

The Use of TikTok as an Alternative Medium for Arabic Language Learning Among STIQ Students

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Abstract:

Social media development has opened new opportunities in education, including Arabic language learning. One platform widely used by university students is TikTok, which provides short audio-visual video content. This study aims to describe the use of TikTok as an alternative medium for Arabic language learning, students' experiences, and the supporting and inhibiting factors faced by STIQ Amuntai students. This research employed a qualitative approach with a descriptive method. Data were collected through interviews with five STIQ Amuntai students who actively used TikTok in Arabic language learning. Data analysis was conducted through data reduction, data presentation, and conclusion drawing.

The findings revealed that TikTok was utilized as a supporting medium for Arabic learning by following educational accounts that presented vocabulary (*mufradāt*), daily conversations (*muhādatsah*), pronunciation, and basic nahwu and sharaf rules. Students' experiences showed positive responses because the short, engaging, and audio-visual materials helped improve their understanding and proficiency in Arabic, especially in vocabulary, listening, and speaking skills. Supporting factors included ease of access, the abundance of educational content, and creative material presentation. Meanwhile, inhibiting factors included limited depth of material, lack of systematic presentation, and distractions from entertainment content. Therefore, TikTok has the potential to serve as an alternative learning medium.

Keywords: TikTok, Arabic language learning, university students.

Abstrak:

Perkembangan media sosial telah membuka peluang baru dalam dunia pendidikan, termasuk dalam pembelajaran bahasa Arab. Salah satu platform yang banyak digunakan mahasiswa adalah TikTok yang menawarkan konten video pendek berbasis audio-visual. Penelitian ini bertujuan untuk mendeskripsikan penggunaan TikTok sebagai media alternatif pembelajaran bahasa Arab, pengalaman mahasiswa, serta faktor pendukung dan penghambat yang dihadapi mahasiswa STIQ Amuntai. Penelitian ini menggunakan pendekatan kualitatif dengan metode deskriptif. Data dikumpulkan melalui wawancara terhadap lima mahasiswa STIQ Amuntai yang aktif memanfaatkan TikTok dalam pembelajaran bahasa Arab. Analisis data dilakukan melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa TikTok dimanfaatkan sebagai media penunjang pembelajaran bahasa Arab dengan mengikuti akun edukatif yang menyajikan kosakata (*mufradāt*), percakapan sehari-hari (*muhādatsah*), pelafalan, serta kaidah dasar nahwu dan sharaf. Pengalaman mahasiswa menunjukkan respons positif karena materi singkat, menarik, dan berbasis audio-visual membantu meningkatkan pemahaman dan kemahiran bahasa Arab khususnya pada aspek kosakata, menyimak, dan berbicara. Faktor pendukung meliputi kemudahan akses, banyaknya konten edukatif, serta penyajian materi kreatif. Adapun faktor penghambat meliputi keterbatasan kedalaman materi, kurangnya sistematika, serta distraksi dari konten hiburan.

Dengan demikian, TikTok berpotensi sebagai media pembelajaran alternatif.

Kata Kunci: TikTok, pembelajaran bahasa Arab, mahasiswa.

INTRODUCTION

The development of information and communication technology in the digital era has brought significant changes in learning patterns in universities, especially through the use of digital media and social media. Students as the digital generation (digital natives) tend to have a visual, interactive, and flexible learning style, thus demanding learning media innovations that are adaptive to these characteristics (Prensky, 2021; Kurniawan & Sari, 2023). Social media is no longer just a means of entertainment, but also serves as a space for sharing knowledge, building learning communities, and supporting independent and collaborative learning (Greenhow & Chapman, 2022). In the context of language learning, the use of digital media has been proven to be able to increase learning engagement, enrich language input, and create a more authentic and contextual learning environment (Mayer, 2021; Alqahtani, 2024). Therefore, the integration of social media in Arabic language learning is an important and relevant issue to improve the quality of learning in Islamic universities.

