



Networking With Arabic: Learning Strategies Through Digital and Social Platforms

Rosiana^{1*}, Entin Safitri², Agus Pahrudin³, Erlina⁴, Koderi⁵

¹²³⁴⁵ Raden Intan State Islamic University Lampung, Indonesia

Correspondence ✉*ochiana.249@gmail.com

Keywords:

Arabic Language Learning, Digital Age, Digital Platforms, Social Platforms

Abstract: The use of classical methods, lack of technology, and passive activities in learning Arabic lowers students' interest. Lack of innovation, creativity, and the use of social media also hinder students' critical thinking skills. Thus, a more effective and interactive strategy is needed to increase motivation and positive attitude towards Arabic language. This study aims to analyze Arabic language learning strategies through digital and social platforms, find out how the role, as well as the benefits of digital and social platforms for Arabic language learning. The research method used is qualitative research with research procedures through library research. In this study, it has been found that Arabic language learning strategies through digital and social platforms can be applied to improve mastery of Arabic language skills, such as social media Instagram, WhatsApp, Tiktok, YouTube and Twitter and the use of AI technology. The results show that the use of digital and social platforms can improve students' Arabic language skills, make learning more interesting, flexible and varied, and increase motivation and competitiveness at the global level.

Vol. 2, No. 1, (2025)

DOI: <https://doi.org/10.47352/3032-503x.68>

INTRODUCTION

Arabic language learning has become an important part of Islamic education, especially in improving communication and critical thinking skills. In the rapid digital era, information technology and internet networks have become the basis for shifting thinking in education. Digital media-based Arabic learning has become an effective strategy in improving the quality of learning.

According to Darmawan and others, student activity in the learning process of the inquiry model is most dominant, by listening and paying attention to the teacher's explanation as well as discussions between students and teachers. This shows that student activity can be categorized as active (Rusadi et al., 2021). Therefore, the use of digital and social platforms in Arabic language learning can increase student participation and improve the quality of learning.

The use of social media has become an important part of education, especially in improving critical thinking skills. According to NCTM, the use of social media can improve critical thinking skills through various activities, such as discussion and analysis of information (Amelia et al., 2023).. In a study conducted by Dhea Ananda Yuniior, the use of social media has shown a positive influence on student morals, including improving critical thinking skills (Yuniior, 2024).

In the learning process, a suitable learning strategy is needed to achieve the predetermined goals. Learning strategy is an important element in the learning process. The use of appropriate methods in delivering material will allow learning objectives to be maximally achieved. Conversely, the use

of inappropriate methods will result in the low effectiveness of the learning process and the non-achievement of predetermined goals.

Previous research has shown that motivation and a positive attitude towards a second language are factors that encourage second language learning. External factors (instrumentally) and (integrativeness) make them respect the people who use the second language and the benefits of having second language skills. In the research of Diah Rahmawati et al, "*Arabic language learning strategies and methods*", Khansa "*Arabic language learning strategies*", as well as Syarifudin's research "*Arabic Language at LAIN Raden Fattah Palembang*" explained that strategies are needed in achieving success. Students who want to achieve optimal learning achievement must use strategies in learning. Likewise in classroom learning activities.

A teacher needs a strategy so that learning objectives can be achieved. the learning strategy used must be really considered, especially Arabic, where many learning methods still apply classical methods so that students are less interested in learning. Thus, in this research, we will develop Arabic learning strategies through digital and social platforms that are more effective and interactive. We will use communicative needs analysis to determine the target desired situation and the current situation, and integrate learning strategies that are in accordance with linguistic theories developed by previous linguists (Syarifudin, 2017)

By using digital and social platforms, we can improve our skills and global competitiveness, as well as increase student motivation and achievement. We can also vary the way of learning so that the purpose of learning is achieved maximally and efficiently (Rusadi et al., 2021).

