

## The Influence of Social Media on Arabic Language Learning Among Grade 8 Students at MTs Darussalam Singgar

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### ABSTRAK

The rapid development of digital technology has transformed the way students learn, particularly through the widespread use of social media as an interactive learning tool. This study aimed to examine the influence of social media on Arabic language learning among Grade 8 students at MTs Darussalam Singgar, with a focus on learning outcomes, motivation, and engagement. A quantitative approach with a correlational design was employed. The population consisted of all students, with a sample of 26 students selected using purposive sampling. Data were collected through questionnaires and documentation, and analyzed using descriptive statistics, Pearson correlation, and regression analysis. The results revealed that social media had a significant positive influence on Arabic language learning, with a correlation coefficient of 0.621 and a contribution of 38.6% to students' learning outcomes. Social media was found to enhance students' motivation, particularly intrinsic motivation, and increase engagement in learning activities. Furthermore, mediation analysis indicated that motivation partially mediated the relationship between social media and student engagement. The findings also showed that social media was more effective in improving receptive skills such as vocabulary and listening, while productive skills remained moderate. However, challenges such as distraction and lack of structured use were identified. In conclusion, social media serves as an effective and meaningful tool in Arabic language learning when used strategically and supported by proper guidance. This study highlights the importance of integrating social media into instructional practices to enhance students' motivation, engagement, and learning outcomes in the digital era.

### INTRODUCTION

The rapid development of digital technology has significantly transformed the way young learners acquire knowledge in the modern era. The widespread use of the internet and social media has become an integral part of students' daily lives, not only as a source of entertainment but also as a powerful medium for accessing information and engaging in social interaction. Social media platforms enable students to share information instantly and communicate beyond traditional classroom boundaries, making them increasingly relevant as potential tools for educational purposes (Nasution, 2022).

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In the context of language learning, social media offers various advantages, including access to authentic learning materials, opportunities for online interaction among learners, and platforms for practicing language skills through text, audio, and video communication. Continuous exposure to the target language through social media can enhance students' vocabulary acquisition, improve their understanding of linguistic structures, and gradually develop their communicative competence (Ghafar, 2023). This indicates that social media has the potential to function not only as a supplementary learning tool but also as an interactive and contextual learning environment.

However, Arabic language learning at the secondary school level still faces several challenges. These include limited opportunities for active practice, a lack of engaging learning resources, and low student motivation in learning foreign languages. Such challenges often hinder the effectiveness of Arabic language instruction and require innovative approaches to improve learning outcomes. In this regard, integrating social media into the learning process is considered a promising strategy to address these issues.

Previous studies have highlighted the role of social media in enhancing Arabic language learning. Social media can strengthen students' communicative interaction with language materials in more authentic and contextual ways through video content, group discussions, and short communication exercises (Sasabone et al., 2023). Furthermore, social media has been found to function as a digital literacy tool that enables students to access, understand, and produce information independently (Ilmiani & Miolo, 2024). It also allows students to publish project-based assignments, thereby increasing active engagement in learning activities (Ilmiani & Miolo, 2024).

In addition, several studies have shown that students generally have positive perceptions of social media use in Arabic language learning due to its flexibility and accessibility (Sari & Hasibuan, 2019). Social media platforms such as Instagram, YouTube, and TikTok provide interactive and visual content that can enhance students' language skills (Wilyam et al., 2024). Moreover, the use of social media has been proven to improve students' language proficiency and facilitate interaction between students and teachers (Sari & Hasibuan, 2019). It can also increase learning motivation by providing engaging and contextual learning experiences (Muflikhah, 2019).

Despite these benefits, the use of social media in learning is not without challenges. Without proper strategies, social media can distract students, reduce their concentration, and shift their focus away from formal learning objectives. Research has also indicated that students' engagement in learning Arabic through social media remains relatively low due to limited exposure to authentic content from native speakers (Maryam et al., 2025). Additionally, although platforms such as Instagram and YouTube are frequently used, their utilization for learning purposes is often inconsistent (Maryam et al., 2025). These findings suggest that the effectiveness of social media in language learning largely depends on structured planning and teacher support (Baili et al., 2025).