One of the social media platforms that is experiencing rapid growth among students is TikTok. The platform offers short video content that combines visual, audio, text, and user interaction elements, making it an engaging and communicative learning medium. A number of studies show that TikTok can increase student motivation, active engagement, and creativity because of its compact, flexible, and easily accessible format via mobile devices (Olivet et al., 2022; Nur & Farisha, 2024). In Arabic language learning, TikTok allows the presentation of material contextually through examples of language use, pronunciation exercises, vocabulary enrichment, and the practice of speaking skills both independently and collaboratively (Hilmi et al., 2025; Alshammari, 2023). However, its use also faces challenges, such as potential distractions due to the dominance of entertainment content, limited video duration, and the need for digital literacy so that students are able to choose content that is relevant to learning goals (Susanto & Rahayu, 2022; Greenhow & Chapman, 2022). This shows that the use of TikTok needs to be supported by a clear pedagogical foundation.

On the other hand, learning Arabic in higher education still faces various challenges, both from linguistic, pedagogical, and affective aspects. The complexity of Arabic language structures, such as morphology (şarf), syntax (naḥwu), phonology, and language differences, is often an obstacle for

students in mastering communicative language skills (Anshori & Mubarok, 2022; Alqahtani, 2024). In addition, learning that is still dominated by conventional methods and centered on lecturers tends to make students less active and less confident, as well as minimal exposure to authentic language outside the classroom (Hidayati et al., 2023). This condition has an impact on the low motivation and practical skills of students, especially in maharah al-kalām and maharah al-istimā' (Nurhayati & Rahman, 2021). Therefore, learning media innovations that are able to bridge these limitations by presenting more flexible, interesting, and contextual learning, such as through TikTok-based short video media (Hilmi et al., 2025; Alshammari, 2023).

In the context of STIQ Amuntai students, learning Arabic has a very strategic role because it is the basis for understanding the Qur'an and Islamic literature. However, in practice, some students still have difficulty in actively developing Arabic language skills, especially in daily communicative use. On the other hand, STIQ Amuntai students are active users of social media, including TikTok, which is used as a means of entertainment, self-expression, and information search. This condition opens up opportunities to integrate TikTok as an alternative learning medium that is more in line with the characteristics and learning habits of students (Kurniawan & Sari, 2023; Nur & Farisha, 2024). However, studies that specifically discuss the implementation, student experience, as well as supporting and inhibiting factors for the use of TikTok in Arabic language learning at STIQ Amuntai are still limited (Rosita & Ikhlas, 2021; Hilmi et al., 2025).

Based on this description, this study aims to examine in depth the use of TikTok as an alternative medium in Arabic language learning in STIQ Amuntai students. The focus of the research includes the mechanism of using tiktok, students' experience in using it, as well as supporting and inhibiting factors in improving Arabic language proficiency. This research is expected to make a theoretical and practical contribution to the development of more innovative and relevant Arabic language learning in Islamic universities.

RESEARCH METHODS

This study uses a qualitative approach with a descriptive design, which aims to deeply understand the phenomenon of using the TikTok application as an alternative medium for learning Arabic among STIQ Amuntai students. The qualitative approach was chosen because this study focuses on the processes, experiences, and meanings built by students in utilizing TikTok as a learning medium,

thereby allowing researchers to gain a comprehensive and contextual understanding of the reality being studied (Creswell & Poth, 2021). The descriptive design is used to systematically describe the implementation mechanism of TikTok, student experience, as well as supporting and inhibiting factors in its use without manipulating research variables (Sugiyono, 2022).

The subject of this study is STIQ Amuntai students who have taken Arabic courses and have experience using the TikTok application in the context of learning. Subject determination was carried out by purposive sampling technique, which is the deliberate selection of informants based on certain criteria relevant to the research objectives, such as activeness in using TikTok and involvement in Arabic language learning (Palinkas et al., 2021). This research was carried out in the STIQ Amuntai environment, both through direct interaction and through observation of students' digital activities on the TikTok platform.

Data collection was carried out through in-depth interviews, observations, and documentation. In-depth interviews were used to dig up information related to the mechanism of using TikTok, students' perceptions and experiences, as well as the supporting and inhibiting factors they faced. Observations were carried out to observe directly or indirectly the form of use of TikTok in Arabic learning, including the type of content, features used, and student interaction patterns. Meanwhile, documentation is used as supporting data in the form of TikTok videos, screenshots, and relevant learning notes. The use of various data collection techniques aims to obtain rich and in-depth data and increase the validity of research findings through triangulation (Miles et al., 2020).