An effective and efficient teaching and learning process can be achieved by using the right learning media, making it easier for students to learn. Learning media also acts as a means to improve learning activities. Media plays an important role in the teaching and learning process, with its general function is to spread messages. The function of the media is very significant in the teaching and learning process as a distributor of messages. The main purpose of media is to facilitate the learning process, not just provide ease of learning. Learning media is used as an intermediary in the teaching and learning process, not only presenting the platform but also the information to be conveyed. With the advancement of science and technology, it is important to continue to innovate and create innovative, progressive and creative learning models. Continuous innovation and creation in learning is needed, and learning media functions as a mediator that carries messages or information from the source to the receiver. Learning media is also a means, method, or tool used to strengthen interaction and communication between students and teachers in the educational process, so that effective learning strategies are needed (Badi, 2022) . Includes: Integration of social media such as Instagram, WhatsApp, and TikTok to improve students' Arabic language skills, combining modern social technology with educational purposes; Benefits of direct interaction with native speakers through social media to accelerate language learning and fluency; Flexibility and creativity of learning through digital platforms that allow students to learn variably and dynamically; Digital communicative approaches that improve students' digital literacy skills; Use of AI in Arabic language learning for conversational practice, automatic feedback, and personalization of learning; Identification of advantages and disadvantages of social media and AI, providing practical guidance for teachers; and Development of comprehensive learning strategies using various digital platforms.

Overall, this research provides new insights for Arabic teachers to utilize digital technology, encouraging more creative and interactive learning strategies in accordance with technological developments and the needs of modern students. Thus, we can improve our ability and competitiveness at the global level, as well as increase students' motivation and achievement.

METHODS

The research method used in this research is qualitative research with a *Library Research research* design. which is based on qualitative descriptive studies (Sugiyono, 2019). This research collected secondary data from various relevant literature sources, including books, journal articles, and previous research reports. The selected literature is those that have topics related to the utilization

of social media and digital platforms in Arabic language learning (Muhammad Raja Al Wali & Rima Maulida, 2022). Once the data was collected, the next step was to analyze the literature. This analysis involved critical reading and in-depth understanding of the content of the literature to identify relevant information. The focus of the analysis is on how social media and digital platforms are used in the context of Arabic language learning. In addition to analyzing the literature, this study also made observations of the use of digital platforms and social media in Arabic language learning. These observations could involve case studies or looking at the practical implementation of the learning strategies identified in the literature. The data obtained from the literature and observations are then processed and analyzed descriptively qualitatively. The aim is to describe and explain the findings in detail. This analysis was conducted by identifying key themes, patterns and relationships between concepts. Based on the results of data analysis, the researcher draws accurate conclusions about learning strategies through digital platforms and social media in Arabic language learning. This conclusion is supported by data and findings from the literature and observations that have been made. By following these stages, this research is expected to contribute significantly to the understanding of the use of social media and digital platforms in Arabic language learning, as well as provide practical guidance for educators in implementing effective learning strategies.

RESULTS AND DISCUSSION

The Role of Digital and Social Platforms in Arabic Language Learning

The use of digital platforms and social media in Arabic language learning has shown some significant benefits. Research by Riqza and Muassomah (2020) shows that social media such as Instagram, WhatsApp, and *Tiktok* can be used to improve students' Arabic language skills. They also showed that the use of social media can help students interact directly with native speakers, gain new knowledge through assignments and videos sent by teachers, and teachers can interact directly with students by typing in Arabic (Aulia & Anggraeni, 2023)..

Another study by Amalina (2020) showed that the use of Instagram in Arabic language learning can improve students' Arabic language skills. The results showed that learning Arabic using Instagram became more flexible, not limited by time, and more varied, and the students became more creative and active (Aulia & Anggraeni, 2023).

In addition, research by Fuadah et al. (2020) also shows that the use of Instagram can make learning more interesting, the material presented becomes easy to understand, so that students are more motivated and easier to learn maharah kitabah and qira'ah. (Aulia & Anggraeni, 2023)..

In another study, the use of digital platforms such as web learning, e-books, mobile learning, social media, power point, and email also showed some benefits. Research by Anis and Sudarmadi (2023) shows that a digital communicative approach can help improve the ability to read, analyze, and use information in the digital world, as well as understand how technology applications work (Budiriyanto & Putra, 2023).

In synthesis, the use of digital platforms and social media in Arabic language learning has shown some significant benefits, including improving students' Arabic language proficiency, improving Arabic language skills, and making learning more interesting and interactive. Here below are some Digital and Social Platforms that teachers can apply in Arabic Language Learning including Whatsapp, Instagram, *Tiktok*, facebook, youtube, twitter, Wordwall, Artificially Intelligence.

Strategies in Utilizing Digital and Social Platforms for Arabic Language Learning

1. WhatsApp

Using WhatsApp for group discussions, kalam practice, and increasing students' mufrodlat. WhatsApp can also be used to provide materials, exercises, and learning evaluations (Riqza & Muassomah, 2020).

