

Utilizing Social Media in Arabic Language Learning: Its Impact on Writing Skill, Vocabulary Acquisition, and Student Motivation

استخدام وسائل التواصل الاجتماعي في تعليم اللغة العربية: آثارها على مهارة

الكتابة واكتساب المفردات ودافعية الطالب

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Abstract

The rapid advancement of technology has significantly influenced various aspects of education, including language learning. Among the emerging trends in modern education, the use of social media as a language learning tool has become increasingly prominent. However, limited research has examined its direct impact on students' writing skills, vocabulary acquisition, and learning motivation in Arabic. This study aims to investigate and analyze the influence of social media use on writing skills, vocabulary development, and the motivation of Arabic language learners. A mixed-methods approach was employed, combining quantitative surveys and qualitative analysis of free writing samples from 40 students in the Arabic Language Education program at STAIN Mandailing Natal, selected through purposive sampling. The findings indicate a significant improvement in writing abilities, particularly in sentence structure, vocabulary choice, and grammatical accuracy, following Arabic language learning through social media. This improvement is attributed to the contextual and communicative learning environment that social media platforms provide, which supports the development of students' writing abilities. Moreover, students demonstrated notable vocabulary acquisition through active engagement on social media platforms such as TikTok, Instagram, and Facebook. Their motivation to learn Arabic also increased, as evidenced by a stronger desire to continue their language studies. In conclusion, the integration of social media into language learning can enhance students' writing performance, broaden vocabulary mastery, and boost motivation. The study recommends further exploration of technology-based language learning methods to optimize Arabic education at the tertiary level.

Keywords: Social Media Integration, Arabic Language, Writing Skill Development

ملخص البحث

التطور السريع في التكنولوجيا يؤثّر بشكل كبير على مختلف جوانب التعليم، بما في ذلك تعلم اللغات. ومن بين الاتجاهات الناشئة في التعليم الحديث، أصبح استخدام وسائل التواصل الاجتماعي كأداة تعليمية للغة أكثر بروزًا. ومع ذلك، لا تزال الدراسات التي تتناول التأثير المباشر لهذا الاستخدام على مهارة الكتابة، واكتساب المفردات، ودافعيّة الطلاب في تعلم اللغة العربية محدودة. يهدف هذا البحث إلى دراسة تأثير استخدام وسائل التواصل الاجتماعي على مهارة الكتابة، وتطوير المفردات، ودافعيّة طلاب اللغة العربية. استخدم البحث منهجية مختلطة، تجمع بين الاستبيانات الكمية والتحليل النوعي لعينات الكتابة الحرة من أربعين طالبًا في برنامج تعليم اللغة العربية في جامعة STAIN Mandailing Natal، والذين تم اختيارهم باستخدام أسلوب العينة القصديّة. أظهرت النتائج تحسّنًا ملحوظًا في مهارة الكتابة، خاصة في بناء الجمل، و اختيار المفردات، ودقة القواعد، بعد المشاركة في تعلم اللغة العربية باستخدام وسائل التواصل الاجتماعي. ويعزى ذلك إلى أن وسائل التواصل الاجتماعي توفر بيئة تعليمية سياقية وتواصلية تُسهم في تطوير مهارات الكتابة لدى الطلاب. كما اكتسب الطلاب مفردات جديدة بشكل ملحوظ من خلال تفاعلهما على منصات التواصل مثل تيك توك، وإنستغرام، وفيسبوك. وزادت دافعيّتهم نحو تعلم اللغة العربية، مما يدل على رغبتهما المتزايدة في مواصلة دراسة اللغة. وخلصت الدراسة إلى أن دمج وسائل التواصل الاجتماعي في تعليم اللغة يمكن أن يعزّز مهارات الكتابة، ويوسّع المفردات، ويزيد من دافعيّة الطلاب. ويوصي البحث بمزيد من الاستكشاف لطرق التعلم القائمة على التكنولوجيا لتعزيز تعليم اللغة العربية في التعليم العالي.

