

ANALYSIS OF THE ROLE AND DEVELOPMENT OF SOCIAL MEDIA IN IMPROVING ARABIC LANGUAGE SKILLS IN THE 5.0 ERA

Septika Rudiamon¹, Fatimah Al-Rashid², and Sisri Wahyuni³

¹ Al-Hikmah Islamic College of Pariangan Batusangkar, Batusangkar, Indonesia

² King Abdulaziz University, Jeddah, Saudi Arabia

³ Mahmud Yunus State Islamic University Batusangkar, Batusangkar, Indonesia

Corresponding Author:

Septika Rudiamon,

Department of Islamic Education, Al-Hikmah Islamic College, Pariangan, Batusangkar.

Email: septika.rudiamon@staialhikmahpariangan.ac.id

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Abstract

This study explores the increasingly prominent role of social media in the field of education, particularly in enhancing Arabic language skills. In recent years, the use of social media has emerged as a global phenomenon that significantly influences various aspects of daily life, including how languages are learned and taught. The objective of this research is to examine how social media can be utilized as an effective tool to support and improve Arabic language learning. A qualitative method was employed through a comprehensive literature review of scholarly sources and studies focusing on Arabic language acquisition via social media platforms. The findings of this study indicate that when used strategically and purposefully, social media can contribute positively to the development of the four essential language skills: listening, speaking, reading, and writing. Platforms such as YouTube, Instagram, Facebook, TikTok, and WhatsApp, among others, offer learners interactive and immersive environments where they can access authentic Arabic content, communicate with native speakers, and practice the language in real-time contexts. These tools help learners engage more actively and build both linguistic competence and cultural awareness. Furthermore, the study emphasizes the importance of integrating social media as a complementary medium alongside traditional classroom instruction. Educators are encouraged to design learning activities that incorporate social media to enhance student motivation, participation, and language exposure. In conclusion, the effective use of social media holds great potential to enrich Arabic language learning, making the process more dynamic, accessible, and aligned with the digital habits of today's learners.

Keywords: Arabic Language Skills, Learning, Social Media



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INTRODUCTION

Arabic is one of the important international languages, especially in the context of religion, science, and diplomacy. In today's digital era, information and communication technology, especially social media, has changed the way we learn and communicate. Social media is not only a tool for entertainment, but it can also be used as an educational tool. Therefore, it is important to explore how social media can be leveraged in improving Arabic language proficiency. The development of digital content in Arabic is accelerating, marked by the increasing number of digital platforms that provide Arabic-language content, ranging from learning applications to social media. This not only increases the use of Arabic in the digital world but also encourages creativity and innovation in the delivery of information (Khumaedi et al., 2024)

As Research conducted by Hamat et al., shows that the use of social media in language learning can significantly increase student motivation and participation (Hamat et al., 2012) . Another study by Manca and Ranieri states that social media creates an interactive and collaborative learning environment that is essential in foreign language learning. In the context of Arabic, the proper use of social media can provide wider and deeper language exposure, as well as improve communication skills in real time.(Missing & Ranieri, 2016)

The various challenges also cannot be ignored, including the lack of control over the quality and validity of content spread on social media platforms. Not all Arabic-language content available on the internet is in accordance with the Arabic rules of fusha (standard) taught in formal learning. In addition, the use of social media is also vulnerable to distractions because students can be easily distracted from non-educational content, then the low literacy culture that hinders the maximum use of communication and information technology. Public ignorance about the digital world can lead to various forms of media abuse, both at the individual, social and national levels. This condition requires educators in Indonesia to improve the quality of learning, especially in Arabic language proficiency. Another obstacle that arises is the absence of clear standards and curriculum. While there are many resources available, not all of the information available is reliable. Therefore, critical thinking skills are indispensable to assess information objectively to avoid false or misleading information (Rika Widianita, 2023).

With the times, the education system in Indonesia is preparing to enter the era of the Society 5.0 revolution. The Society Revolution 5.0 will affect all aspects of life, including education, with a focus on big data technology (Sugiono, 2020). Like Industry 4.0, society 5.0 will affect all aspects of life including the world of Education (Keshav et al., 2022). The difference between Industry 4.0 and Society 5.0 makes humans the main technology center to restore human life by utilizing the Internet of Things (IoT), Big Data and artificial intelligence (Wu et al., 2019). All aspects of human life underwent changes during the 4.0 to 5.0 revolution, including the learning of Arabic (Jamil & Agung, 2022). Suryadi said that there are at least 9 challenges that must be faced by the world of education in the era of Society 5.0, one of which is the process of combining science and technology (Mukhtar, 2021). Like two sides of a coin, technology and science are inseparable.

