¹⁰ The negative impact can be shown that technology for adolescents who are in junior or senior high school has the risk of reducing academic achievement, encouraging dissatisfaction, anxiety, and depressive symptoms.¹¹ Other behaviors that arise due to the use of technology are anti-social aggressiveness, difficulty building self-identity, and the potential to self-destruct.¹² The existing research has not applied the TikTok application as a medium that can encourage the emergence of student creativity in the language learning process.

This paper aims to complement existing studies by describing the efforts that have been carried out at MA NW Pringgasela in learning Arabic using the TikTok application as a medium for Project-Based Learning. To describe the discussion systematically, the writing is divided into two parts. The first part discusses the implementation of Project-Based Learning with TikTok media at MA NW Pringgasela. The second part discusses the advantages and disadvantages of using TikTok as a medium for Arabic language learning based on student perspectives.

The argument that underlies this paper is that the use of technology for learning activities is indeed widely carried out, but research that uses the TikTok application as a medium for Arabic learning has not been widely carried out. Moreover, the TikTok application had received a negative image until it was banned by the Indonesian government in 2018 but was allowed to return a week

⁷ I. Made Wirasana Jagantara, M. Si Prof. Dr. Putu Budi Adnyana, and S. Si Dr. Ni Luh Putu Manik Widiyanti, "Pengaruh Model Pembelajaran Berbasis Proyek (Project Based Learning) Terhadap Hasil Belajar Biologi Ditinjau Dari Gaya Belajar Siswa SMA," *Jurnal Pendidikan And Pembelajaran IPA Indonesia* 4, no. 1 (July 2, 2014):, https://ejournal-pasca.undiksha.ac.id/index.php/jurnal_ipa/article/view/1300.

⁸ Sudarsri Lestari, "Peran teknologi dalam pendidikan di era globalisasi," *EDURELIGIA: Jurnal Pendidikan Agama Islam* 2, no. 2 (2018): 94–100.

⁹ Mireille D. Hubers, Maaike D. Endedijk, and Klaas Van Veen, "Effective characteristics of professional development programs for science and technology education," *Professional Development in Education*, 2020, 1–20.

¹⁰ R. Raja and P. C. Nagasubramani, "Impact of modern technology in education," *Journal of Applied and Advanced Research* 3, no. 1 (2018): 33–35.

¹¹ Annisa Nurul Utami, "Dampak negatif adiksi penggunaan smartphone terhadap aspek-aspek akademik personal remaja," *Perspektif Ilmu Pendidikan* 33, no. 1 (2019): 1–14.

¹² W Setiawan, "Era Digital and Tantangannya" in *Prosiding Seminar Nasional Pendidikan* (Sukabumi: FKIP Universitas Muhammadiyah Sukabumi, 2017), 1-9.

later. So that it becomes a challenge to take advantage of the TikTok application for positive activities, namely as a medium for Arabic language learning based on Project-Based Learning.

METHOD

This study seeks to describe the use of the TikTok application as a project-based Arabic learning media and to reveal students' perceptions regarding the use of TikTok as a medium for learning Arabic. Therefore, this type of research is a descriptive qualitative research.¹³ This research took place at MA NW Pringgasela with 24 students involved in making project-based Arabic learning videos using TikTok media.

The data in this study were collected through observation and interview techniques. Observations were made to observe students during the process of making learning videos with the TikTok application media.¹⁴ Among the steps carried out in PjBL are process monitoring and evaluation of project results which require observation in its implementation.¹⁵ The next data collection technique is online interviews via telephone calls due to the situation when this research was conducted in the middle of the Covid-19 pandemic which caused physical distancing and social distancing. Interviews to explore students' perceptions about making Arabic language learning videos using the TikTok application media were conducted on 7 children who represented the number of students who participated in the activity.

The analysis technique used in this study is a technique from Miles and Huberman which is descriptive narrative and is divided into three lines, namely data reduction, data presentation and then drawing conclusions.¹⁶ Data reduction is sorting the raw data during the observation and interview process of making Arabic language learning video projects using the TikTok application media until the final reporting stage of the research. The next stage is the presentation of data in the form of a TikTok video making project design with the theme of sports vocabulary, implementation of Project-Based Learning with TikTok media at MA NW Pringgasela and the advantages and disadvantages of using TikTok as a medium for learning Arabic based on student perspectives. The final stage is drawing conclusions to make it easier for readers to understand what happened during the PjBL process.