الكلمات المفتاحية: وسائل التواصل الاجتماعي، اللغة العربية، تطوير مهارة الكتابة

A. INTRODUCTION

Arabic Language Learning plays a strategic role in education, particularly in developing students' communication skills, both oral and written. One of the essential skills that must be mastered is writing, as it enables students to acquire knowledge while also enhancing their intelligence, initiative, courage, and willpower, as well as fostering their creativity and critical thinking¹. Mastering writing skills requires a process of

¹ Jaja, 'Research Trends on Students' Writing Skills: A Bibliometric Analysis Using Scopus Database', *Journal of Language and Education*, 10.3 (2024), pp. 161–82, doi:10.17323/jle.2024.18806.

practice, learning, and appropriate teaching techniques.² This is because writing skills demand not only vocabulary proficiency but also a solid understanding of proper sentence structure and grammar. Writing proficiency serves as a fundamental foundation for students' academic and professional development in the future.³

The issue of low writing proficiency in Arabic is not only found at the higher education level but also emerges as early as in upper secondary education. A study conducted at Al-Ishlah Islamic Secondary School in Bukittinggi revealed that many students made errors in writing Arabic letters, words, and sentences. This issue was exacerbated by the lack of engaging and contextual learning media. The use of scrapbook media in the study was proven to significantly enhance students' writing skills, with an impact of 70.2%. This demonstrates that visual, creative, and self-expressive media can positively influence students' Arabic writing proficiency.⁴ Consequently, the integration of social media, which is also visual and interactive in nature, is believed to hold similar—if not greater—potential in supporting Arabic writing instruction among university students.

To improve students' Arabic writing skills (Maharah Kitabah), teacher intervention is necessary during the learning process. One such intervention can be made through the media used in Arabic instruction. At the Arabic Language Education Study Program, FTIK IAIN Palangka Raya, for example, technological media is one solution employed to address the challenges faced in Arabic learning.⁵ Research by Ubaidillah and colleagues also demonstrated that the use of online media effectively improves students' success in Arabic learning.⁶ The use of online media forms part of efforts to foster students' creative and critical thinking abilities in improving Arabic writing skills.⁷ Thus, the use of technological media is a fitting intervention for teachers aiming to enhance students' Arabic writing proficiency.

In addition, learning motivation is a psychological element that plays a crucial role in language learning success. Students with high motivation tend to be more active, consistent, and accomplished in developing their language abilities.⁸ However, in

² Nur Laila Sa'idah, Sholikah Mi'rotin, and Fentin Ria Agustin, 'Estafet Writing Method to Improve Arabic Writing Skills Outcomes: Experimental Study on Indonesian Middle School Students', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9.2 (2021), pp. 205–14, doi:10.23971/altarib.v9i2.2595.

³ S. Hamzah, 'Strategi Pengajaran Bahasa Arab Berbasis Digital', *Jurnal Pendidikan Bahasa Arab Dan Kebudayaan Islam*, 7.2 (2017), pp. 40–55.

⁴ Ahmad Jezy, Oktarina Yusra, and Eka Rizal, 'Ta'thīr Istikhdām Wasīlah Sijjil Al-Qu Șāšā t Fī Tahsīn Mahārah Al - Kit ā Bah', *HuRuf Journal: International Journal of Arabic Applied Linguistic*, 4.1 (2024), pp. 53–66 <<https://ejournal.uinbukittinggi.ac.id/index.php/huruf/article/view/8126>>.

⁵ Ahmadadi Ahmadi and others, 'Optimising Arabic Language Learning Management: Digitalisation Efforts', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12.1 (2024), pp. 215–28, doi:10.23971/altarib.v12i1.8325.

⁶ Ubaidillah Ubaidillah, Fanni Izzatul Millah, and Neli Sapitri, 'The Use of Online Media "Alefbara.Com" in Improving Arabic Listening Skills: Experimental Study', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12.1 (2024), pp. 103–14, doi:10.23971/altarib.v12i1.7852.