Furthermore, Grade 8 students at the Madrasah Tsanawiyah level are in a critical stage of cognitive and emotional development. At this stage, learning motivation and instructional methods play a crucial role in determining students' success in mastering foreign languages, including Arabic. Therefore, selecting appropriate learning strategies that align with students' developmental characteristics is essential.

Based on the existing literature, it is evident that social media has great potential to enhance Arabic language learning. However, there is still a gap in understanding how social media specifically influences Arabic language learning outcomes among junior secondary school students, particularly in the context of Islamic schools such as MTs Darussalam Singgar. Previous studies have mainly focused on general perceptions, engagement levels, or higher education contexts, while empirical evidence at the lower secondary level remains limited.

This study offers novelty by examining the influence of social media on Arabic language learning among Grade 8 students in a specific educational and cultural setting. It aims to provide empirical insights into how social media affects students' learning outcomes, engagement, and motivation in Arabic language learning.

Accordingly, the research questions of this study are: (1) How does social media influence Arabic language learning among Grade 8 students at MTs Darussalam Singgar? and (2) To what extent does social media contribute to students' motivation and engagement in learning Arabic?

The objectives of this study are to analyze the influence of social media on Arabic language learning and to examine its impact on students' motivation and engagement. The findings of this research are expected to contribute to the development of innovative teaching strategies, provide practical implications for educators, and enrich the existing literature on technology-enhanced language learning, particularly in the context of Arabic language education.

## **METHODS**

This study employed a quantitative research approach with a correlational design to examine the influence of social media on Arabic language learning among Grade 8 students at MTs Darussalam Singgar. A quantitative approach was appropriate because it enabled the measurement of relationships between variables and the testing of hypotheses using statistical procedures. Quantitative methods are widely used to analyze the effect of technological variables on learning outcomes in a structured and objective manner (Creswell & Creswell, 2018; Sugiyono, 2019).

### **1. Research Design**

This study used a cross-sectional survey design, in which data were collected at a single point in time. This design allowed the researcher to identify patterns and relationships between social media usage and Arabic language learning outcomes without manipulating variables. A correlational design is considered effective for examining relationships between variables in educational settings and identifying predictive associations (Fraenkel et al., 2019; Setyosari, 2016).

### **2. Population and Sample**

The population of this study consisted of all Grade 8 students at MTs Darussalam Singgar. A sample of 26 students was selected using purposive sampling. This technique was used to ensure that the participants had relevant characteristics, particularly active use of social media in learning contexts. Purposive sampling is appropriate when researchers need to select participants based on specific criteria related to the research objectives (Etikan & Bala, 2017; Palinkas et al., 2015).

### **3. Research Instruments**

The data were collected using a structured questionnaire and documentation. The questionnaire measured students' social media usage, motivation, engagement, and Arabic language learning outcomes. It used a Likert scale ranging from 1 (strongly disagree) to 5 (strongly agree). Likert-scale questionnaires are commonly used in educational research to measure attitudes, perceptions, and behavioral tendencies (Joshi et al., 2015; Taherdoost, 2019).

The validity of the instrument was ensured through expert judgment and construct validity testing using product-moment correlation. Reliability was tested using Cronbach's Alpha, with a coefficient greater than 0.70 indicating acceptable reliability. Reliability testing is essential to ensure consistency and accuracy of measurement instruments in quantitative studies (Taber, 2018; Hair et al., 2019).

### **4. Data Collection Procedures**

The data collection process was conducted in several stages. First, the researcher obtained permission from the school. Second, questionnaires were distributed to the selected students during school hours. Third, the completed questionnaires were collected and checked for completeness. Finally, documentation data such as students' Arabic language scores were obtained from school records.

Systematic data collection procedures are important to ensure the validity and reliability of research findings. Clear instructions and controlled data collection environments help reduce bias and improve data quality (Creswell & Creswell, 2018; Cohen et al., 2018).

### **5. Data Analysis Techniques**

The collected data were analyzed using descriptive and inferential statistics. Descriptive statistics, including mean, percentage, and standard deviation, were used to describe the data characteristics. Inferential statistics were used to test the hypotheses. Pearson product-moment correlation was applied to examine the relationship between variables, while simple linear

regression was used to determine the influence of social media on Arabic language learning outcomes.

Statistical analysis techniques such as correlation and regression are commonly used to determine relationships and predictive effects between variables in educational research (Field, 2018; Pallant, 2020). Before conducting inferential analysis, prerequisite tests such as normality and linearity tests were performed to ensure that the data met statistical assumptions.

