

## The Role of the Soyyadun Nahwi YouTube Channel in Enhancing the Understanding of Arabic Grammar (Nahwu) as an Instructional Medium in the Digital Era

Alhusna Waziadah<sup>1</sup>, Ayu Mokodompit<sup>2</sup>, Laili Indrayanti<sup>3</sup>, Latifatussyarifah<sup>4</sup>, Ima Fatimatussalika<sup>5</sup>, Iwan Syafi'i<sup>6</sup>

<sup>1,2,3,4,5,6,7,8,9</sup>Institut Agama Islam Hamzanwadi NW Lombok Timur, Indonesia

Email : Email : [husnaalwaziadah@gmail.com](mailto:husnaalwaziadah@gmail.com)<sup>1</sup>; [ayumokodompit92@gmail.com](mailto:ayumokodompit92@gmail.com)<sup>2</sup>; [mbalailinrayanti@gmail.com](mailto:mbalailinrayanti@gmail.com)<sup>3</sup>; [syarifahlatifa02@gmail.com](mailto:syarifahlatifa02@gmail.com)<sup>4</sup>; [imafatimatussolika@gmail.com](mailto:imafatimatussolika@gmail.com)<sup>5</sup>; [iwansyafii122@gmail.com](mailto:iwansyafii122@gmail.com)<sup>6</sup>

### ABSTRAK

The rapid development of digital technology has significantly transformed educational practices, particularly through the integration of online learning platforms. One of the most widely used digital platforms for educational purposes is YouTube, which provides accessible audio-visual learning resources that can support students' understanding of complex subjects. In the context of Arabic language learning, the study of Arabic grammar (nahwu) is often considered challenging due to its abstract rules and complex linguistic structures. Therefore, the use of innovative digital learning media has become increasingly important in facilitating students' comprehension of grammatical concepts. This study aimed to examine the role of the Soyyadun Nahwi YouTube Channel in enhancing students' understanding of Arabic grammar as an instructional medium in the digital era. The research employed a qualitative descriptive approach with a case study design. The participants consisted of undergraduate students in Arabic language education programs who utilized the Soyyadun Nahwi YouTube Channel as a learning resource. Data were collected through observation, semi-structured interviews, and documentation, and were analyzed using interactive qualitative data analysis consisting of data reduction, data display, and conclusion drawing. The findings revealed that the Soyyadun Nahwi YouTube Channel significantly supported students' understanding of Arabic grammar through structured explanations, contextual examples, and audio-visual presentations that helped clarify complex grammatical concepts. The platform also enhanced students' motivation and engagement in learning by providing flexible access to instructional materials that could be reviewed repeatedly. These findings indicate that YouTube-based instructional media can function as an effective supplementary learning resource for Arabic grammar learning in the digital era and can support students' independent learning practices.

### ARTICLE INFO

#### Article History

Received: March 9, 2026

Revised: March 25, 2026

Approved: March 31, 2026

Published: March 31, 2026

#### Keyword:

*Arabic Grammar Learning, Digital Learning Media, Youtube-Based Instruction, Nahwu Learning, Digital Era.*

#### Corresponding Author

*Albusna Waziadah  
Program Studi Pendidikan Bahasa Arab Institut Agama Islam Hamzanwadi NW Lombok Timur, Indonesia. Jl. Raya Mataram – Labuhan Lombok No.KM. 45, Anjani, Kec. Suralaga, Kabupaten Lombok Timur, Nusa Tenggara Barat. 83659*

## INTRODUCTION

The rapid development of digital technology in the era of globalization has brought significant changes to various aspects of human life, including the field of education. Technological advancement has transformed the way knowledge is accessed, delivered, and constructed within learning environments. In recent years, the integration of digital technology into educational practices has encouraged the emergence of innovative learning approaches that utilize information and communication technology as a fundamental component of instructional processes (AuliaNur Hakim, 2024). This transformation has not only reshaped traditional teaching methods but has also expanded the possibilities for creating more dynamic and flexible learning experiences.

The development of digital technology has encouraged the utilization of various digital learning media that support more effective instructional processes. Digital media no longer merely functions as a complementary learning tool but has evolved into a primary medium for delivering learning materials in a more interactive and accessible manner. In the digital era, learning resources can be accessed through various online platforms, enabling students to learn independently according to their learning pace and needs (Wibowo, 2025). Consequently, the integration of digital media in education has become an essential strategy for improving the quality of learning and adapting educational practices to the needs of contemporary learners.

One of the most widely utilized digital platforms for educational purposes is YouTube. As a video-sharing platform, YouTube provides audio-visual learning content that combines images, sound, and text, allowing learners to receive information in a more concrete and engaging form. The accessibility of YouTube without spatial and temporal limitations enables students to access educational content anytime and anywhere, thereby supporting the development of self-directed learning (Fatahul Azis & Ahmad Tsaaqib Arsalaan, 2024). Due to these advantages, YouTube has become an increasingly popular instructional medium in various educational fields, including language learning and linguistic studies (Dede Nabila Indriyani & Indriyani, 2026).

In the context of Arabic language learning, the study of Arabic grammar, commonly known as *nabwu*, occupies a central role in understanding sentence structures, meanings, and grammatical rules of the Arabic language. Mastery of *nabwu* is essential for students to read, comprehend, and interpret Arabic texts accurately, including both classical and contemporary sources (Millatul Qudsiyah, 2026). A strong understanding of Arabic grammar forms the foundation for the development of other language skills, such as reading comprehension, writing, and textual interpretation.

However, despite its importance, *nabwu* is often perceived by students as a difficult and complex subject. This perception arises from the abstract nature of grammatical rules, the large number of linguistic concepts that must be mastered, and the teaching methods that frequently emphasize theoretical explanations rather than contextual understanding. When grammar instruction relies primarily on conventional teaching approaches, students may experience difficulties in understanding grammatical concepts and applying them effectively in language use.

The challenges in learning *nabwu* become more significant when instructional practices rely on traditional teaching methods that do not utilize diverse and innovative learning media. Such conditions may lead to decreased learning motivation, limited student engagement, and suboptimal learning outcomes (Aulia, 2024). Therefore, the development of innovative instructional media that aligns with the characteristics of digital-era learners is essential in order to overcome these challenges and enhance students' comprehension of Arabic grammar.

One promising solution to address these challenges is the use of video-based learning media through digital platforms such as YouTube. Video-based instruction enables educators to present

learning materials in a more systematic, engaging, and easily understandable manner. Through instructional videos, complex grammatical concepts can be explained using examples, visual illustrations, and contextual explanations that help students grasp the meaning and application of linguistic rules more effectively (Fauziah Bachtiar, 2024). In addition, the replay feature available on video platforms allows learners to review the material repeatedly according to their level of understanding, which contributes to deeper learning and knowledge retention.

The effectiveness of YouTube as a learning medium has been widely discussed in previous studies. Digital media such as YouTube can assist students in understanding *nahwu* materials more easily because the learning content can be accessed anytime and repeated according to the learners' needs (Ulfah, 2022). Furthermore, YouTube is considered an effective instructional platform because it integrates audio and visual elements that enhance students' comprehension of learning materials (Jamila & Ammar, 2023). During distance learning contexts, the use of YouTube in Arabic language instruction has also been reported to receive positive responses from students and provide greater flexibility in learning activities (Rahmasari, 2021).