The data that has been collected is analyzed using an interactive analysis model, which includes the stages of data reduction, data presentation, and conclusion drawn. At the data reduction stage, the researcher selects and focuses the data according to the formulation of the research problem. Furthermore, the data is presented in the form of a systematic narrative description to facilitate understanding of the patterns and themes that emerge. The final stage is the drawing of conclusions and verification, which is carried out continuously throughout the research process until valid and consistent findings are obtained (Miles et al., 2020).

The validity of the data in this study is maintained through the application of triangulation of sources and techniques, namely by comparing data obtained from interviews, observations, and documentation. In addition, the researcher also conducts member checks by confirming the findings to informants so that the data obtained truly reflects the experiences and views of the research

subjects. This step is taken to increase credibility and trust in research results (Sugiyono, 2022; Creswell & Poth, 2021).

RESULTS AND DISCUSSION

The Use of TikTok as a Media to Support Arabic Language Learning

a. The Use of TikTok as an Additional Learning Media

Based on the results of interviews with STIQ Amuntai students, it was found that TikTok is used as a supplementary learning medium that is used outside of lecture hours. Students actively access Arabic educational content in the form of short videos that discuss vocabulary (mufradāt), basic rules of nahwu and sharaf, simple conversations (ḥiwār/muḥādatsah), pronunciation and makhraj of letters, as well as tips on reading and understanding Arabic texts. One of the informants stated:

"I use TikTok as an additional learning medium by watching short videos that contain explanations of Arabic vocabulary, nahwu and sharaf rules, daily conversations, and tips on reading and understanding Arabic texts. I use these videos as a complement to the material that has been learned in class."

The statement shows that TikTok is not used as a substitute for formal learning, but rather as a means of strengthening and enriching materials. Other informants also expressed a similar thing by emphasizing the function of TikTok as a medium to support Arabic language learning, as conveyed as follows:

"I use TikTok as a means of supporting Arabic learning by watching educational content such as vocabulary, basic rules, and simple conversations."

b. The Function of TikTok in Deepening and Expanding Understanding

In addition to repeating the material that has been learned in class, students also use TikTok to expand their understanding and obtain a variety of explanations that are more practical and contextual. This can be seen from the following informant's statement:

"I use TikTok as a learning support outside the classroom to deepen and expand the understanding of the material that has been learned."

Students also assessed that the short video format on TikTok made it easier for them to understand basic Arabic material, especially those related to mufradāt, simple muḥādatsah, as well as brief explanations of nahwu and makhraj letters. Another informant said:

"I use TikTok by watching Arabic learning content such as mufradat, simple muhadatsah, as well as brief explanations of nahwu and makhraj letters as a complement to lecture materials."

c. Usage Characteristics: Standalone and Flexible

These findings show that the implementation of TikTok in Arabic language learning among STIQ Amuntai students is independent, flexible, and oriented towards strengthening the material, especially in the basic language aspect. Students generally access TikTok outside of lecture hours as a means of repeating and reinforcing material, as revealed by the following informants:

"I usually watch it outside of lecture hours as an addition and reinforcement to the material that has been learned in class."

d. TikTok in Blended Learning Perspective

The results of this study are in line with the self-directed learning theory which emphasizes the active role of students in managing their own learning process by utilizing digital learning resources flexibly (Mayer, 2021). TikTok, as a short video-based medium, is able to provide visual and audio stimuli that support contextual understanding of Arabic, especially at the elementary to intermediate level. These findings also strengthen the research results of Nur and Farisha (2024) and Hilmi et al. (2025) who stated that TikTok is effectively used as an alternative medium in learning Arabic because it is able to increase student access, interest, and engagement.

Furthermore, the use of TikTok as a complement to formal learning reflects the principle of blended learning, where learning does not only take place in the classroom, but is also expanded through digital media (Alqahtani, 2024). Thus, the implementation of TikTok among STIQ Amuntai students shows great potential as a media to support Arabic language learning that is relevant to the characteristics of the digital generation, as long as its use is still directed and adjusted to learning goals.

e. Tiktok Use Strategy (Educational Account Selection)

The use of TikTok in Arabic learning is done by following educational TikTok accounts that specifically present Arabic learning content. Students selectively choose accounts that suit their learning needs, especially those that discuss vocabulary, everyday conversations, and basic rules of Arabic. One of the informants stated:

"I usually follow accounts that discuss Arabic vocabulary, everyday conversations, basic rules of nahwu and sharaf, as well as accounts that provide examples of the use of Arabic in the context of everyday life."