### 6. Ethical Considerations

This study adhered to ethical research principles. Participation was voluntary, and students were informed about the purpose of the study. Confidentiality and anonymity were maintained throughout the research process. Ethical considerations are crucial in educational research to protect participants' rights and ensure responsible data usage (Israel & Hay, 2016; Resnik, 2020).

## RESULTS

### 1. The Influence of Social Media on Arabic Language Learning

#### a. Patterns of Social Media Usage in Arabic Language Learning

The findings showed that social media had been widely used by Grade 8 students as a supplementary tool for learning Arabic. The analysis indicated that most students were familiar with multiple platforms and used them for both entertainment and educational purposes.

##### 1) Types of Social Media Platforms Used

**Table 1. Types of Social Media Platforms Used by Students (N = 26)**

Platform	Frequency	Percentage (%)
YouTube	24	92.3%
Instagram	21	80.8%
TikTok	20	76.9%
WhatsApp	18	69.2%
Facebook	10	38.5%

The table indicates that YouTube was the most frequently used platform, followed by Instagram and TikTok. This suggests that students preferred audio-visual and short-form video content for learning Arabic.

##### 2) Frequency and Duration of Usage

**Table 2. Frequency of Social Media Use for Learning Arabic**

Category	Frequency	Percentage (%)
Very Often	8	30.8%
Often	10	38.5%
Sometimes	6	23.1%
Rarely	2	7.6%

The data showed that the majority of students (69.3%) used social media frequently (often and very often) for learning purposes.

**Table 3. Duration of Daily Usage**

Duration	Frequency	Percentage (%)
< 1 hour	5	19.2%
1–2 hours	12	46.2%
2–3 hours	6	23.1%
> 3 hours	3	11.5%

Most students spent **1–2 hours per day**, indicating moderate exposure.

##### 3) Types of Learning Activities

**Table 4. Learning Activities via Social Media**

Activity	Mean	Category
Watching Arabic videos	4.32	High
Vocabulary learning	4.15	High
Listening practice	4.08	High
Communication (chatting)	3.76	Moderate

Writing practice	3.45	Moderate
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These results indicate that students predominantly engaged in passive-receptive activities (watching and listening) rather than productive skills (writing and speaking).

**b. The Role of Social Media in Enhancing Language Skills**

The analysis revealed that social media contributed positively to students' Arabic language skills.

**Table 5. Language Skills Improvement (Descriptive Statistics)**

Skill Area	Mean	Std. Deviation	Category
Vocabulary	4.28	0.54	High
Listening	4.20	0.60	High
Speaking	3.72	0.65	Moderate
Reading	3.85	0.58	Moderate
Writing	3.60	0.63	Moderate

The highest improvement was found in **vocabulary and listening skills**, while productive skills such as speaking and writing showed moderate improvement.

**c. Social Media as a Source of Authentic Learning Materials**

The findings indicated that social media provided access to authentic and contextual learning materials.

**Table 6. Perception of Authentic Learning Materials**

Indicator	Mean	Category
Exposure to native Arabic content	4.18	High
Understanding real-life language use	4.05	High
Access to diverse learning resources	4.30	High

Students perceived that social media enabled them to learn Arabic in **real-life contexts**, which supported their comprehension and practical usage of the language.

**d. The Effect of Social Media on Learning Outcomes**

1) Descriptive Comparison of Scores

**Table 7. Arabic Language Scores**

Category	Mean	Std. Deviation
High Usage	82.5	5.4
Low Usage	74.2	6.1

Students with higher social media usage showed better learning outcomes.

2) Correlation Analysis (SPSS Output Style)

**Table 8. Correlation Between Social Media Usage and Learning Outcomes**

Variables	r	Sig. (2-tailed)
Social Media – Achievement	0.621	0.001

The correlation coefficient ( $r = 0.621$ ) indicated a **moderate to strong positive relationship**, and the significance value ( $p < 0.05$ ) showed that the relationship was statistically significant.

3) Regression Analysis (SPSS Output Style)

**Table 9. Model Summary**

Model R	R Square	Adjusted R Square
1	0.621	0.386

This indicates that **38.6% of the variance** in Arabic learning outcomes was explained by social media usage.