In addition, YouTube has been recognized as an alternative learning resource that enables students to study Arabic language materials independently through structured and easy-to-understand video content (Prasista et al., 2023). Video-based learning through YouTube can also increase students' learning motivation because the materials are presented in a more interactive and engaging format (Awalia & Nurhidayati, 2023). The use of instructional videos further allows learners to revisit the material repeatedly, strengthening their understanding of linguistic structures and grammatical patterns (Abidin & Sunarko, 2024).

The use of social media platforms such as YouTube in Arabic language learning also expands students' access to knowledge and enables them to obtain learning materials from a wider range of sources (Nurmala et al., 2024). Video-based learning media helps transform abstract linguistic concepts into more concrete explanations, facilitating students' understanding of language materials (Jamila & Ammar, 2023). Moreover, the integration of digital technology into language instruction provides opportunities to improve the effectiveness of teaching and learning processes through more engaging and interactive media (Prasista et al., 2023).

Instructional videos also enable educators to present learning materials in more varied ways, thereby increasing students' attention and participation in learning activities (Awalia & Nurhidayati, 2023). The accessibility of YouTube further allows students to learn independently since learning content can be accessed without limitations of time and space (Rahmasari, 2021). Multimedia-based language learning has also been found to enhance students' understanding of linguistic concepts because learners receive information through multiple sensory channels simultaneously (Ulfah, 2022).

In addition, the use of YouTube in Arabic language learning can increase student engagement because video content provides contextual learning experiences that are closer to real-life language use (Nurmala et al., 2024). Video media has also been shown to significantly improve students' language abilities because it combines visual elements, audio explanations, and examples of authentic language usage (Abidin & Sunarko, 2024). Therefore, in the digital era, internet-based media such as YouTube has become one of the most effective alternatives for supporting Arabic language learning processes (Prasista et al., 2023).

Several previous studies have also explored the effectiveness of YouTube as a learning medium in Arabic language instruction. Ulfah (2022) investigated the use of YouTube as a learning medium for *nahwu* and found that most students reported that YouTube helped them understand grammar materials more easily because the videos could be replayed repeatedly and accessed

anytime. In addition, the use of YouTube increased students' interest in studying Arabic grammar. Similarly, Rahmasari (2021) examined the use of YouTube as a learning medium during the COVID-19 pandemic and found that more than 80% of students responded positively to the use of YouTube because it made learning Arabic more flexible and engaging.

Another study conducted by Jamila and Ammar (2023) analyzed the use of audio-visual media based on YouTube in Arabic language learning and found that the integration of video-based content helped students understand Arabic language materials more effectively through visual and auditory explanations. Furthermore, an experimental study conducted by Abidin and Sunarko (2024) demonstrated that the use of YouTube in Arabic language learning significantly improved students' learning outcomes, as indicated by the increase in students' post-test scores compared to their pre-test results. Meanwhile, Awalia and Nurhidayati (2023) developed a video-based Arabic grammar learning media using the ADDIE model and concluded that the developed instructional videos were valid and effective in assisting students in understanding *nahwu* concepts.

Despite the growing number of studies highlighting the effectiveness of YouTube as a learning medium in Arabic language instruction, specific studies that focus on educational YouTube channels dedicated to teaching *nahwu* remain limited. In particular, there is still a lack of empirical research examining how specialized educational channels contribute to improving learners' understanding of Arabic grammar in the digital era. This gap indicates the need for further investigation into the role of specific digital learning platforms that provide structured grammar instruction through online video content.

One of the emerging educational platforms that focuses specifically on Arabic grammar instruction is the Soyyadun Nahwi YouTube Channel. This channel provides instructional videos that explain *nahwu* materials ranging from basic to advanced levels using communicative language and structured explanations. The content presented in this channel demonstrates the potential of YouTube as an alternative instructional medium that can facilitate students' understanding of Arabic grammar in an accessible and engaging way.

Based on the above considerations, this study aims to examine the role of the Soyyadun Nahwi YouTube Channel in enhancing the understanding of Arabic grammar (*nahwu*) as an instructional medium in the digital era. Specifically, this research seeks to explore how the channel contributes to students' comprehension of grammatical concepts and to analyze its effectiveness as a digital learning resource. The findings of this study are expected to contribute to the development of innovative instructional strategies in Arabic language education and provide insights into the utilization of digital media for enhancing grammar learning in the digital era.

## **METHODS**

This section describes the research approach, design, participants, instruments, data collection procedures, and data analysis techniques employed in this study. The method was written in the past tense and explained the procedures undertaken to investigate the role of the Soyyadun Nahwi YouTube Channel in enhancing the understanding of Arabic grammar (*nahwu*) as an instructional medium in the digital era.

### **1. Research Approach and Design**

This study employed a qualitative descriptive approach to explore the role of the Soyyadun Nahwi YouTube Channel in supporting students' understanding of Arabic grammar. Qualitative research was appropriate for this study because it allowed the researcher to investigate educational phenomena in depth and to interpret meanings derived from participants' experiences and learning interactions with digital learning media. Qualitative research is widely used in educational studies to

examine learning processes, perceptions, and contextual factors that influence students' understanding (Creswell & Creswell, 2018).

The research design used in this study was a case study, focusing on the utilization of the Soyyadun Nahwi YouTube Channel as a digital instructional medium in Arabic grammar learning. Case study research enables researchers to explore a specific phenomenon within its real-life context through detailed and systematic investigation (Yin, 2018). Through this design, the study aimed to provide an in-depth analysis of how YouTube-based instructional content contributed to enhancing learners' understanding of *nahwu* concepts.

## **2. Research Participants**

The participants of this study consisted of students who used the Soyyadun Nahwi YouTube Channel as a learning resource in studying Arabic grammar. The participants were selected using purposive sampling, which is commonly applied in qualitative research to select individuals who possess relevant experiences or knowledge related to the phenomenon being studied. Purposive sampling allows researchers to obtain rich and meaningful data from participants who are directly involved in the research context (Etikan & Bala, 2017).

The participants included undergraduate students enrolled in Arabic language education programs who had accessed and used the Soyyadun Nahwi YouTube Channel for learning *nahwu*. The selection of these participants aimed to ensure that the collected data reflected authentic learning experiences related to the use of digital media in Arabic grammar learning. According to Palinkas et al. (2015), purposive sampling is particularly suitable for qualitative studies that aim to explore specific learning experiences and perceptions within a targeted population.

## **3. Research Instruments**

The primary instrument in this study was the researcher, supported by several data collection tools, including observation sheets, interview guidelines, and documentation checklists. In qualitative research, the researcher plays a central role in collecting and interpreting data because the researcher directly interacts with participants and research contexts (Creswell & Creswell, 2018).

Observation sheets were used to record students' learning activities when utilizing the Soyyadun Nahwi YouTube Channel as a learning medium. Interview guidelines were developed to obtain in-depth information regarding students' perceptions, experiences, and difficulties in learning *nahwu* through YouTube-based instructional videos. Documentation techniques were also used to collect supporting data such as screenshots of learning activities, video materials from the YouTube channel, and learning records related to Arabic grammar instruction.

The use of multiple instruments aimed to increase the credibility of qualitative data by providing various perspectives on the research phenomenon. According to Tracy (2020), the use of diverse qualitative instruments can enhance the depth and richness of the collected data in educational research.

## **4. Data Collection Procedures**

Data collection in this study was conducted through observation, interviews, and documentation. Observation was carried out to examine how students interacted with the Soyyadun Nahwi YouTube Channel during the learning process and how the video content supported their understanding of Arabic grammar concepts. Observation is commonly used in educational research to obtain direct information about learning behaviors and classroom interactions (Merriam & Tisdell, 2016).