In learning Arabic, according to linguists, there are four skills that are very important for students to pass through and master as well as possible in an effort to learn various languages, including Arabic, namely: Skill/maharoh istima' (listening), Skill/maharoh kalam (speaking), Skill/maharoh Qiro'ah (reading), Skill/maharoh kitabah (writing) (Spokesperson, 2010).

RESEARCH METHOD

This research adopted a qualitative approach to explore the role of social media in enhancing Arabic language learning. The qualitative method was selected to allow for an in-depth understanding of how digital platforms are influencing language acquisition in contemporary educational settings. The study focused on gathering and analyzing existing academic literature and empirical studies that examine the use of social media in Arabic language education. This approach was considered suitable due to the exploratory nature of the research, which aimed to synthesize findings from diverse contexts rather than measure specific outcomes quantitatively.

To collect relevant data, the researchers conducted a comprehensive literature review using scholarly databases such as Google Scholar, JSTOR, Scopus, and ERIC. Keywords including "Arabic language learning," "social media in education," "language acquisition," and specific platform names like "YouTube," "Instagram," "TikTok," and "WhatsApp" were used to identify relevant sources. The selection criteria included peer-reviewed journal articles, conference proceedings, and academic theses published between 2013 and 2024 to ensure the inclusion of recent developments and current practices.

The analysis followed a thematic synthesis approach. Each selected study was reviewed to identify key themes related to the benefits, challenges, and pedagogical implications of using social media for Arabic language learning. Particular attention was given to how these platforms support the development of the four core language skills: listening, speaking, reading, and writing. The findings were then organized into categories that reflect the types of social media tools used, their modes of application, and the educational outcomes observed across different learning contexts.

This study also considered the pedagogical frameworks and theoretical underpinnings discussed in the reviewed literature. The integration of social media was examined through the lens of language learning theories such as constructivism, communicative language teaching (CLT), and socio-cultural theory, which emphasize interaction, learner autonomy, and authentic language exposure. These frameworks provided insight into why and how social media can function as an effective supplement to traditional classroom methods.

Ethical considerations were addressed by ensuring that all sources used in this study were properly cited and obtained from publicly available academic databases. Since this research did not involve direct interaction with human subjects, it did not require ethical clearance. However, care was taken to maintain academic integrity and uphold the principles of responsible scholarship throughout the research process. The research subjects in the case study can be individuals, groups, institutions and certain groups of society (Sanjaya, 2015).

RESULTS AND DISCUSSION

A. Social Media

Social media consists of two syllables "media" and "social". Media means communication and social tools are social realities that show that every individual has actions and contributions in society (Mulawarman & Nurfitri, 2017). From these two definitions, it can be concluded that social media is a medium that allows each individual to communicate and interact with the community. Liedfray said that social media is a communication tool that makes it easier for its users to interact, communicate, share, participate and fill it with content in the form of blogs, wikis, images, videos, forums, voice notes and many other things (Liedfray et al., 2022). Social

networks were first introduced in 1997 with the launch of blogging and posting features through web 2.0 called six degrees.com (Duncan, 2018). In that year it was also launched a site to create a personal blog known as blogger. It doesn't stop there, social media continues to develop. In 1995, Geo Cities was born, an online site that rents services to store website data so that the website can be accessed from anywhere. Geo Cities is the beginning of the emergence of other web sites. After that, in 2002 a new social media called friendster began to spread. Friendster became the most loved social media by young people at that time. And followed by the emergence of Facebook in 2003 and increasingly developing with the emergence of other social media in the following years such as twitter, Instagram, youtube, whatsapp, tiktok and so on with their own uniqueness and distinctive features (Rafiq, 2020).

As technology advances and people in the world of education become more creative, social media has become more and more widely used. These various applications can now also be used as learning platforms both inside and outside the classroom (Riqza & Muassomah, 2020). Jan H. Kietzmann, Kritopher Hermkens, Ian P. McCarthy and Bruno S. Silvestre describe the relationship of the honeycomb framework as the presentation of a framework that defines social media using seven function building boxes, namely: (1) identity, which regulates the identity of social media users related to name, date of birth, gender, age, profession and photo location; (2) conversations, regulating the ethics of communication between social media users; (3) sharing, regulating the sharing of images, text messages, videos, and others; (4) presence, regulating whether users can access other users; (5) relationships, regulating the connectivity between social media users; (6) reputation, which is that each user can identify himself or others; and (7) groups, where each user can create a community with each other if they have the same passion in a certain field (Duncan, 2018).