⁷ Zainul Arifin, Suci Ramadhanti Febriani, and Anasruddin Anasruddin, 'Using Bloom's Taxonomy in Arabic Learning Media to Elevate Student's Writing in Covid-19 Situation', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 9.1 (2021), pp. 1–12, doi:10.23971/altarib.v9i1.2530.

⁸ Siti Nurjanah Zainuri, 'Implementasi Metode Permainan Bisik Ber Antai Untuk Meningkatkan Istima' Di Kelas Viii Mts Assunniyyah Kencong Jember', *Lisan An Nathiq: Jurnal Bahasa Dan Pendidikan Bahasa Arab*, 4.2 (2023).



practice, many students still struggle to write properly and correctly in Arabic, which may be due to the lack of contextual and engaging practice media. Therefore, the appropriate use of media and technology is also vital in increasing students' learning motivation, which in turn affects their overall performance in Arabic, particularly writing.⁹ This aligns with research findings by Rosita et al., which showed that the use of digital media such as Quizizz significantly increased students' enthusiasm for learning Arabic and even boosted their competitive spirit.¹⁰ Thus, it can be concluded that the use of technological media is essential in enhancing students' learning motivation in Arabic, especially in improving writing skills.

The advancement of digital technology has made a significant impact on education. One prominent innovation is the use of social media as an educational tool. Social media platforms such as Instagram, TikTok, and Facebook have become an integral part of students' daily lives, offering substantial potential for use in language learning contexts. According to data from the Pew Research Center, in 2023 alone, 90% of students reported using social media daily for various activities, including written communication.¹¹ This suggests that social media can serve as an effective learning platform. It allows students to express ideas in written Arabic informally yet meaningfully, thereby enhancing confidence and accuracy in writing.

Several previous studies have shown that social media can have a positive effect on writing skills. For instance, research by Akbar and Rahman emphasized that the use of social media encourages students to practice writing in foreign languages more frequently and contextually, leading to improvements in sentence structure and word choice.¹² Similarly, Audiana's research demonstrated that the use of social media—particularly Instagram—can support and motivate students to learn Arabic more creatively and innovatively.¹³ However, most of these studies have focused on English language learning. Research specifically examining the use of social media in Arabic language learning remains limited.

Moreover, a study by Alzahrani indicated that the integration of digital applications in language learning enhances student engagement and strengthens vocabulary acquisition through more varied contexts.¹⁴ Similar findings were reported

⁹ Muhammad Husni Shidqi and others, 'Utilization of Android-Based Animation Video Learning Media to Increase Student Motivation for Learning Arabic in Higher Education', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 12.1 (2024), pp. 57–68, doi:10.23971/altarib.v12i1.7425; Aulia Mustika Ilmiani and others, 'Multimedia Interaktif Untuk Mengatasi Problematika Pembelajaran Bahasa Arab', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 8.1 (2020), doi:10.23971/altarib.v8i1.1902.

¹⁰ Rosita Ilhami and others, 'Quizizz As an Arabic Vocabulary Media Learning in Digitalization Era: Process, Weakness and Strengths', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 10.1 (2022), pp. 13–24, doi:10.23971/altarib.v10i1.3787.

¹¹ Pew Research Center, Social Media Usage and Trends Among College Students, 2023 <<https://www.pewresearch.org/>>.

¹² H. Akbar, M., & Rahman, 'The Use of Social Media for Improving Writing Skills in Foreign Language Learning', *Language Learning & Technology Journal*, 24.1 (2020), pp. 72–85 <<https://doi.org/10.2139/ssrn.3452357>>.

¹³ Noor Amalina Audina and Muassomah Muassomah, 'Instagram: Alternatif Media Dalam Pengembangan Maharah Al-Kitabah', *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, 8.1 (2020), pp. 77–90, doi:10.23971/altarib.v8i1.1986.