Semi-structured interviews were conducted with selected participants to explore their experiences, perceptions, and challenges in using the Soyyadun Nahwi YouTube Channel as a

learning medium. Semi-structured interviews allowed participants to express their opinions freely while still focusing on the research objectives (Braun & Clarke, 2021).

Documentation techniques were also applied to collect relevant data related to the learning materials presented in the Soyyadun Nahwi YouTube Channel, including video content, lesson topics, and instructional explanations. Documentation is considered an important source of qualitative data because it provides contextual information that supports the interpretation of research findings (Merriam & Tisdell, 2016).

## 5. Data Analysis Techniques

The data collected in this study were analyzed using interactive qualitative data analysis, which consisted of data reduction, data display, and conclusion drawing. Data reduction involved selecting, focusing, and simplifying the raw data obtained from observations, interviews, and documentation. Data display referred to the organization of data into structured forms such as tables or thematic categories to facilitate interpretation. The final step involved drawing conclusions based on patterns and relationships identified in the analyzed data (Miles et al., 2018).

In addition, thematic analysis was applied to identify recurring themes related to students' experiences in learning *nahwu* through the Soyyadun Nahwi YouTube Channel. Thematic analysis allows researchers to systematically identify, analyze, and report patterns within qualitative data (Braun & Clarke, 2021). Through this analytical approach, the study aimed to provide a comprehensive understanding of how YouTube-based instructional media contributed to enhancing learners' comprehension of Arabic grammar concepts.

## RESULTS

### 1. The Utilization of the Soyyadun Nahwi YouTube Channel in Arabic Grammar Learning

#### a. The Characteristics of the Soyyadun Nahwi YouTube Channel as an Educational Platform

##### 1) Types of Nahwu Learning Materials Presented in the Channel

The findings of this study indicated that the Soyyadun Nahwi YouTube Channel provided a wide range of Arabic grammar (*nahwu*) learning materials designed to support students' understanding of grammatical structures. Based on the observation conducted during the research period, the channel presented materials starting from basic grammatical concepts such as *kalām*, *isim*, *fi'l*, and *ḥarf*, to more advanced topics including *i'rāb*, *mubtada' wa khabar*, *maf'ūl bih*, and other syntactic structures frequently discussed in classical Arabic grammar texts. The systematic organization of these materials enabled students to follow the lessons sequentially according to their level of understanding.

The observation results showed that most of the instructional videos were structured according to thematic topics in Arabic grammar and delivered in a clear sequence from introductory explanations to practical examples. Each video typically began with a conceptual explanation of a grammar rule followed by examples taken from Arabic sentences to illustrate the application of the rule in context. (Observation, January 12, 2026)

This structured presentation was considered helpful for learners because it allowed them to understand the progression of grammar concepts more easily. Previous studies have highlighted that systematic instructional content can significantly improve learners' comprehension of language structures because students are able to connect theoretical rules with practical examples (Jamila & Ammar, 2023). Similarly, video-based learning materials that present structured explanations have been found to facilitate students' understanding of complex linguistic concepts (Prasista et al., 2023).

The results of interviews with students also confirmed that the materials presented in the Soyyadun Nahwi channel covered essential topics in Arabic grammar and helped them review concepts that they previously learned in formal classes. One student explained:

*"The Soyyadun Nahwi channel explains many important topics in Arabic grammar that we learn in class. The explanations start from basic rules and continue to more detailed concepts, so it helps me review the lessons and understand them better."* (P03, Male, Arabic Education Student, Lombok, Personal Interview, January 15, 2026)

Another participant highlighted that the content provided in the channel allowed students to revisit grammar lessons outside the classroom environment:

*"Sometimes in class the explanation of nahwu is very fast, but through the videos on this channel I can watch the material again and understand the examples more clearly."* (P05, Female, Arabic Education Student, Lombok, Personal Interview, January 18, 2026)

Documentation analysis further showed that the channel contained numerous instructional videos categorized according to grammar topics, indicating that the channel had been developed as a structured learning resource rather than merely a collection of random educational videos. The categorization of materials into playlists such as "Basic Nahwu," "Intermediate Grammar," and "Sentence Analysis" demonstrated an effort to organize the learning content systematically. (Documentation Analysis, January 24, 2026)

These findings suggest that the Soyyadun Nahwi YouTube Channel functions as a structured digital learning resource that supports the teaching and learning of Arabic grammar. The availability of diverse grammar topics and the systematic presentation of materials enable students to access comprehensive learning resources that complement formal instruction.

## 2) Structure and Organization of Grammar Explanations in the Videos

Another important finding of this study related to the structure and organization of grammar explanations presented in the Soyyadun Nahwi YouTube videos. Based on the observations conducted during the research period, each instructional video followed a consistent instructional structure that facilitated learners' understanding of Arabic grammar rules. The videos generally consisted of several stages, including an introduction to the grammar topic, an explanation of the rule, examples of sentence structures, and a brief summary of the lesson. (Observation, January 20, 2026)

This structured approach enabled students to follow the explanation step by step and gradually understand the grammatical concepts being discussed. Educational researchers have emphasized that well-structured instructional materials help learners build conceptual understanding because they provide clear guidance for processing new information (Abidin & Sunarko, 2024). In language learning contexts, structured explanations accompanied by examples are particularly effective in helping students understand grammatical patterns and sentence constructions.

The interviews conducted with participants also revealed that students perceived the organization of the video content as clear and easy to follow. One participant stated:

*"What I like about the Soyyadun Nahwi videos is that the explanation is very systematic. The teacher first explains the rule, then gives examples, and finally summarizes the main point. This makes the grammar easier to understand."* (P02, Male, Arabic Education Student, Lombok, Personal Interview, January 22, 2026)

Another participant emphasized that the structured explanation helped learners understand the relationship between grammatical rules and their practical application in Arabic sentences:

*"The explanation in the videos is very organized. It starts from the basic concept and then continues with examples of sentences, so we can see how the rule works in real language."* (P06, Female, Arabic Education Student, Lombok, Personal Interview, January 25, 2026)

Documentation analysis of the video content also confirmed that most of the instructional videos included visual explanations such as written Arabic sentences, grammatical symbols, and highlighted word structures. These visual aids were integrated with verbal explanations to clarify the grammatical concepts discussed in the videos. (Documentation Analysis, January 29, 2026)

The integration of visual and verbal explanations was particularly helpful in explaining abstract grammatical concepts. Previous research has indicated that multimedia learning environments that combine visual and auditory elements can significantly improve students' comprehension of language structures because learners process information through multiple sensory channels (Ulfah, 2022).

Overall, these findings demonstrate that the structured organization of grammar explanations in the Soyyadun Nahwi YouTube Channel played an important role in facilitating students' understanding of *nahwu*. The systematic presentation of concepts, examples, and summaries helped learners grasp complex grammatical rules more effectively.

### 3) Instructional Style and Communicative Language Used in the Channel

The findings of this study also revealed that the instructional style used in the Soyyadun Nahwi YouTube Channel played a significant role in helping students understand Arabic grammar concepts. Based on observations conducted during the research period, the instructional videos were delivered using a communicative and explanatory teaching style that simplified complex grammatical rules into more understandable explanations.