¹³ Kaharuddin Kaharuddin, "Kualitatif: Ciri And Karakter Sebagai Metodologi," *Equilibrium: Jurnal Pendidikan* 9, no. 1 (Januari 3, 2021): 1–8, <https://doi.org/10.26618/equilibrium.v9i1.4489>.

¹⁴ Moh Ainin, *Metodologi Penelitian Bahasa Arab* (Malang : Hilal Pustaka, 2007).

¹⁵ Bahagian Teknologi Pendidikan Malaysia, *Project Based Learning Handbook: "Educating the Millennial Learner."* (Kuala Lumpur: Ministry of Education, 2006).

¹⁶ Ismail Nurdin and Sri Hartati, *Metodologi Penelitian Sosial* (Surabaya: Media Sahabat Cendekia, 2019).

RESULT AND DISCUSSION

Implementation of Project-Based Learning with TikTok Media at MA NW Pringgasela

and The implementation of Project-Based Learning with TikTok media was carried out on the theme vocabulary material *الرياضة* carried out in class XII MA NW Pringgasela. This project integrates several indicators contained in Arabic textbooks published by the Indonesian Ministry of Religion, including the following: a) suggesting vocabulary related to the theme *الرياضة*, b) repeating vocabulary sounds about *الرياضة*, c) copying the vocabulary heard related to the theme *الرياضة*. The first indicator, students are asked to suggest some vocabulary they know about *الرياضة* (sports). The second indicator, students are required to be able to pronounce each vocabulary correctly. Then the students were asked to copy the vocabulary that had been spoken into the video in the form of subtitles.¹⁷

Project-Based Learning steps using the TikTok application media carried out at MA NW Pringgasela can be described as follows: *First*, determine the purpose of making the project and divide students into groups. Indicators of competency attainment in the *الرياضة* (sports) material include presenting vocabulary related to the *الرياضة* theme, repeating vocabulary sounds and expressions about *الرياضة*, and copying the vocabulary heard related to the *الرياضة* theme. The purpose of this project is to increase students' confidence in making Arabic vocabulary learning videos with the theme of sports through the TikTok application.¹⁸ After conveying the objectives, the students were divided into groups of 5 to 6 students in one group.

Second, compile a schedule for the implementation of the project. The project is scheduled for three meetings. The first meeting provided direction to students regarding how to use TikTok features used in making the video. The second meeting was the implementation of project development with monitoring from the teacher during the development process. The third meeting watched together the video of the project made by the students.

Third, carry out project creation. The project implementation lasts for two hours of lessons, the students determine spots in several quiet locations in the school environment. The video was taken in groups by taking turns mentioning the vocabulary of *الرياضة* that had been determined by

¹⁷ Alfatus Syarofah and Muhammad Yasin Fatchul Barry, *Bahasa Arab MA Kelas XII* (Jakarta: Direktorat KSKK Madrasah, Direktorat Jenderal Pendidikan Islam, Kementerian Agama RI, 2020).





¹⁸ Mohammad Ikhfan Fadlilah, "Pengaruh Layanan Bimbingan Kelompok Dengan Teknik Permainan Aplikasi Tiktok Untuk Meningkatkan Kepercayaan Diri Peserta Didik Kelas XI IPS 1 SMA PGRI 1 Taman Pemalang Tahun Pelajaran 2019/2020" (Phd Thesis, Universitas Pancasakti Tegal, 2021).

each group. The TikTok feature used in the making of this project is the background feature, the background used is an image that is related to or in accordance with the vocabulary being mentioned by students.

Fourth, monitoring the project. Monitoring is carried out during project creation. The teacher supervises each group while recording the video, corrects the pronunciation of each student, inserts the vocabulary subtitles of each group's choice into the video according to the vocabulary being spoken, checks the suitability of letters and words written in the video.