The types of social media according to Kaplan and Haenleinada consist of six types, namely (Rafiq, 2020); (1) Collaborative Projects, the website allows its users to be able to change, add, or remove the content on this website, for example wikipedia; (2) Blogs and Microblogs, users are freer in expressing things on this blog such as venting or criticizing government policies, for example twitter; (3) Content users of this website share media content, both such as videos, ebooks, images, and others, for example youtube; (4) Social networking sites, an application that allows users to connect with how to create personal information so that they can connect with others, personal information can be like photos, Facebook example; (5) Virtual game world, virtual world, which replicates a 3D environment, where users can appear in the form of desired avatars and interact with others just like in the real world, for example GameOnline; (6) Virtual social world, a virtual world where users feel like they live in a virtual world, just like a virtual game world, interacting with others, however, the Virtual Social World is freer, and more towards life, for example second life.

B. Arabic Language Learning

In learning Arabic, there are two aspects of activities, namely learning and teaching. Learning is a learning activity that makes students the main subject, while teaching puts the teacher as the main actor. As the main subject of learning, students are required to be active during learning. The teacher as a facilitator plays a role in managing the learning class (Noor, 2018). So that there is a reciprocity of the teacher's actions with the students' efforts to understand the subject matter. Kurniati said that learning Arabic is a series of two-way activities between teachers and students consisting of learning and teaching related to Arabic materials in order to realize structured and efficient Arabic learning (Kurniati et al., 2020).

Learning Arabic consists of four skills, namely: listening, reading, speaking, and writing skills. Reading and listening are included in receptive skills, while speaking and writing are included in productive skills. Receptive skills are a person's ability to digest and understand information conveyed by others both in oral and written form. Meanwhile, productive skills are

a person's skills in producing language both in oral and written form (Miftachul Taubah & Muhammad Nur Hadi, 2020).

The four language skills mentioned above are taught integrally in Arabic language learning. At the elementary school level or *mubtadi'* level, listening and speaking skills are the first basic skills taught. At the junior high school level or *mutawassit* fourth, Arabic language skills are taught in a balanced manner. At the advanced level or *mutaqaddim*, Arabic learning is more focused on reading and writing skills (Aziza & Muliansyah, 2020).

The learning process will affect student learning outcomes. So that learning Arabic needs to contain learning components consisting of teachers, students, methods, materials, facilities, and evaluation. Each of these components must be met in order to obtain good Arabic learning results. In addition to these components, it is also necessary to pay attention to other factors that affect student learning outcomes, namely: teaching methods, curriculum, the relationship between teachers and students, the relationship between students and students, and school discipline. The way to see student learning outcomes is through three ways, namely: looking at aspects, cognitive, affective, and psychomotor (Setiyawan et al., 2021).

C. The Application of Social Media in Arabic Language Learning

Media is a means or tool that can be used for learning purposes. Media serves to facilitate the teaching and learning process so that an effective and efficient learning experience is obtained. Social media is an online media that is used to share, communicate and interact on social networks which not only allows individuals to exchange information, take selfies, exchange videos or exchange messages, but can also be applied for learning purposes. The results of the study show that the use of social media is effective to be applied in Arabic language learning and can improve student learning outcomes.

Whatsapp in Arabic Language Learning, Whatsapp is one of the most widely used social media today. There are many features available within WhatsApp, such as video calls, sending photos or images, sending files and videos, and chatting. With the help of smartphones and the internet, WhatsApp can be used easily. The application can be downloaded for free on the google playstore and users can immediately register with a cellphone number. Whatsapp will only connect if there is an internet connection. Users can exchange messages and information privately or with WhatsApp groups (Sa'diyah, 2021). These features can be used for Arabic learning purposes and can improve students' Arabic proficiency. Sa'diyah said that WhatsApp can be used in learning *maharah kalam* online, besides that the material delivered through WhatsApp can be downloaded directly by students and the material explained by WhatsApp can be understood by students. And whatsapp can be applied in a variety of learning activities (Sa'diyah & Alfian, 2021).