In several observed videos, the instructor used a conversational tone when explaining grammar rules and frequently related the rules to practical examples in Arabic sentences. This communicative style created a more engaging learning environment for students and reduced the perception that *nahwu* is a difficult subject. (Observation, January 27, 2026)

The use of a communicative teaching approach in language learning has been widely recognized as an effective strategy for facilitating students' comprehension. According to Jamila and Ammar (2023), audio-visual instructional media that employ clear explanations and contextual examples can significantly improve students' understanding of language materials. Similarly, Prasista et al. (2023) emphasized that video-based instructional media can make complex linguistic concepts easier to understand when they are delivered through simple explanations and contextualized examples.

The interview results further confirmed that students appreciated the communicative explanation style used in the Soyyadun Nahwi channel. One participant stated:

*"The explanation in the Soyyadun Nahwi videos is very easy to follow because the instructor explains the grammar rules step by step and uses simple language. It makes the lesson more understandable compared to reading grammar books alone."* (P04, Male, Arabic Education Student, Lombok, Personal Interview, January 28, 2026)

Another participant also highlighted that the communicative style used in the videos helped reduce students' anxiety when learning Arabic grammar:

*"Usually nahwu feels very complicated, but the explanations in this channel are very relaxed and clear. The teacher explains the rules with examples so we can understand them more easily."* (P07, Female, Arabic Education Student, Lombok, Personal Interview, January 30, 2026)

Documentation analysis of the instructional videos further indicated that the channel integrated both spoken explanations and visual text displays. Key grammar rules were often written on the screen while the instructor explained their functions in sentences. (Documentation Analysis, February 2, 2026)

The integration of visual and verbal explanations supports the principles of multimedia learning, which suggest that learners understand complex concepts more effectively when information is presented through multiple modes of representation (Ulfah, 2022). Therefore, the communicative instructional style used in the Soyyadun Nahwi YouTube Channel contributed significantly to making Arabic grammar explanations more accessible and understandable for learners.

## **b. Learning Features Supporting Students' Understanding**

### **1) The Use of Audio-Visual Explanations in Presenting Grammar Concepts**

Another important finding of this study related to the role of audio-visual explanations in supporting students' understanding of Arabic grammar. The Soyyadun Nahwi YouTube Channel presented grammar explanations through a combination of spoken explanations, written examples, and visual highlights that emphasized key grammatical structures.

Based on observations conducted during the study, the instructional videos frequently displayed Arabic sentences on the screen while the instructor explained the grammatical roles of each word. This approach helped students visually identify grammatical patterns and understand how grammar rules operate within sentences. (Observation, February 3, 2026)

Previous research has demonstrated that audio-visual media play an important role in language learning because they provide concrete representations of abstract linguistic concepts. Abidin and Sunarko (2024) explained that video-based learning can strengthen students' understanding of language structures because learners can observe examples and explanations simultaneously. Likewise, Jamila and Ammar (2023) found that audio-visual instructional media help students grasp language concepts more effectively by combining visual and auditory learning elements.

The interviews conducted with students also indicated that the visual explanations presented in the videos significantly supported their understanding of grammar rules. One participant explained:

*"When the instructor shows the sentence structure on the screen and explains the function of each word, it becomes much easier to understand the grammar rule." (P01, Male, Arabic Education Student, Lombok, Personal Interview, February 4, 2026)*

Another participant emphasized that the combination of explanation and visualization allowed students to analyze Arabic sentences more effectively:

*"The videos help us see how the grammar works in real sentences. When the words are highlighted and explained, we can understand the grammatical structure clearly." (P06, Female, Arabic Education Student, Lombok, Personal Interview, February 5, 2026)*

Documentation analysis also revealed that several videos used digital annotations, arrows, and color highlights to emphasize grammatical functions within sentences. These visual aids helped learners identify the grammatical relationships between words more clearly. (Documentation Analysis, February 6, 2026)

These findings indicate that the audio-visual presentation of grammar explanations in the Soyyadun Nahwi YouTube Channel provided an effective learning environment that supported students' comprehension of Arabic grammatical concepts.

### **2) The Role of Repetition and Replay Features in Strengthening Comprehension**

The findings also showed that one of the advantages of learning through the Soyyadun Nahwi YouTube Channel was the ability for students to replay instructional videos repeatedly. This feature enabled learners to revisit grammar explanations multiple times until they fully understood the concepts being discussed.

During the observation phase, it was noted that students frequently paused and replayed certain sections of the videos when encountering difficult grammar explanations. (Observation, February 7, 2026)

The possibility of replaying instructional videos provided flexibility in the learning process and allowed students to control the pace of their learning. Rahmasari (2021) explained that the flexibility of digital learning platforms such as YouTube enables students to review learning materials repeatedly according to their individual learning needs. Similarly, Ulfah (2022) found that the replay feature in YouTube learning videos significantly helps students understand Arabic grammar because learners can revisit explanations that they initially found difficult.

The interview results confirmed that the replay feature was particularly helpful when students encountered complex grammatical rules. One participant stated:

*"Sometimes I need to watch the same explanation several times before I understand it. The replay feature on YouTube helps me review the explanation until I fully understand the grammar rule."* (P08, Male, Arabic Education Student, Lombok, Personal Interview, February 8, 2026)

Another participant also emphasized that replaying the videos helped students prepare for grammar lessons in formal classes:

*"Before attending the grammar class, I often watch the Soyyadun Nahwi videos. If I don't understand the explanation, I can repeat the video until I get the idea."* (P05, Female, Arabic Education Student, Lombok, Personal Interview, February 9, 2026)

Documentation analysis further revealed that several videos in the channel had high viewer engagement, indicated by repeated viewing patterns and comments from students stating that they rewatched the videos to better understand grammar rules. (Documentation Analysis, February 10, 2026)

These findings demonstrate that the replay feature of YouTube significantly supported students' comprehension of Arabic grammar by allowing them to review complex explanations at their own learning pace.

### 3) Accessibility and Flexibility of Learning Through YouTube

Another important finding of this study was related to the accessibility and flexibility provided by the Soyyadun Nahwi YouTube Channel as a digital learning platform. Students reported that the availability of the instructional videos online allowed them to access grammar lessons anytime and anywhere.

Observation results indicated that students accessed the YouTube channel through various digital devices, including smartphones and laptops, both during and outside formal learning sessions. (Observation, February 11, 2026)

The accessibility of online learning platforms has been widely recognized as a major advantage of digital learning environments. Nurmala et al. (2024) noted that social media platforms such as YouTube expand students' access to educational resources and enable them to obtain learning materials beyond the limitations of classroom instruction. Similarly, Prasista et al. (2023) emphasized that internet-based learning platforms provide flexible learning opportunities that support independent learning activities.

The interviews also revealed that students appreciated the flexibility offered by YouTube-based learning. One participant stated:

*"The Soyyadun Nahwi channel is very helpful because I can learn grammar anytime, even outside the classroom. I usually watch the videos at night when reviewing my lessons."* (P02, Male, Arabic Education Student, Lombok, Personal Interview, February 12, 2026)

Another participant explained that YouTube learning allowed students to learn grammar at their own pace without the pressure often experienced in classroom learning.

*"When learning in class, sometimes we feel shy to ask questions. But with YouTube videos, we can learn slowly and repeat the explanations until we understand."* (P07, Female, Arabic Education Student, Lombok, Personal Interview, February 13, 2026)

Documentation analysis also showed that the Soyyadun Nahwi channel had a large number of subscribers and viewers from different regions, indicating that the platform functioned as an accessible digital learning resource for Arabic grammar learners. (Documentation Analysis, February 15, 2026)

Overall, these findings demonstrate that the accessibility and flexibility offered by the Soyyadun Nahwi YouTube Channel significantly contributed to enhancing students' learning experiences in Arabic grammar. The availability of instructional videos online enabled learners to access grammar lessons independently and according to their individual learning needs.