The use of WhatsApp as a medium for learning Arabic can be an effective strategy because this application is easily accessible, familiar to many people, and supports various types of communication. Here are some strategies that can be implemented for Arabic language learning using WhatsApp:

- a) Discussion Groups and Online Classes
Teachers can create a WhatsApp group specifically for Arabic language learning. In this group, teachers can provide materials, assignments and exercises to students. Group members can ask questions and discuss in real-time, which supports interaction and collaboration.
- b) Daily Material
Send learning materials every day or every week. Materials can include new words (vocabulary) and their meanings, example sentences to understand the use of words in context, and grammar (nahwu and sharaf) with brief explanations.
- c) Voice Note for Listening and Speaking Practice
Utilize the voice note feature to send pronunciation of words and sentences in Arabic, ask students to send voice recordings when reading texts or speaking in Arabic, which can then be given feedback by the teacher.
- d) Video and Audio Learning
Share learning videos and audios that contain explanations of grammar. Short stories or conversations in Arabic, children's songs or nasyid that are simple and easy to understand.
- e) Interactive Assignments and Quizzes
Create simple tasks and quizzes that can be done directly on WhatsApp, such as: Arranging words into correct sentences, Answering multiple choice questions, Filling in the blanks in a text.
- f) Use of Stickers and GIFs
Use stickers and GIFs to add excitement to learning, such as: Stickers with new vocabulary, GIFs depicting certain activities or emotions related to the material being taught.
- g) Evaluation and Feedback.
Provide regular evaluations via WhatsApp, both individually and in groups. Use the poll or survey feature to get feedback from students about the learning methods that have been implemented.
- h) Motivation and Support
Provide continuous motivation and support. Send messages of encouragement and appreciation for progress made by students. This can increase students' enthusiasm for learning and engagement in the learning process.
- i) Case Study and Thematic Discussion
Invite students to discuss a particular case study or theme in Arabic. This could be a short article, news story, or story relevant to everyday life.
- j) Collaboration with Parents
For younger students, involve parents in the learning process by providing them with guidance on how to support their children in learning Arabic at home.

With these strategies, WhatsApp can be an effective tool for teaching and learning Arabic, utilizing its ease of access and various features to create an interactive and fun learning experience. Whatsapp has become a very important communication tool for many people. It is a very popular messaging application used to send text messages, make voice calls, and video calls between users over an Internet connection. (Badi, 2022).

For example, an Arabic language learning Whatsapp group account in which there are teachers and students, the teacher asks students to write sentences in Arabic in the chat column, and the teacher corrects students' writing that is still wrong, for example in the WhatsApp group "X-1 Arabic" or the WhatsApp group تتحدث بالالعاب a collection of students between countries who want to write Arabicfushah.



Benefits: Improving students' Arabic language skills, facilitating the communication process, and increasing the efficiency of teacher time and effort (Riqza & Muassomah, 2020).

The Whatsapp application is an important and interesting tool to assist in acquiring reading skills (maharah kitabah). Learning through WhatsApp plays an important role in education by improving students' ability to write using the keyboard on their devices/gadgets (Mokoagow et al., 2024)..

2. Instagram:

Using Instagram to share Arabic-related materials, exercises and videos. Instagram can also be used to share images and audio that help students understand the material (Tolere et al., 2023).

Arabic language learning using the Instagram app can be an interesting and effective strategy as Instagram has visual and interactive features that can increase student motivation and engagement. Here are some strategies that can be implemented:

a) Arabic Language Learning Account

Create a dedicated Instagram account for Arabic language learning. Use this account to share various educational content such as vocabulary, grammar and Arabic culture.

b) Daily Posts

Send daily posts with varied content, such as:

Daily Vocabulary (Upload a picture or illustration with a new word in Arabic along with its meaning in another language.), Daily Sentences or Phrases (Give examples of sentences or phrases with translation and pronunciation).

c) Stories and Highlights

Utilize the Stories feature to:

Interactive Quiz (Create a short quiz or poll on vocabulary or grammar.)

Q&A (Invite followers to ask questions about Arabic and answer their questions in Stories).

Pronunciation (Upload a short video showing how to pronounce a word or sentence).

d) IGTV and Reels

Use IGTV and Reels for longer, dynamic video content, such as:

Grammar Tutorial (Explain grammar rules in video format).

Daily Conversation (Show a conversation in Arabic with subtitles).