Fifth, reflectevaluate project results. After the video has finished recording and typing the subtitles, then the students reflect on the results of their work before being evaluated by the teacher. The following are some screenshots from the videos that were successfully made by the students:

Table 1: Vocabulary project video screenshots

The pictures show that the use of the TikTok application in the learning process can support student creativity, increase students' self-confidence in expressing themselves, train students' abilities to utilize contemporary media and contemporary applications in positive terms,¹⁹ one of which is Arabic learning media. The results of the video can be shared on other social media platforms owned by students. So that the benefits can not only be felt by students, but people who are connected to the social media of students who share the results of their videos also get the benefits.²⁰ This was confirmed by Ramadhan, that TikTok's presence was not just entertainment, but also educational and informative.²¹ Pratiwi et al added that TikTok is a language learning strategy that can improve literacy and speaking, and make it easier to understand all content related to language skills.²²

Advantages and Disadvantages of TikTok as a Learning Media Based on Student Perspectives

In this study, interviews were conducted with 7 students to find out their perceptions of the strengths and weaknesses or difficulties faced in making vocabulary learning videos using the TikTok application media that was carried out at MA NW Pringgasela. The forms of questions posed include: a) How was the experience for the first time watching and creating content on the TikTok application? b) What difficulties or obstacles were faced in the process of making Arabic vocabulary learning videos with sports themes through the TikTok application? c) What are the advantages or positive values that can be taken from making the TikTok video? d) What are the shortcomings or negative values that should not be there or avoided in making the TikTok video? The following are authentic answers from the interviewees:

Table 2: Students' Experiences Using TikTok in Learning

Students' Experiences	Code
<i>Sebelumnya sih gak pernah ya kak, itu pertama kali saya pakai aplikasi TikTok, pernah nonton video TikTok yang lucu-lucu sama video motivasi.</i> (EP, N1) [It was the first time I used the TikTok application, previously, I never used it, I had watched funny TikTok videos and motivational	Inexperienced.

¹⁹ Fadhliha Izzati Rinanda Firamadhina and Hetty Krisnani, "Perilaku Generasi Z Terhadap Penggunaan Media Sosial Tiktok: Tiktok Sebagai Media Edukasi and Aktivisme," *Share: Social Work Journal* 10, no. 2 (2020): 199–208.

²⁰ Anggi Aldila Safitri, Anissa Rahmadhany, and Irwansyah Irwansyah, "Penerapan Teori Penetrasi Sosial pada Media Sosial: Pengaruh Pengungkapan Jati Diri melalui TikTok terhadap Penilaian Sosial," *Jurnal Teknologi And Sistem Informasi Bisnis* 3, no. 1 (2021): 1–9.

²¹ Razif Ramadhan, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Arab Baru Dizaman Digital," *Multaqa Nasional Bahasa Arab* 3, no. 1 (2020).

²² Anggi E. Pratiwi, Naura N. Ufairah, and Riska S. Sopiah, "Utilizing Tiktok Application as Media For Learning English Pronunciation," dalam *International Conference on Education of Suryakancana (IConnects Proceedings)*, 2021.