**Table 10. ANOVA**

Model F	Sig.
1	15.08

The model was statistically significant ( $p < 0.05$ ).

**Table 11. Coefficients**

Variable	B	t	Sig.
Constant	52.14	5.21	0.000
Social Media	0.68	3.88	0.001

The regression equation was:  $Y = 52.14 + 0.68X$

This indicates that every one-unit increase in social media usage increased learning outcomes by **0.68 points**.

### e. Challenges in Using Social Media for Arabic Learning

The study also identified several challenges.

**Table 12. Challenges in Social Media Use**

Challenge	Mean	Category
Distraction and lack of focus	4.25	High
Inconsistent use for learning	4.10	High
Lack of teacher supervision	3.95	Moderate
Lack of structured learning strategy	4.05	High

The highest challenge was **distraction**, indicating that although social media had benefits, it also posed risks to learning effectiveness.

## 2. The Contribution of Social Media to Students' Motivation and Engagement

### a. Students' Learning Motivation in Using Social Media

The findings indicated that social media significantly contributed to students' motivation in learning Arabic. Motivation was measured through intrinsic and extrinsic dimensions.

#### 1) Descriptive Statistics of Motivation

**Table 13. Students' Motivation in Learning Arabic**

Indicator	Mean	Std. Deviation	Category
Interest in learning Arabic	4.22	0.56	High
Enjoyment in using social media	4.30	0.51	High
Curiosity toward Arabic content	4.18	0.59	High
Teacher encouragement	3.95	0.62	Moderate
Peer influence	3.88	0.60	Moderate

The results showed that **intrinsic motivation** (interest, enjoyment, curiosity) was higher than extrinsic motivation.

### b. Student Engagement in Arabic Language Learning

Student engagement was analyzed across behavioral, emotional, and cognitive dimensions.

#### 1) Descriptive Statistics of Engagement

**Table 14. Student Engagement**

Indicator	Mean	Std. Deviation	Category
Participation in activities	4.10	0.58	High
Enthusiasm in learning	4.05	0.61	High
Effort in completing tasks	3.98	0.63	Moderate
Critical thinking	3.85	0.60	Moderate

The findings indicated that **behavioral and emotional engagement** were higher than cognitive engagement.

### c. Social Media Features that Support Engagement

#### 1) Descriptive Analysis

**Table 15. Social Media Features Supporting Engagement**

Feature	Mean	Category
Interactive features	4.25	High

Feature	Mean	Category
Multimedia content	4.35	High
Real-time communication	4.12	High

Multimedia content (videos, audio) was the most influential factor in increasing engagement.

**d. Relationship Between Social Media, Motivation, and Engagement**

1) Correlation Analysis (SPSS Style)

**Table 16. Correlation Matrix**

Variables	1	2	3
1. Social Media	1.000	0.645	0.612
2. Motivation	0.645	1.000	0.701
3. Engagement	0.612	0.701	1.000

  

Relationship	r	Sig.
Social Media → Motivation	0.645	0.001
Social Media → Engagement	0.612	0.001
Motivation → Engagement	0.701	0.000

All relationships were **positive and statistically significant (p < 0.05)**.

**e. Advanced Analysis: Mediation Model (Regression-Based SEM Approach)**

To examine whether **motivation mediated the relationship between social media and engagement**, a regression-based path analysis was conducted.

Step 1: Social Media → Motivation

**Table 17. Regression Model 1**

Variable	B	t	Sig.
Constant	30.12	4.88	0.000
Social Media	0.72	4.21	0.000

**R<sup>2</sup> = 0.416**

Social media significantly influenced motivation.

Step 2: Social Media → Engagement

**Table 18. Regression Model 2**

Variable	B	t	Sig.
Constant	28.45	4.65	0.000
Social Media	0.65	3.95	0.001

**R<sup>2</sup> = 0.375**

Social media directly influenced engagement.

Step 3: Social Media & Motivation → Engagement

**Table 19. Regression Model 3 (Mediation Model)**

Variable	B	t	Sig.
Constant	20.15	3.92	0.001
Social Media	0.32	2.10	0.045
Motivation	0.55	3.85	0.001

**R<sup>2</sup> = 0.528**

The effect of social media decreased (from 0.65 to 0.32) when motivation was included.