Short Stories (Read a short story in Arabic with animation or interesting visuals)

e) Live Sessions

Hold regular live sessions for:

Online Classroom (Live and interactive teaching).

Discussion and Q&A (Interact directly with students and answer their questions in real-time).

f) Interactive Content

Create content that encourages interaction, such as:

Commentary (Encourage students to write a commentary in Arabic).

Tag and Challenge (Create an Arabic challenge and ask students to tag your account or use a special hashtag)

g) Reviews and Feedback

Ask students to provide reviews and feedback on the content they like or need more of, then customize your content based on that feedback.

With these strategies, Instagram can be a highly effective platform for Arabic language learning, combining visual, audio and interactive elements to create a fun and effective learning experience.

For example, on the Instagram account "kata_arab" which can improve Arabic reading skills, students can learn to read through the pearls in the account, so that learning also not only focuses on Arabic writing but also the meaning contained in the pearls, so that it can attract students' interest in learning.

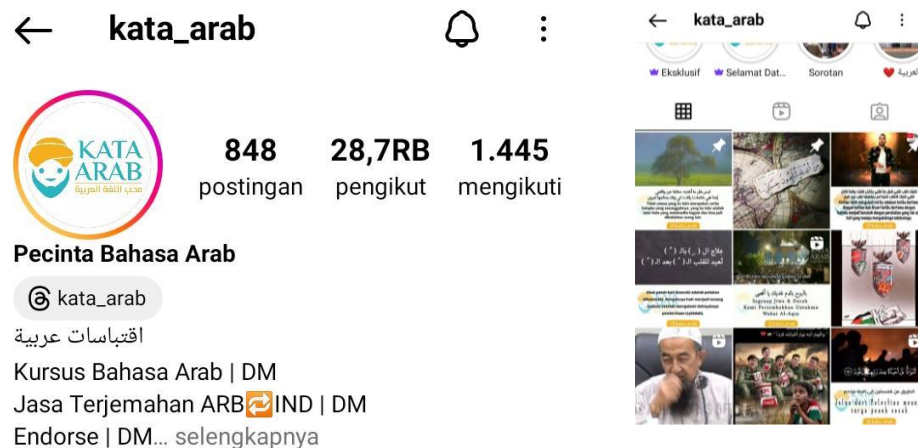


Figure 2: Pearl Words in Arabic

Benefits: Improve students' Arabic language skills, facilitate the communication process, and increase students' interest in learning (Tolere et al., 2023).

The Instagram app is very useful for learning Arabic and is very helpful in the Arabic language learning process, especially for beginners. This application offers features that match the interests of today's young generation who prefer to scroll the cellphone screen rather than reading books. Young people can learn Arabic easily through Arabic content available in the application (Badi, 2022).

3. TikTok:

The *TikTok* application has now penetrated all levels of society in Indonesia, starting from the millennial generation, generation Z, even young children have used the *TikTok* application, because this application offers special effects or filters and a variety of music that users can use, thus attracting the attention of users and allowing them to be creative in making videos according to their wishes and easily accepted among the community.

Using *TikTok* to share videos, images, and audio related to Arabic. *TikTok* can also be used to share interactive and interesting material (Riqza & Muassomah, 2020).

For example, the *TikTok* account @kursusarab is one of the names of the *TikTok* account in which it presents various kinds of vocabulary, expressions in Arabic, short story videos are also presented, such as the *Upin & Ipin cartoon video* made in Arabic, children's song arrangements are changed to Arabic, for example the song "See My Garden". The video in *TikTok* is designed in such a way as to be interesting, funny and facilitate understanding of Arabic for *TikTok* viewers so that it can be accepted by various groups. Until now, the *TikTok* @kursusarab account has more than 717 rb (seven hundred seventeen thousand) *followers*. In the *TikTok* account, including very many who like it, it can be seen from the profile that this account is liked by more than 479 thousand (four hundred seventy-nine thousand) users. So that learning Arabic through social media learning can be accessed anywhere and increase vocabulary and understanding of Arabic.