Students' Experiences	Code
videos.]	
<p><i>Kalo menurut saya sih berguna itu ya, bagus, pengalaman pertama saya belajar pakai gituan, sangat membantu saya itu, kalo saya sih bingung awalnya soalnya gak pernah, kita bisa belajar, kalo kita lupa, kita bisa tonton, baguslah, bisa buat yang lain juga bisa belajar lewat aplikasi itu. (EP, N1)</i></p> <p>[I think it's useful, it's good, it's my first experience learning to use TikTok, it really helped me, I was confused at the start of the use, because I never used the application, we can learn again, if we forget, we can watch, that's great, it can make other lessons also learn through the application.]</p>	Helping the learning process.
<p><i>Malu sih, pingin ketawa, kurang PD, diketawain teman-teman juga malu. (EP, N1)</i></p> <p>[I'm embarrassed, I want to laugh, I'm less confident, I'm embarrassed by my friends.]</p>	Less confident.
<p><i>Pernah main TikTok sebelumnya, ndak punya aplikasinya tapi sering nebeng di teman, biasanya liat yang viral-viral begitu yang joget-joget, kalo yang motivasi pernah liat, tapi kalo kayak yang kemarin belum pernah, biasanya liat konten TikTok di youtube karena ga punya aplikasinya. (I, N2)</i></p> <p>[I have played TikTok before, I don't have the application but I often join my friends, usually I see the viral ones like dancing, I've seen motivational ones, but I haven't seen if it's like yesterday's content, I usually see Tiktok content on YouTube because I don't have the app.]</p>	Doesn't have application of TikTok but often watch TikTok content.
<p><i>Belajarnya jadi lebih seru sih, cepat hafal juga kosakatanya, bisa di share ke temen, jadi temen juga bisa nonton, katanya disuruh bikin lebih banyak, ada yang ikutan juga bikin video kayak begitu. (I, N2)</i></p> <p>[Learning becomes more exciting, we quickly memorize the vocabulary, we can share it with friends, so our friends can also watch it, my friend said, I was told to make more, some people also made videos like that.]</p>	Helping the learning process.
<p><i>Kesulitannya itu waktu ngedit kata-katanya itu soalnya belum terbiasa sama ngetik arabnya. (I, N2).</i></p> <p>[The difficulty was when I edited the words because I wasn't used to typing in Arabic.]</p>	Difficulty typing with an Arabic keyboard.
<p><i>Kalo saya pribadi kalo TikToksnya yang bermanfaat tentang edukasi saya gak malu, tapi kalo yang joget-joget itu malu saya kalo nge-share yang itu. (I, N2)</i></p> <p>[For me personally, if the TikTok is useful for education, I don't feel embarrassed, but for those who are dancing, I'm embarrassed if I share that one.]</p>	Not embarrassed as long as it is useful.

Students' Experiences	Code
<p><i>Pernah buat konten di TikTok, punya aplikasinya, sering liat konten TikTok, pernah liat kayak yang kakak suruh dah, edukasi tentang kesehatan, motivasi, cara buat ini misalnya gitu, pernah bikin yang joget-joget yang lagi viral itu, belum pernah kalo yang ada pelajarannya. (KH, N3)</i></p> <p>[I have created content on TikTok, I have the application, I often see TikTok content, I have seen it like what you told me to do, education about health, motivation, how to make something, like that, I ever made a dance that was viral, I've never created content with lessons.]</p>	Have the TikTok application and often watch TikTok content.
<p><i>Pertama-tama nya waktu disuruh buat, malu misalnya bicara bahasa arab itu kan, terus pas liat videonya lucu dah, bagus, pada ketawa liatnya, kadang malu lihat ekspresi kita, malu-malu kita buatnya itu. (KH, N3)</i></p> <p>[First of all, when I was told to do it, I was embarrassed, for example speaking Arabic, right, then when I saw the video it was funny, good, I laughed at it, sometimes I was embarrassed to see our expressions, we were embarrassed to make it.]</p>	Less confident.
<p><i>Kesulitan pas kita buat kata-kata yang pakai bahasa arabnya itu, kadang gambarnya itu gak bisa di download, kekurangannya pas waktu penempatannya itu, penyebutan katanya itu, kalo sering-sering kan gampang kita ngucapinnya (KH, N3).</i></p> <p>[It's difficult when we make words that use the Arabic language, sometimes the picture can't be downloaded, the drawback is when it's placed, the mention of the word, if it's spoken often, it's easy for us to say it.]</p>	Difficulty typing with an Arabic keyboard.
<p><i>Cepet hafal kosakatanya, sering diliat sampe ketawa liat videonya, kelebihanannya agak pede ngomong sama teman pakai aplikasi itu, kita bisa tau kan sebenarnya aplikasi TikTok tidak sepenuhnya kan negatif, kalo kita kreatif kan bisa membuatnya ke hal-hal yang baik seperti yang kemarin itu. (KH, N3)</i></p> <p>[I memorize the vocabulary quickly, I often see it until I laugh at the video, the advantages are a bit confident talking to friends through the application, we can know that actually the TikTok application is not completely negative, if we are creative we can make it to good things like us did yesterday.]</p>	Helping the learning process.
<p><i>Jarang sih bikin konten TikTok, cuma pernah joget-joget begitu doang, punya aplikasinya, lumayan tau filter di TikTok, biasanya liat konten hiburan, pernah juga nonton yang ada pelajaran begitu, ini pertama kalinya bikin konten yang ada pelajarannya. (RH, N4)</i></p> <p>[I rarely create tiktok content, I have made dance content, I have the application, I know the filters on Tiktok, I usually see entertainment content, I have also watched lessons like that, this is the first time I have made content with lessons.]</p>	Have the TikTok application and often watch TikTok content.