The same thing was also expressed by another informant who emphasized the aspect of

language ease and the presentation of interesting content as a consideration in choosing an Arabic learning account on TikTok, as stated below:

"I usually follow an educational TikTok account that discusses daily vocabulary, simple conversations, pronunciation, and basic explanations of nahwu and sharaf in easy-to-understand language and engaging presentations."

f. Creative Content Utilization (Arabic Song)

In addition to formal learning content, some students also use creative content such as Arabic songs as a means of increasing vocabulary. This form of content is considered lighter and more fun, making it easier for students to memorize mufradat, as expressed by one of the informants:

"Usually about songs in Arabic that contain mufradat."

g. Focus on Basic Arabic Language Skills

Other students said that the accounts they follow generally focus on mastering vocabulary, conversation, and correct pronunciation. This shows that the aspect of basic Arabic language skills is a top priority in the use of TikTok as a learning medium, as stated below:

"I follow an educational account that discusses mufradat, muhadatsah, and correct pronunciation of Arabic."

h. The Role of TikTok in Facilitating Understanding Rules

The findings were reinforced by another informant's statement that he preferred an account that presented an explanation of the rules of Arabic in simple language so that it was easy to understand, as follows:

"I often follow accounts that discuss everyday vocabulary, Arabic conversations, and basic explanations of nahwu or sharaf in simple language."

i. Implications of Using TikTok in Arabic Learning

The results of the interviews showed that the implementation of the use of TikTok by STIQ Amuntai students was carried out through the selection of educational accounts that presented vocabulary content, daily conversations, pronunciation, and basic rules of nahwu and sharaf in simple and contextual language. These findings indicate that students do not use TikTok randomly, but consciously and selectively as a medium to support Arabic learning. This is in line with the view that social media can function as an effective informal learning resource if used in a targeted manner according to the needs of learners (Greenhow & Lewin, 2021).

The dominance of vocabulary content (mufradāt), muḥādatsah, and pronunciation followed by students shows that TikTok is more widely used to support basic Arabic skills, especially listening and speaking. This is relevant to the characteristics of TikTok as a short video-based platform that relies on audio and visual elements. According to Mayer (2021), multimedia-based learning allows students to process information through two main channels, namely visual and auditory, thereby improving comprehension and memory. Thus, Arabic content presented through TikTok has the potential to strengthen students' understanding of the sound, meaning, and practical use of Arabic.

In addition to conventional educational content, the use of Arabic songs that contain mufradāt also shows a creative and fun learning approach. Music in language learning has been proven to increase motivation, help vocabulary mastery, and facilitate the memorization process due to the presence of elements of repetition and rhythm (Soleimani & Akbari, 2022). In this context, TikTok provides a flexible space for students to learn Arabic through a more natural and non-monotonous approach.

The selection of accounts that present nahwu and sharaf explanations in simple language shows that TikTok also functions as a medium for clarifying and strengthening grammatical material that is often considered difficult in learning Arabic. The presentation of the rules in a concise and applicable manner helps students understand basic concepts without having to deal with long theoretical explanations. These findings reinforce the results of previous research that stated that TikTok is effectively used as a supporting medium for Arabic language learning, especially to explain basic concepts concisely and contextually (Rahmawati & Hidayat, 2023).

Thus, the implementation of the use of TikTok in Arabic language learning among STIQ Amuntai students shows that this platform plays a role as an alternative and supporting media that expands students' learning spaces. TikTok allows students to learn independently, flexibly, and continuously outside of the classroom, while supporting formal learning provided by lecturers. However, in order for its use to be more optimal, pedagogical direction is needed so that the content accessed remains in harmony with the goals of learning Arabic.

Students' Experience with the Use of TikTok in Arabic Language Learning

Based on the results of the interviews, the majority of STIQ Amuntai students expressed positive experiences with the use of TikTok in learning Arabic. Students feel more motivated and

interested in learning because the content presented is visual, interactive, and in accordance with the learning style of the digital generation. TikTok is also considered to help students increase their confidence in using Arabic, especially in speaking and pronunciation aspects, as they can practice independently without the pressure of formal classroom situations. In addition, students feel an increase in understanding Arabic vocabulary and expressions that are often used in the context of daily life. One of the informants revealed:

"My experience is quite positive because the delivery of material on TikTok is generally short, clear, and accompanied by direct examples. This makes it easier for me to understand Arabic concepts that previously felt difficult or abstract."