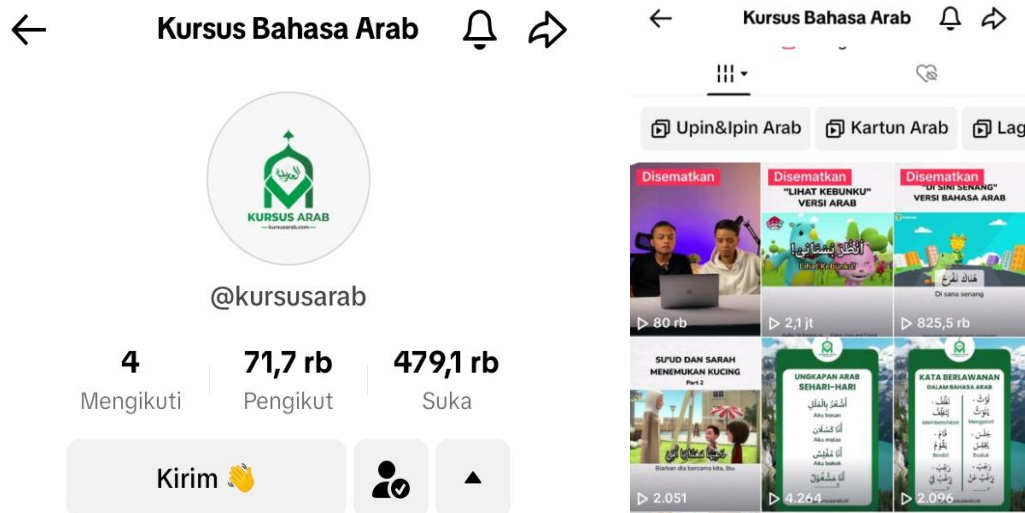


Figure 3. Content of "Everyday Phrases, Cartoon Videos, and Arabic Song Arrangements"

Benefits: The use of social media, especially the TikTok app, can be utilized for Arabic language learning because its features are very diverse and easy to use. This makes learning Arabic more interesting and attracts people's attention. The content presented is not only interesting but also facilitates understanding of the material presented (Hasan, 2021) .

4. YouTube:

Strategy: Using YouTube to share videos related to the Arabic language. YouTube can also be used to share interactive and engaging materials (Tolere et al., 2023).

Using animated video media on YouTube can capture learners' attention with a combination of audio and visuals. This media is able to present objects in detail and help with the understanding of difficult lessons. Animated videos on YouTube are expected to help learners remember the material better because they receive information not only through hearing, but also by seeing the objects or animated images displayed (Handayani & Syafi'i, 2022)..

This video media has advantages and disadvantages in its use. The advantages are that students can easily understand the material without feeling bored because the material is presented in audio and visual form. However, the disadvantage is the difficulty in playing the video in the classroom because it requires electronic equipment such as computers, LCDs, and other devices.

For example, one of the YouTube video accounts "Marhaban Academy" can be used as a reference to improve Arabic language skills, students can learn to listen to interesting illustrated cartoon videos.

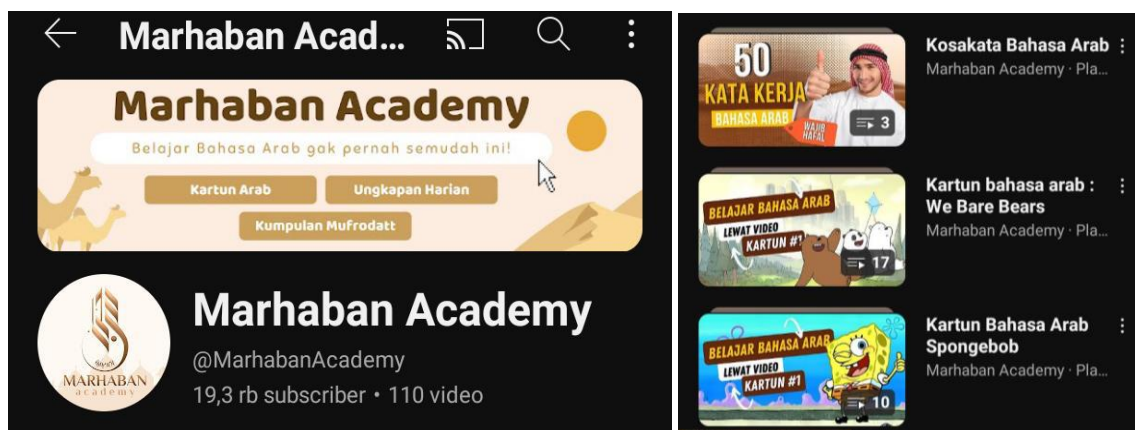


Figure 4. Arabic Cartoon Video

Benefits: YouTube animation videos in learning can attract students' attention to the material presented by the teacher because students tend to like pictorial and interesting things. This makes it easier for students to understand the material presented. In conveying information, of course, it is important to use media that facilitates the delivery process, both in the form of living and inanimate objects. This media is often used by teachers to facilitate their students, for example in learning maharah istima'. With video media, students not only hear but also see objects and animated images displayed (Handayani & Syafi'i, 2022)..