Students' Experiences	Code
<p><i>Menurutku itu bagus sih kak, biasanya remaja-remaja sekarang itu jarang nonton video yang memotivasi dari youtube atau apa gitu, kalo TikTok kan biasa remaja sekarang itu banyak yang make TikTok, jadi kalo kita posting yang memotivasi atau pelajaran gitu ada manfaatnya, banyak yang tahu begitu. (RH, N4)</i></p> <p>[I think that's good, usually teenagers nowadays rarely watch motivational videos from YouTube or anything like that, but TikTok, many teenagers nowadays use tiktok, so if we post motivating or lessons that's beneficial, a lot of people know.]</p>	Helping the learning process.
<p><i>Kesulitannya itu ngeditnya sih, ngedit katanya, kerjasamanya semua kerja, di kelompok itu kan ada yang ngerti, ada yang bisa makenya, lebih banyak tahu sih pembuatan video kayak gitu, soalnya pertama kalinya kan itu buat video kayak gitu. (RH, N4)</i></p> <p>[The difficulty is editing, editing vocabulary, all the members work together, in that group someone understands, someone can use it, they know more about making videos like that, because it was the first time I made a video like that.]</p>	Difficulty adjusting subtitles.
<p><i>Ndak pernah pakai aplikasi TikTok sebelumnya, ayah dan keluarga kalo lihat ada aplikasi TikTok di hape itu sudah dibilang "kamu pakai apa ini? Mau joget-joget?", jadinya kayak negatif begitu pandangannya gitu, ga pernah sama sekali nonton konten TikTok, kemarin itu pengalaman pertama pakai TikTok, asik sih. (AM, N5)</i></p> <p>[I have never used the Tiktok application before, my father and my family if they see a Tiktok application on their cellphone they will say "What are you using it for? Do you want to dance? ", It turned out like a negative view, I never watched TikTok content at all, yesterday it was my first experience using TikTok, it's cool.]</p>	Inexperienced.
<p><i>Cuman itu teman-teman ga bisa diajak kerjasamanya, kata-katanya yang mau digunain itu saling lempar begitu, kurang kompak, cuma pas pembuatannya, tapi kan kakak ada waktu itu, jadinya ngga terlalu sulit. (AM, N5)</i></p> <p>[It's just that friends can't be invited to work together, the words we want to use are thrown at each other, less compact, the only difficulty is when making the video, but you were there at that time, so it wasn't too difficult.]</p>	Group members are less compact.
<p><i>Pas pembelajarannya mudah di mengerti materinya, kalo buat belajar sih nggak apa-apa kak, tapi kemarin sempat teman-teman buat TikTok joget-joget jadinya agak risih begitu liatnya, selagi bagus untuk belajar oke aja sih pakai TikTok. (AM, N5)</i></p> <p>[During the lesson we easily understood the material, if the app was used to study it was okay, but when friends had time to do tiktok dances it was a bit uncomfortable when I saw it, while it's good to learn it's okay to use TikTok.]</p>	Helping the learning process.