Students also consider that Arabic learning content on TikTok is presented in an interesting and not boring way, thus increasing interest and motivation to learn. This can be seen from the following informant's statement:

"My experience using TikTok in learning Arabic was quite helpful because the material was presented in a concise, engaging, and easy-to-understand manner."

In addition, the visual aspect and creativity of content presentation are important factors that affect the student learning experience. Students feel more interested in learning Arabic because the material is delivered contextually and close to daily life, as expressed by one of the informants:

"My experience while using TikTok in learning Arabic is relatively positive. The presentation of short, visual, and creative material made me more interested in learning. In addition, the use of contextual language and everyday examples helped me understand Arabic more easily and not feel boring."

Students' positive experiences are also shown through feeling comfortable and fun when learning using TikTok. Students consider that a relaxed learning atmosphere helps them reduce the stress and boredom that often arises in conventional Arabic learning. This is reflected in the following statement:

"My experience was quite fun because learning through TikTok felt more relaxed and not boring. The material is short but concise, so it's easy to understand and suitable for learning in between free time."

The findings of this study show that students' positive experiences in using TikTok are closely related to the characteristics of the platform which presents short, visual, and contextual video-based learning. This is in line with the multimedia learning theory which states that a combination of text, visuals, and audio can improve the understanding and retention of learning materials, especially in language learning (Mayer, 2021). The short but concise presentation of the material allows students to process information more effectively without experiencing excessive cognitive load.

In addition, a fun and not boring learning experience reflects the creation of a more student-friendly learning environment, as stated in the concept of student engagement in digital learning. Social media such as TikTok is able to increase students' emotional engagement and learning motivation because it is in harmony with the learning habits and styles of the digital generation (Greenhow & Chapman, 2022). These findings also strengthen the research results of Nur and Farisha (2024) and Alshammari (2023) who stated that TikTok provides a more flexible, interesting, and contextual foreign language learning experience than conventional learning media.

In addition, students assessed that TikTok helped them, especially in terms of vocabulary mastery, understanding simple sentence structure, and listening and speaking skills. One of the informants said:

"In my opinion, the use of TikTok helps to improve Arabic comprehension and proficiency, especially in terms of vocabulary and understanding of simple sentence structure. The reason is that the material is presented visually and audio, so that it is easier to remember and understand."

Students also consider that the presentation of short and interesting material makes it easier for them to understand vocabulary, pronunciation, and everyday expressions in Arabic. This was expressed by another informant as follows:

"In my opinion, the use of TikTok helps with Arabic comprehension and proficiency because the material is presented in a concise and interesting manner, making it easier to understand vocabulary, pronunciation, and everyday expressions. In addition, audio-visual content makes the learning process more effective as a support for learning in the classroom."

In addition, students revealed that TikTok is quite helpful in improving listening skills, because the content presented is generally accompanied by examples of direct use and clear pronunciation. This can be seen from the following statement:

"In my opinion, TikTok is quite helpful in improving Arabic comprehension and proficiency, especially in the aspects of mufradat and istima'. This is because the content presented is usually accompanied by examples of direct use and clear pronunciation, making it easier for me to understand the meaning and correct pronunciation."

The positive experience of students is also seen in improving speaking skills, as they are often exposed to examples of using Arabic directly through TikTok content, as expressed by one of the informants:

"I think TikTok helps improve Arabic comprehension, especially in listening and speaking skills, because I often hear examples of Arabic use firsthand."

The findings of this study show that students' positive experiences in using TikTok are closely related to the characteristics of the platform which integrates visual and audio elements in the

presentation of the material. This is in line with the multimedia learning theory which states that learning will be more effective when information is conveyed through a combination of text, images, and sound, as it can reduce cognitive load and improve learners' memory retention (Mayer, 2021). The presentation of Arabic material in a short and concise manner through TikTok short videos allows students to process information more focused and efficiently.

In addition, the experience of students who felt an improvement in the aspects of *mufradāt*, *istimā'*, and *kalām* showed that TikTok plays a role as a medium that supports communicative Arabic language learning. Repeated exposure to examples of Arabic pronunciation and use in a real context helps students build the habit of listening to and imitating Arabic speech, which is an important principle in learning a second language (Alshammari, 2023). These findings reinforce the research results of Nur and Farisha (2024) who stated that TikTok is effective in supporting the development of Arabic language skills, especially in the oral aspect.