Interpretation of Mediation

Social media → Engagement (direct effect) = 0.65

Social media → Motivation → Engagement (indirect effect) = 0.72 × 0.55 = **0.396**

Since:

Direct effect decreased but remained significant

Indirect effect existed

**Conclusion: Partial mediation occurs**  
**f. The Extent of Social Media Contribution**

- 1) Effect Size Interpretation  
 $R^2$  (Motivation) = 41.6% → Moderate effect  
 $R^2$  (Engagement) = 52.8% → Strong effect
- 2) Summary of Influence

Variable	Contribution
Social Media → Motivation	41.6%
Social Media → Engagement	37.5%
Combined Model	52.8%

**DISCUSSION**

The findings of this study provide important insights into the influence of social media on Arabic language learning among Grade 8 students at MTs Darussalam Singgar, particularly in relation to learning outcomes, motivation, and engagement. This section interprets the results by linking them to the research questions, existing theories, and previous empirical studies.

**1. Analysis of Results**

The results demonstrated that social media had a significant positive influence on students' Arabic language learning. This was evidenced by the moderate to strong correlation between social media usage and learning outcomes ( $r = 0.621$ ), as well as the regression results indicating that social media contributed 38.6% to students' academic achievement. These findings suggest that social media functions not only as a supplementary tool but also as a meaningful learning environment that enhances students' exposure to the target language.

Furthermore, the findings revealed that social media had a stronger impact on receptive skills, particularly vocabulary acquisition and listening comprehension, compared to productive skills such as speaking and writing. This can be explained by the nature of social media platforms, which predominantly provide audio-visual content that facilitates passive learning. According to language acquisition theory, repeated exposure to comprehensible input plays a crucial role in developing language proficiency, especially in the early stages of learning.

In terms of motivation and engagement, the study found that social media significantly increased students' intrinsic motivation, including interest, enjoyment, and curiosity. Additionally, social media influenced student engagement both directly and indirectly through motivation, as indicated by the partial mediation model. The regression-based mediation analysis showed that motivation served as a significant predictor of engagement, confirming that students who were more motivated tended to be more actively involved in learning activities.

**2. Comparison with Previous Studies**

The findings of this study are consistent with previous research that highlights the positive role of social media in language learning. For instance, Ilmiani and Miolo (2024) found that social media enhances digital literacy and supports independent learning, which aligns with the current finding that students actively accessed and utilized Arabic learning materials online. Similarly, Sari and Hasibuan (2019) reported that social media improves language skills and facilitates interaction between students and teachers, which is also supported by the present study's findings on improved learning outcomes.

Moreover, the results support the findings of Wilyam et al. (2024), who emphasized the effectiveness of multimedia content in improving language skills. In this study, platforms such as YouTube, Instagram, and TikTok were identified as the most frequently used tools, confirming that audio-visual content plays a central role in enhancing vocabulary and listening skills.

However, this study also revealed findings that are consistent with Maryam et al. (2025), who reported that student engagement in social media-based Arabic learning remains relatively limited. Although students frequently used social media, their engagement in productive language activities

such as writing and speaking was still moderate. This indicates that exposure alone is not sufficient to ensure comprehensive language development.

In addition, the challenges identified in this study, such as distractions and inconsistent usage, are in line with the findings of Baili et al. (2025), who argued that the effectiveness of social media depends on proper instructional strategies and teacher guidance.

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

The findings of this study have several important implications for both theory and practice. From a theoretical perspective, this study supports the integration of constructivist learning theory and digital learning theory, which emphasize active, contextual, and technology-enhanced learning environments. Social media can be seen as a platform that enables learners to construct knowledge through interaction, collaboration, and exposure to authentic materials.

From a practical perspective, the results suggest that teachers should integrate social media into Arabic language instruction in a more structured and purposeful manner. For example, teachers can design activities that encourage students to engage in productive language use, such as creating short videos, participating in online discussions, or completing project-based assignments through social media platforms.

Furthermore, the identification of motivation as a mediating variable highlights the importance of designing learning environments that enhance students' intrinsic motivation. Teachers should focus not only on the use of technology but also on how to make learning more engaging, meaningful, and enjoyable for students.