Students' Experiences	Code
<p><i>Saya ndak punya aplikasi TikTok sebelumnya, lumayan sulit, soalnya ndak pernah main TikTok. (PPW, N6)</i> [I didn't have the TikTok application before, it was quite difficult, because I never played TikTok.]</p>	Inexperienced.
<p><i>Kesulitan pas penempatan gambar dan kata-katanya, kitanya kurang serius karena saling ketawain, karena saya kurang bisa main TikTok, jadinya ndak terlalu bisa edit-editnya itu, masih kurang puas sama hasilnya karena ndak bisa, waktunya juga mepet. (PPW, N6)</i> [Difficulty fitting the placement of the pictures and words, we are not that serious because we laugh at each other, because I can't play Tiktok, so I can't edit it too much, still not satisfied with the results because I can't edit it, the time is too tight.]</p>	Difficulty adjusting subtitles.
<p><i>Cepet kita hafal kata-katanya, ndak bosen juga, kan biasanya pelajaran bahasa arab itu kita bosen, ngantuk gitu, kalo ini ada kayak hiburan juga kan, pas saya posting di status whatsapp dikasi jempol sama beberapa teman, terus ada yang bilang keren. (PPW, N6)</i> [We memorize the words quickly, we are not bored either, usually when we learn Arabic we are bored, so sleepy, if this is like entertainment, right? when I posted it on WhatsApp status, I was given a thumbs up with a few friends, then some said it was cool.]</p>	Helping the learning process.
<p><i>Ndak punya sih aplikasinya, kadang liat temen aja gitu buat TikTok tapi joget-joget, kadang liat sih konten TikTok gitu banyak, macem-macem, kadang tips-tips gitu, kadang cewek make up, belum pernah sih kalo yang pelajaran bahasa arab begitu. (A, N7).</i> [I don't have the application, sometimes I just see friends making tiktok content but for dancing, sometimes I seeing so much Tiktok content, all kinds of things, sometimes tips, sometimes girls make up, but I've never seen arabic language lesson like that.]</p>	Doesn't have the TikTok application but often watch TikTok content.
<p><i>Bingung pertamanya itu, karena ndak pernah pakai aplikasinya, sulit ngetik arabnya itu, jadi lama, terus penempatannya juga sulit bikin bingung. (A, N7)</i> [At first I was confused, because I never used the application, it was difficult to type the Arabic, it took a long time, then the placement was also difficult, it made me confused.]</p>	Difficulty adjusting subtitles.
<p><i>Bagus sih ini, tapi agak malu-malu buatnya awalnya itu, waktunya terbatas pas bikinnya, jadi masih kurang bagus hasil videonya kurang memuaskan, editnya belum maksimal, tapi seru sih saling ketawain sama teman-teman yang lain. (A, N7)</i> [This is good, but it's a bit embarrassing for it at first, the time is limited when we make it, so it's still not good, the video results are not satisfactory, the editing is not optimal, but it's fun to laugh with friends.]</p>	Learning is more fun.

Based on the results of interviews with seven students, related to the students' first experiences of watching and creating content on the TikTok application, student classification could be categorized into 3 criteria. The first criterion, 2 students of whom have the TikTok application on their cellphones and several times have created various content on TikTok. The second criterion, 3 students do not have the TikTok application on their cellphones, but sometimes they watch TikTok content that is reposted on other social media platforms such as on Facebook, YouTube or Instagram. The third criterion, 2 students did not have the TikTok application on their cellphones and had never watched or created TikTok content before. As Ramadhan categorizes TikTok users into 3 types, namely, connoisseurs, video creators and as connoisseurs as well as video creators.²³ So that by combining these three criteria students in one group can form a collaboration to learn from each other to work together in making projects.

In making instructional videos using the TikTok application, students encountered several obstacles. First, students still feel embarrassed to appear in front of the camera that is recording when they say the predetermined vocabulary. Second, some students did not understand the features in TikTok, so they had difficulty recording videos with background filters. Third, students are still not used to typing on an Arabic keyboard on their cellphone, which causes the process of making video subtitles to take longer. According to Syafri and Kulsum, the student's experience of using TikTok can activate a change in experience from active experimentation to reflective observation. Students have been directed directly to experiment actively on making videos as well as looking for materials according to the material. While experimenting, students also practice to observe reflectively about a good video model, the right material and the suitability of the video, content and background images.²⁴ Escamilla-Fajardo et al. also emphasized that the use of TikTok increases student motivation, creates an attractive learning environment, and encourages building creativity and curiosity.²⁵

The use of the TikTok application as a learning medium received a positive response from MA NW Pringgasela students who implemented the video making. First, students feel learning becomes more exciting because students don't just listen to explanations from the teacher. Second, students become more active and creative in making digital videos. Third, students do not get bored easily because they take advantage of the current TikTok application positively. Fourth, students

²³ Ramadhan, "Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Arab Baru Dizaman Digital."