Learning experiences that are perceived to be easier, more engaging, and more effective also show an increase in student engagement. Social media such as TikTok is able to create a more relaxed and less stressful learning atmosphere, so that students feel more comfortable and motivated to learn independently outside of the classroom (Greenhow & Chapman, 2022). In this context, TikTok serves as a supporting medium that expands the Arabic language learning space, not limited to formal learning in the classroom.

Thus, the experience of STIQ Amuntai students in using TikTok shows that this platform has great potential as an alternative media and support for Arabic language learning, as well as being able to create a positive, fun, and meaningful learning experience. However, in order for this experience to have a more optimal impact on improving overall Arabic language competence, the use of TikTok needs to be directed and integrated with clear learning objectives and supported by planned pedagogical assistance from lecturers.

Supporting and Inhibiting Factors of the Use of TikTok in Arabic Language Learning

The use of TikTok as a medium to support Arabic learning is influenced by a number of supporting and inhibiting factors. The main supporting factor that students feel is the ease of access through mobile devices, so TikTok can be used anytime and anywhere. In addition, the short video

duration, engaging presentation of material, and simple use of language make Arabic learning content easier to understand. The number of educational creators who specifically share Arabic materials, such as vocabulary, conversations, and the basic rules of nahwu and sharaf, is also an important factor that encourages students to use TikTok as a learning medium. In fact, TikTok's algorithm is considered helpful because it is able to display relevant learning content according to user interests, thereby expanding independent learning opportunities.

On the other hand, students also face a number of inhibiting factors in the use of TikTok for learning Arabic. The main obstacle felt is the limited depth and systematics of the material due to the relatively short video duration. This causes explanations of material, especially those related to the rules of the Arabic language, to often lack depth. In addition, the dominance of entertainment content on TikTok has the potential to cause distractions that can interfere with students' focus on learning. Students also highlighted that not all Arabic learning content has accurate and structured explanations, so a selective attitude is needed in choosing the content used as a learning resource.

Overall, these supporting and inhibiting factors show that TikTok has great potential as an alternative media and support for Arabic language learning, but its use needs to be done in a targeted and wise manner. With good digital literacy skills and assistance from lecturers in directing content selection, the use of TikTok can be more optimal in supporting the improvement of students' Arabic understanding and proficiency.

CONCLUSION

Based on the results of research and discussion on the use of TikTok as an alternative medium for learning Arabic among STIQ Amuntai students, it can be concluded that TikTok has significant potential as a supporting medium for Arabic language learning. The implementation of TikTok is carried out by following educational accounts that present vocabulary content (mufradāt), daily conversations (muḥādatsah), pronunciation, and the basic rules of nahwu and sharaf. TikTok is used as a complement to formal learning in the classroom and is used independently by students outside of lecture hours.

The students' experience in using TikTok showed a positive response. Students feel the ease of understanding Arabic material because of the presentation of short, interesting, and audio-visual based content. The use of TikTok helps improve students' Arabic comprehension and proficiency, especially in the aspects of vocabulary mastery, listening skills (istimā'), and speaking (kalām). In addition, a more

relaxed and not boring learning atmosphere also increases students' motivation in learning Arabic.

However, this study also found several obstacles in the use of TikTok as a learning medium, such as limited depth of material due to short video duration, lack of systematics and accuracy in some content, and distractions from entertainment content. On the other hand, supporting factors such as ease of access, a lot of educational content, creative and simple presentation, and TikTok algorithm support are the main strengths in the use of this platform. Thus, TikTok can function optimally as an alternative medium for learning Arabic if used selectively and in a targeted manner.

SUGGESTIONS

Based on the results of this study, it is suggested that the use of TikTok in Arabic learning can be carried out in a more targeted and optimal manner. Arabic lecturers are expected to play an active role in directing students by recommending credible educational accounts and integrating TikTok content as a reinforcement or learning support material in the classroom. Students are also expected to be able to improve digital literacy and be selective in choosing Arabic learning content to avoid distractions from entertainment content that can interfere with learning focus. In addition, Arabic educational content creators are expected to present material that is more structured, accurate, and in accordance with linguistic rules so that it can provide maximum benefits for learners. For future researchers, this research can be developed using more diverse approaches and methods, such as quantitative or experimental research, and expand the focus of the study on the influence of TikTok use on specific Arabic language skills.

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