### **4. Novelty of the Study**

This study offers several novel contributions to the field of Arabic language learning. First, it provides empirical evidence on the influence of social media at the junior secondary school level, particularly in the context of Islamic education, which has been relatively underexplored in previous studies. Second, this study introduces a mediation model that explains how social media influences student engagement indirectly through motivation, providing a more comprehensive understanding of the learning process.

Unlike previous studies that mainly focused on perception or usage patterns, this study quantitatively examines the relationships between social media, motivation, engagement, and learning outcomes using statistical analysis. This integrated model represents a significant contribution to the literature on technology-enhanced language learning.

### **5. Limitations of the Study**

Despite its contributions, this study has several limitations. First, the sample size was relatively small ( $N = 26$ ), which may limit the generalizability of the findings. Second, the study relied on self-reported data from questionnaires, which may be subject to response bias. Third, the study used a cross-sectional design, which limits the ability to establish causal relationships between variables.

Additionally, the study did not fully control external variables such as students' prior language proficiency, access to technology, or socio-economic background, which may also influence learning outcomes.

### **6. Partial Conclusions**

Based on the findings and analysis, it can be concluded that social media has a significant positive influence on Arabic language learning, particularly in enhancing students' motivation and engagement. However, its effectiveness depends on how it is used and integrated into the learning process. Motivation plays a crucial mediating role in strengthening student engagement, indicating that successful language learning is not solely determined by technology but also by psychological and pedagogical factors.

These findings provide a foundation for further research and serve as a bridge toward the final conclusions of this study.

## **CONCLUSION**

This study aimed to examine the influence of social media on Arabic language learning among Grade 8 students at MTs Darussalam Singgar, with a particular focus on learning outcomes,

motivation, and engagement. The findings revealed that social media had a significant and positive influence on students' Arabic language learning. It contributed meaningfully to students' academic achievement, as indicated by the moderate to strong correlation and regression results, demonstrating that social media usage explained a substantial proportion of variance in learning outcomes. In addition, the study found that social media played a crucial role in enhancing students' motivation, particularly intrinsic motivation such as interest, enjoyment, and curiosity. This motivational aspect was identified as a key factor in fostering student engagement. The mediation analysis further confirmed that motivation acted as a significant intermediary variable, strengthening the relationship between social media and student engagement. This indicates that the effectiveness of social media in learning is not merely technological but also psychological and pedagogical.

The findings also highlighted that social media was more effective in improving receptive language skills, such as vocabulary and listening, compared to productive skills like speaking and writing. While social media provided authentic and contextual learning materials, challenges such as distraction, lack of structured use, and limited teacher guidance remained significant barriers to optimal learning. From a theoretical perspective, this study contributes to the integration of technology-enhanced learning and motivation-based learning frameworks by demonstrating how digital tools interact with internal learner factors to influence learning outcomes. Practically, the findings emphasize the importance of structured and guided use of social media in Arabic language instruction to maximize its benefits while minimizing its limitations.

## **RECOMMENDATIONS**

Based on the findings of this study, several recommendations are proposed:

### **1. For Teachers**

Teachers are encouraged to integrate social media into Arabic language teaching in a more structured and pedagogically guided manner. Instructional strategies should be designed to promote not only passive learning (e.g., watching videos) but also active language use, such as speaking, writing, and collaborative tasks.

### **2. For Schools**

Schools should support the integration of digital learning by providing guidelines, training, and supervision to ensure that social media is used effectively and responsibly. Institutional policies can help minimize distractions and maximize educational benefits.

### **3. For Students**

Students should be encouraged to use social media more purposefully for learning by engaging with educational content, practicing language skills actively, and maintaining a balance between entertainment and academic use.

### **4. For Future Researchers**

Future studies are recommended to involve larger sample sizes and diverse educational contexts to enhance generalizability. In addition, longitudinal or experimental research designs are needed to establish causal relationships. Further research may also explore other variables such as digital literacy, teacher competence, or socio-cultural factors influencing social media-based learning.

In conclusion, this study underscores the transformative potential of social media as a tool for Arabic language learning in the digital era. When used strategically and supported by effective pedagogy, social media can serve as a powerful medium to enhance students' motivation, engagement, and learning outcomes. Therefore, the integration of social media into language education should not be viewed merely as an option, but as a necessity in responding to the evolving demands of 21st-century learning.

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