²⁴ Elsa Putri Ermisah Syafri and Umi Kulsum, "TikTok; Media Pembelajaran Alternatif and Atraktif pada Pelajaran PPKn Selama Pandemi di SMP Negeri 2 Mertoyuand," dalam *Seri Prosiding Seminar Nasional Dinamika Informatika*, vol. 5, 2021.

²⁵ Paloma Escamilla-Fajardo, Mario Alguacil, and Samuel López-Carril, "Incorporating TikTok in higher education: Pedagogical perspectives from a corporal expression sport sciences course," *Journal of Hospitality, Leisure, Sport & Tourism Education* 28 (2021): 100302.

can more easily memorize Arabic vocabulary that is being studied by watching the video repeatedly. Fifth, students gain new experience and knowledge in learning, especially Arabic. This is in line with Mana's research regarding student responses to the TikTok application, that most students think that the TikTok application is a good, profitable and entertaining application, students strongly agree if TikTok is used as a learning medium.²⁶ TikTok as another social media allows free interaction with native speakers of a language.²⁷

Apart from having advantages, of course, followed by weaknesses, as well as the use of TikTok as a medium for learning Arabic at MA NW Pringgasela. First, it takes a long time in the manufacturing process to get maximum results. Second, it requires an internet connection to download background images in the video, as well as video recording, if it is not connected to an internet network it will be a big obstacle in the process of making the video. Third, teachers cannot supervise the use of TikTok other than for learning because the TikTok application contains a variety of content besides education as well. Albantani added some weaknesses of using social media as a learning medium, including: the use of gadgets that are not time-limited will have an impact on health, especially the eyes. As technology entrants, teachers face difficulties in using social media in the teaching and learning process, therefore teachers must improve their skills in dealing with the development of information technology, including pairing classic books with electronic media so that lesson materials can be delivered to students.²⁸ In addition, social media including TikTok has become a source of language distraction and deterioration and plagiarism, so teacher involvement and control is urgently needed.²⁹

Thus the students' perceptions regarding the use of TikTok as a medium for learning Arabic in the material of the *الرياضة* theme vocabulary from the first experience of using the TikTok application, the difficulties or obstacles encountered during the video making process and its advantages and disadvantages.

CONCLUSION

This current study wants to describe the use of the TikTok application as a medium for Arabic language learning through Project-Based Learning on vocabulary material carried out at

²⁶ Lira Hayu Afdetis Mana, "Respon Siswa Terhadap Aplikasi Tiktok Sebagai Media Pembelajaran Bahasa Indonesia," *JIRA: Jurnal Inovasi and Riset Akademik* 2, no. 4 (2021): 418–29.

²⁷ Babikir Siddig, "Social Media in Teaching of Languages," *International Journal of Emerging Technologies in Learning (iJET)* 15, no. 12 (2020): 72–80.

²⁸ Azkia Muharom Albantani, "Social Media as Alternative Media for Arabic Teaching in Digital Era," *ALSINATUNA* 4, no. 2 (2019): 148–61.

²⁹ Rusreena Rusli dkk., "Leveraging the Use of Social Media in Teaching Writing: A Qualitative Investigation among ESL Pre-Service Teachers.," *International Journal of Interactive Mobile Technologies* 13, no. 11 (2019).

Madrasah Aliyah Nahdlatul Wathan (MA NW) Pringgasela and to reveal students' perspectives regarding this matter. The use of TikTok as a medium for learning Arabic at MA NW Pringgasela can be an innovation in learning. With the making of this video, students have tried to fight shyness to appear, practice collaboration in groups, provide new experiences, and make it easier for students to relearn vocabulary about sports by watching videos that have been made. TikTok can be an alternative to learning Arabic inside and outside of school because of the ease of access, without limitations on time and place of use and is equipped with various features that support user creations. However, it is hoped that students can use TikTok wisely by following positive content because the content contained in the TikTok application is very diverse.

This research has limitations on the location of the research carried out at one school and one class only, so that the perceptions used as the core data are less diverse and varied. Thus, this study suggests the same study, TikTok application-based learning or something else in learning Arabic, to get more varied information and make comparisons between classes and schools.

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