5. Twitter

Using Twitter to share information and news related to the Arabic language. Twitter can also be used to share interactive and engaging materials (Tolere et al., 2023).

Twitter can be an effective platform for Arabic language learning due to its ability to spread information quickly and widely as well as its interactive features. Here are some Arabic learning strategies using the Twitter app:

a. Specialized Learning Accounts

Create a Twitter account dedicated to Arabic language learning. Use this account to share educational content, tips and learning resources.

b. Daily Tweet

Share learning content regularly through daily tweets, such as:

c. Daily Vocabulary: Share a new word every day with its meaning in another language.

d. Example Sentences: Give example sentences to show the use of new vocabulary in context.

e. Brief Grammar: Provide a brief explanation of a specific grammar rule.

f. Twitter Thread

Use threads to convey longer explanations, such as:

g. Grammar Explanation: Explain grammar rules or sentence structure in more detail.

h. Short Stories: Share short stories in Arabic, divided into several consecutive tweets.

i. Polls and Quizzes

Utilize the poll feature to:

1. **Vocabulary and Grammar Quizzes:** Create a multiple choice quiz on vocabulary or grammar rules.

2. **Interactive Questions:** Invite followers to answer questions about the Arabic language and see the results in real-time.

3. **Video and Audio:** Share multimedia content, such as:

a) **Short Videos:** Upload a video that explains vocabulary, grammar, or everyday conversation.

b) **Audio Clip:** Share audio clips for listening practice and pronunciation of words or sentences.



Figure 5. Custom Learning Account

6. Artificial Intelligence (AI)

The use of Artificial Intelligence (AI) in Arabic language learning can be very effective in creating a more personalized, interactive and adaptive learning experience. Here are some strategies for learning Arabic using AI:

a) Chatbots and Virtual Assistants

AI chatbots or virtual assistants can be used for:

- 1) Conversation Practice: Interact with students in Arabic, helping them practice daily conversation.
- 2) Q&A: Answer students' questions about Arabic vocabulary, grammar or culture in real-time.
- 3) Automatic Feedback: Provides immediate feedback on exercises and assignments done by students.

b) AI-based Learning App

Use language learning apps powered by AI to:

- 1) Personalization of Learning: Customize materials and difficulty levels based on students' abilities and progress.
- 2) Performance Analysis: Analyze student performance to identify areas that require improvement.
- 3) Adaptive Learning: Provides content and exercises tailored to each student's learning style and needs.

c) Use of AI for Pronunciation and Enunciation

AI can assist students in improving pronunciation and enunciation with:

- 1) Automatic Pronunciation: Uses speech recognition technology to check and give feedback on students' pronunciation.
- 2) Interactive Exercises: Provides interactive exercises that help students master correct pronunciation.

d) Translation and Contextual Learning

AI can be used for:

- 1) Automatic Translation: Provides translation of words, phrases, or sentences from Arabic to other languages or vice versa.
- 2) Contextualized Learning: Provides examples of using words or phrases in various contexts for deeper understanding.

e) Text Analysis and Content-Based Learning

Using AI to analyze text and learning content:

- 1) Automatic Text Analysis: Identifies important vocabulary, sentence structure, and grammar from the given text.
- 2) Content Recommendation: Provides recommendations for reading or learning materials based on students' interests and ability levels.

f) Automated Content Development

AI can help in the creation of learning content, such as:

- 1) Exercise and Test Generation: Generate exercises and tests based on the desired topic and difficulty level.
- 2) Provision of Additional Materials: Provide articles, videos, and other learning materials relevant to the curriculum.

By integrating AI technology in Arabic language learning, the learning process can become more effective, adaptive, and engaging, providing experiences that are tailored to the needs and abilities of individual students.

7. ATi Studios App

Arabic Language Learning App - ATi Studios provides free learning and focuses on Arabic pronunciation. The advantage of this program is that it can be used offline, so there is no need to use an online quota. This program is perfect for beginners especially for those who want to travel to a place where Arabic is spoken. This application has several excellent features, including;

- a) Professional voice actors produce clear and crisp voices.
- b) There is an advanced speech recognition program to help users improve their pronunciation.
- c) Arabic language learning through important expressions that are often used in daily life in Arab countries.
- d) An everyday language learning guide that helps users communicate fluently in Arabic.