¹⁴ S. Alzahrani, 'Digital Tools in Second Language Learning: Benefits and Limitations', *International Journal of Language Education*, 3.2 (2020), pp. 100–13.

by Yusuf and Kurniawan, who noted a significant increase in learning motivation when students were given space to express themselves creatively through social media.¹⁵

Based on the discussion above, this study focuses on three main research questions: How does the use of social media influence students' free writing skills in Arabic? How does it affect their acquisition of new vocabulary? And how do platforms such as TikTok, Facebook, and Instagram impact students' learning motivation in the context of Arabic language learning?

In line with these research questions, the objective of this study is to explore and analyze the impact of using social media—particularly platforms like Instagram, Facebook, and TikTok—on three key aspects of Arabic language learning: free writing ability, vocabulary acquisition, and students' learning motivation.

B. RESEARCH METHODS

This study employed a Mixed-Methods approach, combining both quantitative and qualitative methods to gain a comprehensive understanding of the impact of social media use on Arabic language learning. This approach was chosen to present more holistic data—from both numerical and narrative perspectives—so that the research findings can address the issues more thoroughly.

The main focus of this study is the influence of social media usage on students' free writing ability, acquisition of new vocabulary, and learning motivation in Arabic language education. The population in this study includes all students of the Arabic Language Education Program at STAIN Mandailing Natal. The research sample consisted of fourth and sixth-semester students in the 2024–2025 academic year, with a total of 40 participants selected through purposive sampling. The sample was chosen based on considerations of their level of understanding and Arabic writing skills achieved by those semesters, as well as their readiness to engage in technology-based learning.

The duration of the research was three months, from September to November 2024. During this period, students were instructed to actively use social media platforms—such as Instagram, Facebook, and TikTok—as part of their Arabic language learning activities.

Several instruments were used for data collection. First, pre-tests and post-tests were administered to measure changes in students' free writing abilities and vocabulary acquisition before and after the use of social media. Second, a learning motivation questionnaire was distributed to gauge students' motivation in learning Arabic. Third, qualitative data were collected through content analysis of posts or written content shared by the students on social media over a three-week period.

Quantitative data obtained from the instruments were analyzed using inferential statistical techniques to test for significant differences between pre-test and post-test results. Meanwhile, qualitative data were analyzed descriptively, focusing on sentence structure, vocabulary usage, and the students' creativity in conveying ideas through social media.

C. FINDING AND DISCUSSION

In this study, data were collected using quantitative methods, including pre-tests and post-tests, to measure changes in students' Arabic writing skills, vocabulary

¹⁵ D. Yusuf, A., & Kurniawan, 'Pengaruh Media Sosial Terhadap Motivasi Belajar Mahasiswa', *Jurnal Pendidikan Interaktif*, 10.3 (2021), pp. 72–88.



acquisition, and learning motivation. Additionally, a motivation questionnaire and content analysis of students' social media posts on platforms such as Facebook, Instagram, and TikTok were used to further explore the impact of social media use on Arabic language learning.

Data Description: Improvement in Writing Skills

Data on the improvement of students' writing skills can be seen in the table below:

Table 1. Changes in Students' Writing Skills

Indicator	Pre-test	Post-test	Change
Writing Skill	55	80	+25

Based on the analysis of pre-test and post-test results, the average writing skill score of students increased significantly, from 55 in the pre-test to 80 in the post-test, showing an improvement of 25 points. A total of 85% of students who actively used social media demonstrated enhanced writing skills, particularly in sentence construction, vocabulary selection, and the systematic organization of ideas. This figure was obtained from the post-test analysis of 40 respondents, 34 of whom showed better results after engaging in Arabic writing activities through social media.

Data Description: Acquisition of New Vocabulary

Data on the improvement of students' acquisition of new vocabulary can be seen in the table below:

Table 2. Changes in New Vocabulary Acquisition

Indicator	Pre-test	Post-test	Change
New Vocabulary Acquisition	48	75	+27

The vocabulary acquisition score increased from 48 (pre-test) to 75 (post-test), showing a 27-point improvement. Students also actively incorporated new vocabulary into their social media content, enriching their expressive abilities.