Instagram In Arabic Learning, Instagram is one of the social media applications used to share photos and videos. Instagram is an instant-telegram application that allows its followers to interact by exchanging likes and comments. Learning Arabic using Instagram starts from *maharah kalam*, then followed by teaching about *qowa'id*. The materials that can be taught using this application are *nahwu*, *mufrodat* and *mahfuzot*. Learning becomes more practical, interesting, clear and complete with useful materials and quizzes to strengthen students' understanding of Arabic language learning (Fuadah, S., Sunan, U., 2020).

Tiktok In Arabic Learning, TikTok is a Chinese social networking app and music platform. TikTok was first launched in September 2016 by a developer named Toutiao. TikTok has been downloaded 45.8 million times since the first quarter (Q1) of 2018. Its number of downloaders has beaten the number of downloaders of other apps such as Whatsapp, youtube, Facebook Mesengger and Instagram. Currently, the number of active TikTok users in Indonesia is around 10 million users. The majority of users are millennials and alpha generations with a minimum age limit of eleven years.

Seeing the great interest and interest of the millennial generation and the alpha generation in TikTok, this application can be processed for the needs of learning Arabic. TikTok can be processed into an interesting and interactive learning medium for students. Zubaidi in his research stated that TikTok is very feasible to be used in learning Arabic (Zubaidi et al., 2021). Taubah explained the reasons for TikTok's service as an Arabic learning medium, namely: (1) The TikTok application can meet the learning needs of students; (2) The TikTok application can attract students' interest in learning with its features and novelties; (3) The TikTok application is highly relevant to the characteristics of millennial and alpha students who are very close to the digital world (Miftachul Taubah & Muhammad Nur Hadi, 2020).

Examples of learning that can be taught with the TikTok application are retelling the content of the narrative text (*ta'bir qira'ah*) with an agreed theme, short dialogues (*hiwar qashiir*) between students, short stories (*qishah qashiirah*), singing Arabic (*ghina' arabiyy*), or also translating Indonesian songs into Arabic or vice versa and sung on the TikTok application, and can be done in other ways according to the teacher's creativity (Miftachul Taubah & Muhammad Nur Hadi, 2020). The steps to implement it are by inserting the background sound into the Tik Tok application or recording, and can also be practiced through the duet feature provided by Tik Tok.

D. Advantages and Disadvantages of Social Media

Social media is very practical to use in teaching Arabic. Various features contained on Instagram, WhatsApp, TikTok and Telegram can be used to the maximum for learning purposes. Social media fosters greater curiosity and desire to learn in students.

It's easy to use, it's eye-catching, and the content is conveyed and easy to understand. These applications are also very contextual for students because they are used in everyday life. In addition to the features in the application, teachers can also develop it with other methods. Such as making challenges on the instastory feature, students can even sing, create podcasts, listen to Arabic songs, answer quizzes, quizzes, and there are many other things that can be used from social media applications.

Advantages of social media; social media is practically used and can be applied to teach all language skills, learning becomes more fun and interesting with a variety of features that can be used on social media, learning can be done anywhere and anytime, students become more independent, active and creative in learning.

The disadvantages of social media are; students find it difficult to focus on learning because they are distracted by other applications on the gadget, it can only be accessed with internet and a strong signal, so it will be difficult to implement for students who do not have adequate internet access and signal, students who do not understand how to use it will have difficulty in following the learning.

In order for the purpose of learning Arabic using social media to be realized, it is also necessary to have good collaboration between teachers, students and parental supervision. Without these three, the expected goals of learning Arabic will not be realized. Therefore, the researcher strongly recommends the use of social media in learning Arabic with the supervision of parents. Teachers can choose the application that they will use for learning according to the material to be taught. For example, for speaking skills, teachers can use the TikTok application, voice note feature, Instagram reels. For writing skills, you can use the question box feature on Instagram. For reading skills, you can use the WhatsApp or Instagram application. For listening skills, you can use WhatsApp, Instagram, and TikTok. Teachers only need to adjust their learning needs to the social media to be used.

CONCLUSION

Social media can be an effective tool in improving Arabic language proficiency if used in a planned and wise manner. All four language skills can be developed through various activities on digital platforms, especially with the right guidance from educators. Collaboration between teachers, students, and technology is the main key in maximizing the potential of social media in language learning. Among the advantages of social media is its practical and flexible use, having a look and features that can attract students to learn, as well as students becoming more active, creative, and innovative. The disadvantage is that students find it difficult to focus because they are distracted to look at others, needing an internet signal so that students who do not have an internet signal will have difficulty following learning.

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