Benefits: Encourages students to analyze information, identify patterns, compare, and evaluate existing arguments or solutions. As an example in the second theme, dialog bots, the application invites users or students to have a dialog with text such as asking for full name, and to reply to the dialog, students are given answer options that must be answered using voice. These strategies aim to engage students in higher thinking processes, develop their analytical, evaluative, creative, and collaborative abilities. Thus, students can apply their knowledge in a broader context and prepare themselves to face real-world challenges. Overall, (<https://www.atstudio.it/en/languages/arabic>). the program is a powerful learning tool for those who want to learn Arabic with a focus on pronunciation and daily usage (Syarofi et al., 2023)..

Pros and Cons of Social Media in Learning

Social media is very practical to use in teaching Arabic. Various features found on Instagram, WhatsApp, TikTok, YouTube and Twitter can be maximally utilized for learning purposes. Social media fosters students' curiosity and desire to learn more. Its ease of use, attractive appearance and easy-to-understand content make it very effective. These apps are also very contextual for students as they are used in everyday life. In addition to the existing features, teachers can also develop them with other methods, such as creating challenges in the instastory feature, singing, making podcasts, listening to Arabic songs, answering quizzes, and more.

The advantages of social media:

1. Social media is practical to use and can be applied to teach all language skills.
2. Learning becomes more fun and interesting with various features that can be utilized.
3. Learning can be done anywhere and anytime.
4. Students become more independent, active and creative in learning.

Disadvantages of social media:

1. Students find it difficult to focus because they are distracted by other applications on their gadgets.
2. It can only be accessed with the internet and a strong signal, making it difficult for students who do not have adequate internet access.
3. Students who do not understand how to use it will find it difficult to follow the learning.

In order for the Arabic language learning objectives using social media to be realized, there needs to be good collaboration between teachers, students, and parental supervision. Without all three, the goal of learning Arabic will not be achieved. Therefore, the researcher strongly recommends the use of social media in Arabic language learning while still having parental supervision. Teachers can choose the application to be used according to the material being taught. For example, for speaking skills you can use TikTok, the voice note feature, or Instagram reels. For writing skills, you can use the question box feature on Instagram. For reading skills, you can use WhatsApp or Instagram. For listening skills, teachers can use WhatsApp, Instagram, and TikTok. Teachers only need to adjust the learning needs with the social media that will be used. (Kholil et al., 2024).

Pros and cons of using artificial intelligence (AI)

The advantages and disadvantages of using artificial AI in Arabic language learning are varied:

Pros:

1. Simplifies the learning process and reduces errors such as misinterpretation of meaning, translation of words, and errors in pronunciation.
2. The time required to understand user requirements is relatively short.

3. Allows users to access AI features for a full twenty-four hours with consistent and thorough results.

Disadvantages:

1. Requires high costs for initial installation and system maintenance.
2. It tends to only be able to complete repetitive tasks according to the inputted code, reducing creativity in common with humans.
3. The use of AI in Arabic language learning is an alternative solution to improve competence in the aspects of tarjamah and muhadatsah for students. Although AI can minimize errors, provide convenience, and consistent results, it also has disadvantages such as high costs and lack of creativity. Nonetheless, AI technology is very helpful for students in improving their grammatical, tarjamah, and muhadatsah competencies in Arabic language learning. Every student can also utilize AI features for self-learning and expand their experience in learning Arabic (Lutfiyatun et al., 2023)..

CONCLUSIONS

The use of digital platforms and social media in Arabic language learning has shown significant benefits, such as improving students' Arabic language skills, making learning more engaging, interactive, flexible and motivating. Research shows that social media such as Instagram, WhatsApp, and *TikTok*, as well as the use of AI technology, can help students interact with native speakers, acquire new knowledge, and improve language skills through varied and interactive content. Thus, the integration of digital platforms and social media in Arabic language learning creates a more effective, adaptive and enjoyable learning experience for students. This research shows that the use of digital and social media platforms such as WhatsApp, Instagram, TikTok, and YouTube in Arabic language learning can improve students' Arabic language skills, motivate students to learn more interactively, and strengthen communication between students and teachers. Through innovative and technology-based learning strategies, this research proposes effective ways to integrate technology in the learning process, so as to improve the quality of education and students' competitiveness at the global level.