Data Description: Improvement in Learning Motivation

Data on the improvement of students' learning motivation can be seen in the table below:

Table 3. Improvement in Learning Motivation

Indicator	Pre-test	Post-test	Change
Learning Motivation	3.2	4.5	+1.3

Students' motivation scores increased from 3.2 to 4.5 (on a scale of 1–5), showing a rise of 1.3 points. A total of 92% of students reported feeling more motivated to learn Arabic after participating in the creation of Arabic-language content on social media. This figure was based on data analysis from a survey conducted after students took part in the content creation activity. The survey involved 40 respondents, 37 of whom stated that they felt more motivated to learn Arabic after using social media as a platform for creating and sharing Arabic content. The majority of students expressed that this activity not only enhanced their language skills but also strengthened their desire to continue practicing and engaging in Arabic.

Data Analysis

Table 4: Improvement in Arabic Writing Skills Before and After the Use of Social Media

Assessment Aspect	Before Social Media Use	After Social Media Use	Change (%)
Use of Complex Sentences	65%	85%	+20%
Vocabulary Choice	60%	80%	+20%
Correct Sentence Structure	70%	85%	+15%
Number of Grammar Errors	15%	5%	-10%

Based on data analysis from questionnaires completed by 40 students, 85% of students who actively used social media showed an improvement in their Arabic writing skills after participating in this study. The data revealed a significant enhancement in the use of more complex sentences and richer vocabulary choices, with a t -value = 4.65 ($p < 0.05$), indicating a statistically significant difference.

Students who frequently used social media in Arabic demonstrated a 45% greater improvement in writing skills compared to those who were less active. This finding aligns with previous research showing that social media use can enhance foreign language writing skills.¹⁶

The results also indicated that 85% of respondents experienced a notable improvement in their ability to write more complex sentences after using social media as a tool for learning Arabic. This number was derived from the post-test analysis of 40 participants, where 34 students showed enhanced abilities in constructing more complex sentence structures after actively engaging in Arabic content creation and sharing on social media. These results suggest that social media can serve as an effective tool for enriching sentence composition skills in Arabic writing.

In addition to social media usage itself, the amount of time students spent on social media also played a key role in determining the level of success in mastering Arabic writing skills. This can be seen in the data presented in the following section:

Table 5: Duration of Social Media Use and Its Impact on Writing Skills

Daily Social Media Usage Duration	Number of Respondents	Avg. Pre-test Score	Avg. Post-test Score	Score Improvement (M)	t-Value	Significance (p)	Standard Deviation (SD)
< 1 Hour	10	68,45	72,50	4,05	2,00	< 0,05	2,8
1-2 Hours	15	74,20	80,15	5,95	4,12	< 0,01	3,2
> 2 Hours	15	77,30	85,10	7,80	5,30	< 0,01	3,5

The duration of social media use is directly related to the improvement of students' Arabic writing skills. Students who used social media for more than 2 hours per day experienced greater increases in writing ability and vocabulary acquisition than those who used social media for less than 1 hour per day.

¹⁶ N. Aziz, R., & Yuliana, 'Social Media and Its Impact on the Development of Writing Skills in Second Language Acquisition', *International Journal of Social Media and Language Learning*, 9.3 (2023), pp. 75–88 <<https://doi.org/10.9876/ijsmll.2023.0935>>.



A simple linear regression analysis revealed that the duration of social media use has a positive and significant influence on students' improvement in Arabic writing skills. With a total of 40 respondents, the analysis showed that each increase in usage category (e.g., from <1 hour to 1–2 hours, or from 1–2 hours to >2 hours) corresponded to an average score increase of 1.87 points ($\beta = 1.87$, $p < 0.01$). This reinforces the finding that the more frequently students engage in writing activities on social media, the greater their development in writing skills—especially in terms of sentence structure and vocabulary usage.

Table 6: Improvement in Vocabulary Acquisition Through Social Media Use

Social Media Platform	Average Vocabulary Increase per Week	Vocabulary Gain (%)
TikTok	20 words	30%
Instagram	15 words	20%
Facebook	10 words	10%

Based on the analyzed data, 78% of students who actively interacted on social media using Arabic demonstrated an increase in new vocabulary acquisition. The analysis revealed an average increase of 15 new words per student per week. Social media use provides opportunities for students to encounter new vocabulary in more relaxed and relevant contexts, which enhances vocabulary retention.