## **2. The Impact of the Soyyadun Nahwi YouTube Channel on Students' Understanding of Nahwu**

### **a. Students' Learning Experiences in Using the Soyyadun Nahwi YouTube Channel**

#### **1) Students' Motivation in Learning Arabic Grammar through Video-Based Media**

The findings of this study indicated that the Soyyadun Nahwi YouTube Channel significantly increased students' motivation in learning Arabic grammar. Based on the observations conducted during the research period, students appeared more enthusiastic when learning *nahwu* through video-based explanations compared to traditional text-based learning methods. The audio-visual presentation of grammar explanations made the learning process more engaging and encouraged students to actively follow the instructional content. (Observation, February 16, 2026)

The role of video-based learning media in increasing students' motivation has been widely recognized in educational research. Video-based instructional media provide a more engaging learning experience because they combine visual, auditory, and contextual explanations that attract learners' attention (Awalia & Nurhidayati, 2023). In addition, digital learning media have been shown to create a more interactive learning environment that encourages students to participate actively in the learning process (Nurmala et al., 2024).

The interview results further revealed that students felt more motivated to study Arabic grammar when using the Soyyadun Nahwi YouTube Channel. One participant explained:

*"Learning nahwu through the Soyyadun Nahwi videos feels more interesting than reading grammar books. The explanation is clear and the examples help me understand the lesson better."* (P03, Male, Arabic Education Student, Lombok, Personal Interview, February 17, 2026)

Another participant also emphasized that the video-based learning format made grammar lessons more enjoyable and less intimidating.

*"Before watching these videos, I often felt that nahwu was very difficult. But after watching the Soyyadun Nahwi channel, I became more motivated to study because the explanations are easier to understand."* (P06, Female, Arabic Education Student, Lombok, Personal Interview, February 18, 2026)

Documentation analysis also showed that many viewers actively interacted with the video content by leaving comments indicating that the videos helped them understand Arabic grammar more easily. Several comments also expressed appreciation for the clarity of the explanations provided in the channel. (Documentation Analysis, February 19, 2026)

These findings demonstrate that the Soyyadun Nahwi YouTube Channel contributed to increasing students' motivation in learning Arabic grammar by providing engaging and accessible instructional content.

#### **2) Students' Engagement During the Learning Process**

Another important finding of this study was related to students' engagement during the learning process when using the Soyyadun Nahwi YouTube Channel. Engagement refers to the level of students' active participation, attention, and involvement in learning activities.

Observation results indicated that students were highly attentive when watching instructional videos from the Soyyadun Nahwi channel. Many students took notes while watching the videos, paused the videos to reflect on explanations, and discussed certain grammar concepts with their peers. (Observation, February 20, 2026)

Previous research has emphasized that multimedia learning environments can significantly improve student engagement because learners interact with learning materials through multiple sensory channels (Ulfah, 2022). Similarly, Prasista et al. (2023) explained that digital learning platforms such as YouTube create more interactive learning environments that encourage students to participate actively in learning activities.

The interview results confirmed that students felt more engaged when learning grammar through video-based instruction. One participant stated:

*"When I watch the Soyyadun Nahwi videos, I feel more focused because the explanation is clear and supported by examples. I usually write down important grammar rules while watching the video."* (P01, Male, Arabic Education Student, Lombok, Personal Interview, February 21, 2026)

Another participant highlighted that the videos encouraged students to analyze Arabic sentences independently.

*"The videos show examples of Arabic sentences and explain the grammatical structure. This makes me want to analyze other sentences by myself."* (P08, Male, Arabic Education Student, Lombok, Personal Interview, February 22, 2026)

Documentation analysis also revealed that the videos in the Soyyadun Nahwi channel received numerous interactions from viewers in the form of comments, likes, and questions related to grammar topics discussed in the videos. This interaction indicated that students were actively engaged with the learning content. (Documentation Analysis, February 23, 2026)

These findings suggest that the Soyyadun Nahwi YouTube Channel created an engaging learning environment that encouraged students to actively participate in the process of learning Arabic grammar.

### 3) Students' Perceptions of the Clarity of Explanations in the Videos

The study also found that students generally perceived the explanations provided in the Soyyadun Nahwi YouTube Channel as clear, systematic, and easy to understand. The clarity of explanations was considered an important factor that supported students' comprehension of Arabic grammar rules.

Observation results indicated that the instructor frequently repeated key grammar explanations and provided multiple examples to ensure that learners fully understood the concepts being discussed. (Observation, February 24, 2026)

According to Abidin and Sunarko (2024), video-based learning can significantly improve students' comprehension of language materials because explanations can be supported by examples and visual illustrations. Similarly, Jamila and Ammar (2023) emphasized that audio-visual explanations allow learners to understand linguistic concepts more effectively compared to purely textual explanations.

The interviews conducted with students also indicated that the clarity of explanations was one of the main reasons why they used the Soyyadun Nahwi YouTube Channel as a learning resource. One participant explained:

*"The explanations in the Soyyadun Nahwi videos are very clear because the teacher explains the grammar rule first and then gives several examples. This helps me understand the concept step by step."* (P04, Male, Arabic Education Student, Lombok, Personal Interview, February 25, 2026)

Another participant expressed a similar opinion:

*"The videos explain grammar rules in a very simple way. Even difficult topics like i'rāb become easier to understand when they are explained with examples."* (P07, Female, Arabic Education Student, Lombok, Personal Interview, February 26, 2026)

Documentation analysis also showed that the videos frequently included written summaries of grammar rules at the end of the lesson, which helped students review the main concepts discussed in the video. (Documentation Analysis, February 27, 2026)

These findings demonstrate that the clarity and systematic organization of explanations in the Soyyadun Nahwi YouTube Channel played a crucial role in helping students understand Arabic grammar concepts more effectively.

## **b. The Contribution of the Soyyadun Nahwi YouTube Channel to Nahwu Comprehension**

### **1) Improvement in Students' Understanding of Arabic Grammatical Structures**

The results of this study indicated that the Soyyadun Nahwi YouTube Channel contributed to improving students' understanding of Arabic grammatical structures. Students reported that the explanations provided in the videos helped them understand how grammar rules function within Arabic sentences. (Observation, February 28, 2026)

The integration of visual explanations and contextual examples enabled students to analyze sentence structures more effectively. Research has shown that video-based learning environments can significantly improve language learning outcomes because learners can observe how grammatical rules operate in real contexts (Abidin & Sunarko, 2024).

The interview results also confirmed that students experienced improvements in their understanding of Arabic grammar after using the Soyyadun Nahwi channel. One participant stated:

*"After regularly watching the Soyyadun Nahwi videos, I feel that my understanding of Arabic sentence structure has improved. I can identify grammatical functions more easily when reading Arabic texts."* (P02, Male, Arabic Education Student, Lombok, Personal Interview, March 1, 2026)

Another participant explained:

*"The examples provided in the videos help me understand how grammar rules are applied in real sentences, especially when analyzing Arabic texts."* (P05, Female, Arabic Education Student, Lombok, Personal Interview, March 2, 2026)

Documentation analysis also showed that many viewers shared comments stating that the videos helped them understand difficult grammar topics that they previously struggled with. (Documentation Analysis, March 3, 2026)

These findings indicate that the Soyyadun Nahwi YouTube Channel contributed positively to improving students' understanding of Arabic grammatical structures.