REFERENCES

- Amelia, D., Setiaji, B., Jarkawi, J., & Primadewi, K. (2023). Quantitative Research Methods. In Metpen. <https://penerbitzaini.com/>
- Aulia, V. I., & Anggraeni, W. (2023). The Urgency of Arabic Language Learning in Islamic Education. *Uktub: Journal of Arabic Studies*, 3(1), 22-40. <https://doi.org/10.32678/uktub.v3i1.7854>
- Badi, N. (2022). Proceeding of International Conference on Arabic Language (KONASBARA) البحث النقدي الخطاب تحليل منهج على أخبار بوابة على حماس أخبار في ليون فان ثيو. AAWSAT.COM. Konasbara Arabic Department, 2022, 1-14. مستخلص
- Budiriyanto, A., & Putra, S. (2023). Arabic Language Learning Model in the Era of Globalization International Seminar Proceedings. *Arabic Language Learning Model in the Era of Globalization International Seminar Proceedings*, 1(1), 152-158.
- Diah Rahmawati As'ari. (2010). Arabic Language Learning Strategies and Methods. National Conference on Arabic Language I, 1, 113-120. http://eprints.walisongo.ac.id/355/1/UmiHanik_Tesis_Coverdll.pdf
- Handayani, S., & Syafi'i. (2022). Utilization of Youtube Animated Videos to Improve the Development of Arabic Maharah Istima'. *Tatsqifiy: Journal of Arabic Language Education*, 3(2), 104-115. <https://doi.org/10.30997/tjpba.v3i2.6138>
- Hasan. (2021). العالمي الملتقى Utilization of Tiktok Application in العربية للغة الافتراضي عشر Arabic Language Learning. Utilization of Tiktok Application in Arabic Language Learning, 211-225

- Kholil, M., Bayu Salim, M., Rizal Munir, D., & Islamic Religious College KH EZ Muttaqien, S. D. (2024). Application of Social Media as a Collaborative Tool in Arabic Language Learning. *Application of Social Media (Kholil, et al.) Madani: Multidisciplinary Scientific Journal*, 2(2), 94-100.
- Lutfiyatun, E., Kurniati, D., & Fajriah, N. (2023). Utilization of Artificial Intelligence (AI) in Tarjamah and Muhadatsah in Higher Education. *Balai Diklat Keagamaan Aceh*, 2(2), 93-105.
- Mokoagow, A. F., Makalalag, C., & ... (2024). WhatsApp in Arabic Writing Skill Learning. ... : *Al-Multaqa Al-Ilmy* ..., 477-487.
- Muhammad Raja Al Wali, & Rima Maulida. (2022). Study of the Utilization of Tik-Tok Application as an Alternative Media for Arabic Language Learning during the Covid 19 Pandemic. *Proceedings of International Conference on Islamic Studies "Islam & Sustainable Development,"* 1(1), 157.
- Riqza, M. S., & Muassomah, M. (2020). Social Media for Arabic Language Learning during the Pandemic: A Qualitative Study of WhatsApp Usage in Elementary Schools in Indonesia. *Alsina: Journal of Arabic Studies*, 2(1), 71. <https://doi.org/10.21580/alsina.2.1.5946>
- Rusadi, B. E., Widiyanto, R., & Lubis, R. R. (2021). *Collection of Learning Journal Reviews*.
- Syarifudin, A. (2017). *Arabic Language at the State Islamic Institute (IAIN Raden Fatah Palembang)*. 1-47.
- Syarofi, A., Thayyibah, U., Ubaidillah, M., Alvina, N., Maisaroh, S., & Annisa, A. (2023). Innovative Strategies for Arabic Language Learning: Utilizing HOTS and Digital Technology. *Proceedings of the 7th International Conference on Islamic Studies (ICONIS)*, 131-141. <https://doi.org/10.58194/as.v1i2.473.132>
- Tolere, A. B., Iskandarsyah, M. Y., & Ansar, A. (2023). Media Utilization Strategies in Arabic Language Learning in the Digital Era 4.0. *Mujaddid: Journal of Islamic Research and Studies*, 1(1), 36. <https://doi.org/10.33096/mujaddid.v1i1.237>
- Yunior, D. A. (2024). The Effect of Social Media Use at Negeri Pojoksari Ambarawa in the 2023/2024 Academic Year.