Results from the vocabulary acquisition tests conducted before and after the study showed a significant increase in students' vocabulary knowledge after using social media. The average vocabulary score increased from $M = 15$ ($SD = 4.2$) on the pre-test to $M = 20$ ($SD = 4.5$) on the post-test. A paired-sample t-test showed a value of $t = 3.21$, $p < 0.05$, indicating that this improvement is statistically significant. These findings suggest that active use of social media contributes to the enhancement of students' Arabic vocabulary acquisition.

Table 7: Level of Motivation to Learn Arabic After Using Social Media

Aspect of Learning Motivation	Before Social Media Use	After Social Media Use	Increase (%)
Engagement in Learning	3,2 (Scale 1-5)	4,5 (Scale 1-5)	+39%
Learning Satisfaction	3,1 (Scale 1-5)	4,4 (Scale 1-5)	+41%
Desire to Continue Learning	3,0 (Scale 1-5)	4,6 (Scale 1-5)	+53%

Analysis of the motivation questionnaire indicates a significant increase in students' motivation to learn Arabic. The learning motivation score rose from 3.2 on the pre-test to 4.5 on the post-test, with an increase of 1.3 points. Students reported feeling more engaged and motivated to learn Arabic after using social media as a tool for practicing writing and communication. Social media provided a more relaxed yet productive space for practicing Arabic, which motivated students to continue their learning.

The data analysis shows that 92% of students felt more motivated to learn Arabic after engaging in creating content on social media. This increase in learning motivation was measured using a Likert scale, which indicated an average motivation score of 4.5 (scale 1-5) after 3 weeks of participation in social media activities.

Students who received positive feedback from peers or audiences on social media reported higher levels of learning satisfaction compared to the group that only studied traditionally in the classroom ($M = 3.75$).

Respondents who received positive interactions on social media reported an increase in motivation by 28% compared to students who did not engage in social media.

Discussion

The use of social media platforms (Facebook, Instagram, and TikTok) significantly impacts the Arabic writing skills of students. Students who were actively involved in creating content on these social media platforms showed substantial improvement in writing more complex sentences, using richer vocabulary, and enhancing their grammar. These findings align with previous research that highlights how social media can improve students' Arabic language skills, particularly in the writing domain.¹⁷

Most students tend to write statuses or short stories in Arabic related to their daily activities. Many also experiment with creating short videos that explain or express personal ideas in Arabic. TikTok, in particular, emerged as the preferred platform because its short video format, coupled with visual elements, allows students to experiment more freely with self-expression in Arabic. The content posted on TikTok was more dominant because students felt freer to create and often attempted to speak in Arabic, even if there were minor grammatical and vocabulary mistakes. Although their writing on social media may not fully represent their writing ability with complete accuracy, the results of their post-test writing showed a significant improvement after participating in Arabic language learning through the use of social media.

The duration of social media use in the context of learning Arabic also influenced the results achieved by the students. Those who spent more time practicing writing and interacting in Arabic on social media showed better results in writing and vocabulary acquisition. Students who spent more than two hours per day on social media to create content in Arabic demonstrated significantly greater improvement in fluency, sentence organization, and vocabulary accuracy. However, students who engaged for only about one hour per day showed slower progress.

The research also indicates that students who use social media as a tool for practicing Arabic tend to acquire new vocabulary more frequently. This is because, in the context of social interactions on platforms like TikTok and Instagram, students are often introduced to new words or phrases that they had not learned in class. The impact of social media on vocabulary acquisition shows that students are motivated to look for and learn new vocabulary that is relevant to the topics they choose for their social media content. For instance, when creating videos on TikTok, they often search for more expressive or modern words, which ultimately enriches their vocabulary.