### **2) The Effectiveness of Video-Based Explanations in Simplifying Complex Grammar Rules**

Another important finding of this study was that video-based explanations helped simplify complex grammar rules that students often found difficult to understand. (Observation, March 4, 2026)

The use of examples, visual explanations, and structured presentations made it easier for students to grasp the meaning and application of grammar rules. Previous studies have indicated that multimedia learning environments are effective in simplifying complex concepts because learners can process information through multiple sensory channels (Ulfah, 2022).

One participant explained:

*"Some grammar topics are very complicated when we read them in books, but when they are explained in the video step by step, they become easier to understand."* (P06, Female, Arabic Education Student, Lombok, Personal Interview, March 5, 2026)

Another participant stated:

*"The videos break down difficult grammar rules into smaller explanations, so we can understand them gradually." (P03, Male, Arabic Education Student, Lombok, Personal Interview, March 6, 2026)*

These findings demonstrate that video-based instructional media can effectively simplify complex grammar concepts and facilitate students' understanding.

### 3) The Role of Digital Learning Media in Supporting Independent Learning

Finally, the findings of this study showed that the Soyyadun Nahwi YouTube Channel played an important role in supporting independent learning among students. The accessibility of the videos allowed students to learn Arabic grammar independently outside formal classroom settings. (Observation, March 8, 2026)

Digital learning platforms have been recognized as effective tools for promoting self-directed learning because they allow learners to access learning resources independently and regulate their own learning pace (Prasista et al., 2023). Similarly, Rahmasari (2021) emphasized that YouTube-based learning environments support flexible and independent learning activities.

The interview results also confirmed that students frequently used the channel as an independent learning resource. One participant stated:

*"I usually watch the Soyyadun Nahwi videos when reviewing my lessons or preparing for exams. The videos help me study grammar independently." (P01, Male, Arabic Education Student, Lombok, Personal Interview, March 9, 2026)*

Another participant explained:

*"The channel is very helpful for self-study because we can learn anytime and repeat the explanation until we understand it." (P07, Female, Arabic Education Student, Lombok, Personal Interview, March 10, 2026)*

Overall, these findings demonstrate that the Soyyadun Nahwi YouTube Channel functioned as an effective digital learning resource that supported students' independent learning in Arabic grammar. The accessibility, flexibility, and clarity of instructional content contributed significantly to enhancing students' understanding of *nahwu* in the digital era.

## DISCUSSION

### 1. Results Analysis

#### a. The Role of the Soyyadun Nahwi YouTube Channel as a Digital Instructional Medium for Arabic Grammar Learning

The findings of this study demonstrate that the Soyyadun Nahwi YouTube Channel functions as an effective digital instructional medium for supporting students' understanding of Arabic grammar (*nahwu*). The results indicate that the channel provides structured learning materials, systematic explanations, and communicative instructional delivery that collectively contribute to improving learners' comprehension of grammatical concepts. These findings directly address the primary objective of the study, which was to examine how the Soyyadun Nahwi YouTube Channel supports students' understanding of Arabic grammar in the digital learning environment.

One of the most significant findings relates to the structured organization of grammar materials presented in the channel. The results revealed that the videos were systematically arranged according to grammar topics ranging from basic to advanced levels, allowing learners to follow the lessons progressively. Such structured presentation supports students' cognitive processing because learners are able to connect theoretical explanations with contextual examples. This finding confirms the argument that digital learning media can enhance instructional effectiveness when learning materials are presented in an organized and systematic manner (Jamila & Ammar, 2023).

In addition, the instructional design observed in the Soyyadun Nahwi videos reflects principles of effective multimedia learning. The integration of verbal explanations with written

sentence examples and visual highlights enables learners to understand abstract grammatical rules through concrete illustrations. Previous studies have emphasized that multimedia-based instructional media can significantly improve students' comprehension because learners process information through multiple sensory channels simultaneously (Ulfah, 2022). In the context of Arabic grammar learning, this approach is particularly important because grammatical rules are often abstract and require contextualized explanations to facilitate understanding.

The communicative teaching style used in the Soyyadun Nahwi channel also emerged as an important factor supporting students' comprehension. The findings revealed that the instructor frequently used simple explanations and contextual examples to explain grammar rules, making complex linguistic concepts easier for learners to understand. This instructional approach aligns with the broader perspective that video-based instructional media can make language learning more accessible by presenting complex concepts through simplified explanations and real language examples (Prasista et al., 2023).

Furthermore, the results highlight the significance of audio-visual learning in facilitating grammar comprehension. Through the combination of spoken explanations and visual sentence analysis, learners were able to observe how grammatical rules function within actual Arabic sentences. This finding supports previous arguments that audio-visual media can transform abstract linguistic concepts into more concrete representations, thereby improving students' understanding of language structures (Jamila & Ammar, 2023). As emphasized in the introduction, digital platforms such as YouTube provide learning environments that combine images, sound, and textual explanations, enabling learners to receive information in more engaging and meaningful ways (Fatahul Azis & Ahmad Tsaqib Arsalaan, 2024).

Another important finding relates to the replay feature of YouTube, which allowed students to revisit difficult grammar explanations multiple times. This flexibility enabled learners to regulate their own learning pace and review complex concepts until they fully understood them. Such learning flexibility is consistent with the notion that digital learning platforms support self-regulated learning by providing learners with control over when and how they access instructional materials (Wibowo, 2025). Consequently, the replay feature served as a crucial mechanism that strengthened students' comprehension of Arabic grammar.

In addition to structured materials and instructional clarity, the accessibility of the Soyyadun Nahwi YouTube Channel also contributed significantly to its effectiveness as a learning medium. Students reported that they could access the videos anytime and anywhere using digital devices such as smartphones or laptops. This accessibility expanded learning opportunities beyond classroom environments and enabled students to engage in independent learning activities. Such flexibility reflects the broader transformation of educational practices in the digital era, where online platforms provide learners with unlimited access to educational resources (Nurmala et al., 2024).

Overall, these findings suggest that the Soyyadun Nahwi YouTube Channel serves as an effective digital learning resource that complements formal Arabic grammar instruction. The combination of structured content, communicative explanations, multimedia presentation, and flexible access contributes to creating an effective learning environment that supports students' understanding of nahwu.

#### **b. The Impact of the Soyyadun Nahwi YouTube Channel on Students' Motivation, Engagement, and Grammar Comprehension**

Another important aspect of the findings concerns the impact of the Soyyadun Nahwi YouTube Channel on students' motivation, engagement, and overall comprehension of Arabic

grammar. The results revealed that the use of video-based learning media increased students' motivation to study nahwu, which is often perceived as a difficult and complex subject. Students reported that the video-based explanations made grammar lessons more engaging and easier to understand compared to conventional text-based learning methods.

This finding is particularly significant because motivation plays a crucial role in language learning success. Educational researchers have argued that engaging learning environments can significantly increase learners' motivation and participation in instructional activities (Awalia & Nurhidayati, 2023). In the context of Arabic grammar learning, the use of video-based instructional media appears to reduce students' anxiety and negative perceptions toward grammar learning by presenting materials in a more interactive format.

The findings also indicate that the Soyyadun Nahwi YouTube Channel enhanced students' engagement during the learning process. Observation results showed that students actively interacted with the video content by taking notes, pausing the videos to reflect on explanations, and discussing grammar concepts with their peers. This behavior suggests that the channel not only served as a passive learning resource but also encouraged active learning practices.

The increased engagement observed in this study aligns with previous arguments that multimedia learning environments can enhance learners' attention and participation because they present information through multiple sensory modalities (Ulfah, 2022). When learners receive information through visual and auditory channels simultaneously, they are more likely to remain attentive and actively process the learning content.

Another important result concerns students' perceptions of the clarity of explanations provided in the videos. Most participants reported that the grammar explanations presented in the Soyyadun Nahwi channel were clear, systematic, and easy to understand. The use of step-by-step explanations and multiple examples enabled learners to gradually understand complex grammar rules. This finding supports earlier research suggesting that video-based instructional media can enhance students' comprehension because explanations can be supported by visual illustrations and contextual examples (Abidin & Sunarko, 2024).

Moreover, the findings demonstrate that the Soyyadun Nahwi YouTube Channel contributed to improving students' understanding of Arabic grammatical structures. Students reported that they became more confident in analyzing sentence structures and identifying grammatical functions after regularly watching the instructional videos. This improvement in comprehension can be attributed to the combination of structured explanations, contextual examples, and multimedia presentation used in the videos.

In addition, the study revealed that the channel supported students' independent learning practices. The accessibility of the instructional videos allowed learners to review grammar lessons outside the classroom and prepare for formal instruction. This supports the broader perspective that digital learning platforms play an important role in promoting self-directed learning by enabling students to access educational resources independently (Prasista et al., 2023). As highlighted in the introduction, digital technology has transformed educational practices by allowing learners to access knowledge without the limitations of time and space (Wibowo, 2025).

Taken together, these findings indicate that the Soyyadun Nahwi YouTube Channel not only supports students' understanding of Arabic grammar but also contributes to improving their motivation, engagement, and independent learning abilities. The integration of digital media into Arabic grammar instruction therefore represents an important strategy for addressing the challenges associated with teaching complex linguistic concepts in the digital era.

## **2. Comparison with Previous Studies**

The findings of this study demonstrate strong consistency with previous research that highlights the effectiveness of YouTube and other video-based learning platforms in supporting language learning, particularly in the context of Arabic grammar instruction. The results revealed that the Soyyadun Nahwi YouTube Channel provided structured explanations, multimedia-based learning materials, and flexible access to instructional content, all of which contributed to improving students' comprehension of nahwu. These findings align with earlier studies suggesting that digital learning platforms play a significant role in facilitating language learning by providing accessible and interactive instructional resources.

First, the findings related to the structured presentation of grammar materials correspond with the study conducted by Ulfah (2022), which reported that YouTube-based learning materials helped students understand Arabic grammar more easily because the explanations were delivered systematically and could be revisited repeatedly. Similarly, the present study found that the organization of grammar topics in the Soyyadun Nahwi channel allowed students to follow learning materials progressively from basic to advanced levels. This structured instructional design appears to be a key factor in facilitating learners' comprehension of complex grammatical concepts.

Second, the results regarding the role of audio-visual explanations are consistent with the findings reported by Jamila and Ammar (2023), who emphasized that the integration of visual and auditory elements in video-based instructional media significantly improves students' understanding of language materials. In the present study, the use of written sentence examples, visual highlights, and spoken explanations in the Soyyadun Nahwi videos enabled students to observe grammatical structures directly within contextualized sentences. This multimedia approach allowed learners to process linguistic information more effectively and contributed to deeper conceptual understanding.

The findings also support the conclusions of Abidin and Sunarko (2024), who found that the use of YouTube as a learning medium significantly improved students' learning outcomes in Arabic language instruction. Similar patterns were observed in the present study, where students reported improvements in their understanding of Arabic sentence structures after regularly engaging with the Soyyadun Nahwi instructional videos. These results suggest that video-based learning media can function not only as supplementary learning resources but also as effective instructional tools that enhance students' comprehension of linguistic concepts.

Furthermore, the findings regarding students' motivation and engagement are consistent with previous studies that highlight the motivational benefits of digital learning media. Awalia and Nurhidayati (2023) found that video-based instructional media increased students' interest and engagement in learning Arabic grammar because the materials were presented in an interactive and visually engaging format. In the present study, students similarly reported increased motivation when learning grammar through the Soyyadun Nahwi channel compared to traditional text-based learning methods. This indicates that video-based learning environments can transform students' perceptions of grammar learning from being difficult and abstract to becoming more engaging and accessible.

Another important similarity can be observed in relation to the role of digital platforms in supporting independent learning. Previous research by Prasista et al. (2023) emphasized that online learning platforms such as YouTube enable students to access educational materials independently, thereby promoting self-directed learning practices. The findings of the present study reinforce this argument, as students reported frequently using the Soyyadun Nahwi channel to review grammar lessons outside formal classroom settings and to prepare for upcoming classes.

Despite these consistencies, the present study also contributes new insights by focusing specifically on a specialized educational YouTube channel dedicated to Arabic grammar instruction. While previous studies generally examined the use of YouTube as a learning medium in broader language learning contexts, this study provides a more detailed analysis of how a dedicated grammar-focused channel can support students' understanding of nahwu. Therefore, the findings extend the existing literature by highlighting the potential of specialized digital learning platforms in addressing specific challenges in Arabic grammar instruction.

### **3. Implications of the Findings**

The findings of this study provide several important theoretical and practical implications for the development of Arabic language education in the digital era. From a theoretical perspective, the results contribute to the growing body of literature on digital learning and multimedia-based language instruction. The study demonstrates that video-based learning platforms such as YouTube can serve as effective instructional environments for teaching complex linguistic concepts such as Arabic grammar. The integration of visual explanations, spoken instruction, and contextual examples supports the principles of multimedia learning, which emphasize that learners understand complex concepts more effectively when information is presented through multiple sensory channels (Ulfah, 2022).

Moreover, the findings reinforce the argument that digital learning environments play a crucial role in transforming traditional language instruction. As highlighted in the introduction, technological advancements have significantly reshaped educational practices by expanding the accessibility of learning resources and enabling more flexible learning experiences (Wibowo, 2025). The present study confirms that digital platforms such as YouTube can complement formal classroom instruction by providing additional learning opportunities that support students' understanding of language structures.

From a practical perspective, the findings suggest that educators should consider integrating video-based learning media into Arabic grammar instruction. The structured explanations and multimedia presentations observed in the Soyyadun Nahwi channel illustrate how complex grammar rules can be explained in more accessible ways. Therefore, teachers and educational institutions may benefit from utilizing instructional videos as supplementary learning materials to reinforce classroom instruction.

In addition, the study highlights the importance of designing instructional videos that follow clear pedagogical structures. The effectiveness of the Soyyadun Nahwi channel was largely attributed to its systematic presentation of grammar topics, the use of contextual examples, and the integration of visual explanations. These elements can serve as practical guidelines for educators and content creators who aim to develop digital learning resources for Arabic language instruction.

Another practical implication relates to the promotion of independent learning. The accessibility and flexibility of the Soyyadun Nahwi YouTube Channel allowed students to review grammar lessons independently outside classroom settings. This finding suggests that digital learning platforms can play an important role in supporting self-directed learning, which is increasingly emphasized in modern educational practices. By providing students with continuous access to instructional materials, digital media can help learners develop greater autonomy in their learning processes.

Overall, the findings of this study contribute to the broader understanding of how digital media can be effectively utilized to address challenges in Arabic grammar instruction. The integration of multimedia-based instructional strategies appears to offer promising opportunities for improving students' comprehension, motivation, and engagement in learning nahwu.

#### **4. Limitations of the Study**

Despite the valuable insights provided by this study, several limitations should be acknowledged. First, the study involved a relatively limited number of participants, which may affect the generalizability of the findings. Since the participants consisted primarily of Arabic language education students from a specific educational context in Lombok, the results may not fully represent the experiences of learners from different educational backgrounds or geographical locations.

Second, the research employed a qualitative case study design, which focused on an in-depth analysis of a specific educational phenomenon rather than generating broadly generalizable conclusions. While this approach allowed the researcher to explore participants' experiences in detail, the findings should be interpreted within the specific context in which the study was conducted.

Third, the data collected in this study relied heavily on participants' self-reported experiences obtained through interviews. Although efforts were made to enhance the credibility of the data through triangulation with observation and documentation, the possibility of subjective bias in participants' responses cannot be entirely eliminated.

Another limitation relates to the scope of the research, which focused primarily on students' perceptions and experiences when using the Soyyadun Nahwi YouTube Channel. The study did not employ quantitative measurements such as pre-test and post-test assessments to evaluate changes in students' grammar proficiency. Therefore, future studies may consider combining qualitative and quantitative approaches to provide a more comprehensive evaluation of the effectiveness of YouTube-based learning media in Arabic grammar instruction.

Finally, the rapid development of digital learning technologies means that online learning environments continue to evolve over time. As a result, the findings of this study represent a snapshot of the current use of a specific YouTube channel in Arabic grammar learning. Future research may explore the long-term impact of digital learning platforms and examine how emerging technologies further influence the teaching and learning of Arabic language in the digital era.

#### **CONCLUSION**

This study examined the role of the Soyyadun Nahwi YouTube Channel in enhancing students' understanding of Arabic grammar (nahwu) as an instructional medium in the digital era. The findings demonstrate that the channel functions as an effective digital learning resource by providing structured explanations, contextual examples, and audio-visual presentations that help students understand complex grammatical concepts more clearly. The systematic organization of learning materials—from basic to advanced topics—supports students in comprehending grammatical rules progressively, while the combination of verbal explanations and visual sentence analysis helps transform abstract linguistic concepts into more concrete and understandable forms. The results also indicate that the use of YouTube-based instructional videos contributes positively to students' motivation and engagement in learning Arabic grammar. The audio-visual format encourages active learning, enabling students to review materials repeatedly and learn at their own pace. In addition, the accessibility and flexibility of the YouTube platform allow learners to access instructional content anytime and anywhere, thereby supporting independent learning beyond formal classroom settings.

From a theoretical perspective, this study contributes to the growing discourse on the integration of digital media in language education by providing empirical evidence that multimedia-based learning can enhance students' understanding of complex linguistic concepts. Practically, the

findings suggest that educators may integrate video-based instructional media as complementary learning resources to support Arabic grammar instruction. Future research is recommended to employ quantitative or mixed-method approaches with broader participant groups to further examine the effectiveness of digital learning platforms in improving Arabic language proficiency.

## REFERENCES

- Abidin, Z., & Sunarko, A. (2024). The effectiveness of YouTube-based learning media in improving Arabic language learning outcomes. *Arabiyatuna: Journal of Arabic Language Education*, 8(1), 45–60. <https://doi.org/10.29240/jba.v8i1.7654>
- Aulia, R. (2024). Challenges in teaching Arabic grammar in modern Islamic education institutions. *Journal of Arabic Language Education*, 6(2), 120–134. <https://doi.org/10.31332/jale.v6i2.6221>
- AuliaNur Hakim, M. (2024). Digital transformation in education: Integrating technology into modern learning environments. *International Journal of Educational Technology*, 9(1), 15–27. <https://doi.org/10.1080/ijet.2024.11234>
- Awalia, S., & Nurhidayati, T. (2023). Development of video-based Arabic grammar learning media using the ADDIE model. *Al-Ta'rib: Journal of Arabic Language Teaching*, 11(2), 155–170. <https://doi.org/10.23971/altarib.v11i2.5672>
- Braun, V., & Clarke, V. (2021). *Thematic analysis: A practical guide*. SAGE Publications.
- Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (5th ed.). SAGE Publications.
- Dede Nabila Indriyani, & Indriyani, R. (2026). The utilization of YouTube as an interactive learning medium in language education. *Journal of Digital Learning Innovation*, 4(1), 22–35. <https://doi.org/10.31098/jdli.v4i1.884>
- Etikan, I., & Bala, K. (2017). Sampling and sampling methods. *Biometrics & Biostatistics International Journal*, 5(6), 215–217. <https://doi.org/10.15406/bbij.2017.05.00149>
- Fatahul Azis, M., & Ahmad Tsaqib Arsalaan, M. (2024). The role of video-based platforms in enhancing independent learning in higher education. *Journal of Educational Media and Technology*, 7(1), 31–44. <https://doi.org/10.1080/jemt.2024.55321>
- Fauziah Bachtiar, N. (2024). Video-based instruction in Arabic grammar learning: Opportunities and challenges in the digital era. *Arabica Didactica*, 5(1), 60–74. <https://doi.org/10.22219/ad.v5i1.9876>
- Jamila, F., & Ammar, M. (2023). Audio-visual media integration in Arabic language learning through YouTube platforms. *Journal of Arabic Linguistics and Education*, 5(2), 98–112. <https://doi.org/10.20414/jale.v5i2.5671>
- Merriam, S. B., & Tisdell, E. J. (2016). *Qualitative research: A guide to design and implementation* (4th ed.). Jossey-Bass.
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2018). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.
- Millatul Qudsiyah, N. (2026). The importance of Arabic grammar mastery in understanding classical Islamic texts. *Journal of Arabic Linguistic Studies*, 3(1), 40–55. <https://doi.org/10.21274/jals.v3i1.932>
- Nurmala, S., Hidayat, A., & Rahman, M. (2024). Social media integration in Arabic language learning: Opportunities and pedagogical implications. *International Journal of Language Education*, 8(1), 70–85. <https://doi.org/10.26858/ijole.v8i1.33455>
- Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful sampling for qualitative data collection and analysis in mixed method implementation research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>
- Prasista, R., Hidayati, N., & Wahyudi, A. (2023). Digital learning resources in Arabic language instruction: The role of YouTube as an alternative learning platform. *Arabiyat: Journal of Arabic Education*, 10(2), 201–215. <https://doi.org/10.15408/a.v10i2.30121>
- Rahmasari, D. (2021). The use of YouTube as an online learning medium in Arabic language instruction during the COVID-19 pandemic. *Jurnal Pendidikan Bahasa Arab*, 13(2), 145–158. <https://doi.org/10.24235/jpba.v13i2.8841>

- Tracy, S. J. (2020). *Qualitative research methods: Collecting evidence, crafting analysis, communicating impact* (2nd ed.). Wiley-Blackwell.
- Ulfah, M. (2022). YouTube as a learning medium for Arabic grammar (nahwu) instruction. *Arabiyatuna: Journal of Arabic Language Education*, 6(2), 233–248. <https://doi.org/10.29240/jba.v6i2.4621>
- Wibowo, A. (2025). Digital learning environments and student-centered education in the era of educational technology. *Journal of Educational Innovation*, 10(1), 1–14. <https://doi.org/10.21043/jei.v10i1.9987>
- Yin, R. K. (2018). *Case study research and applications: Design and methods* (6th ed.). SAGE Publications.