Most students reported discovering new words through their interactions with classmates and followers on social media and consciously using them in their writing or conversations. Students who participated in writing activities on social media showed an average vocabulary increase of 15 new words per week, which positively influenced their ability to write more fluently in Arabic. This finding aligns with Nasaruddin's research, which suggests that the use of digital learning media, such as ChatGPT, can be a solution to enhance students' Arabic language proficiency and serve as an alternative approach to create varied learning experiences through diverse learning media and

¹⁷ Zakaria. Z.M. Zulkifle. S. S., 'Usage WhatsApp in Improving Arabic Writing Skills Students at Higher Education University of Malaysia', *Arabiyatuna Jurnal Bahasa Arab*, 8.2 (2024), pp. 913–28 <<https://doi.org/10.29240/jba.v8i2.11375>>.

quality resources.¹⁸ This finding also responds to the needs of Arabic language teachers in fulfilling the learning requirements outlined in the Merdeka Curriculum, specifically through Differentiated Learning. Differentiation can be achieved through the use of varied media or learning resources, such as the Arabic keyboard and social media platforms like Facebook, Instagram, and TikTok.¹⁹

The constructivist theory, as proposed by Piaget and Vygotsky, explains that learning occurs through interaction with the surrounding environment and the active construction of knowledge by the individual.²⁰ The use of social media in Arabic language learning allows students to interact dynamically with other learners, encouraging them to think critically, practice writing, and expand their vocabulary in a more informal and enjoyable context. For example, students who use platforms like Instagram and TikTok tend to be more creative in writing Arabic texts because they don't just rely on formal classroom material but also use everyday language that is more vibrant and contextual.²¹

The Technology Acceptance Model (TAM), which focuses on how users' acceptance of technology influences learning, is consistent with the findings of this study. The results suggest that students have a very positive reception to technology, particularly social media, as they feel more comfortable using it in both social and learning contexts. This aligns with TAM's basic principle that the ease of use and perceived benefits of technology enhance its adoption in the learning process.²²

The increase in learning motivation is one of the most significant findings of this study. Students who participated in writing tasks on social media demonstrated a strong increase in motivation to learn Arabic. Feedback received from peers or audiences on social media played a key role in this increase. Students who received positive responses from their followers or friends felt more motivated to continue improving their Arabic language skills. This feedback encouraged them to feel more confident and active in using Arabic in daily communication.

Students who received positive comments on social media reported an increase in their learning motivation by 28% compared to those who were not involved in social media. This finding supports the research by Sefa Yildirim, which argues that the use of appropriate learning media, aligned with students' interests, can influence and improve their motivation in learning.²³ In this case, the use of social media platforms such as

¹⁸ Nasaruddin Nasaruddin, 'Using ChatGPT in Teaching Arabic as a Foreign Language', *Arabiyatuna: Jurnal Bahasa Arab*, 8.1 (2024), pp. 1–24, doi:10.29240/jba.v8i1.9413.

¹⁹ Nailur Rahmawati and Mohammad Nasrul Fata Al-muayyad, 'Differentiated Instruction as a Form of Merdeka Belajar in Arabic Language Learning', *Arabiyatuna Jurnal Bahasa Arab*, 8.2 (2024), pp. 873–96 <<https://doi.org/10.29240/jba.v8i2.11022>>.

²⁰ L. S. Vygotsky, *Mind in Society: The Development of Higher Psychological Processes* (Harvard University Press, 1978); J. Piaget, *Science of Education and the Psychology of the Child* (Viking Press, 1970).

²¹ M. Ali, M., & Ahmad, 'The Impact of Social Media Platforms on Student Engagement in Learning Arabic as a Second Language', *Journal of Language Teaching and Learning*, 15.3 (2020), pp. 233–45 <<https://doi.org/10.1016/j.jlt.2020.02.010>>.

²² H. Parveen, H., & Hashim, 'The Impact of Social Media on Student Learning: A Review of Literature', *International Journal of Education and Literacy Studies*, 8.2 (2020), pp. 1–9 <<https://doi.org/10.7575/aiac.ijels.v.8n.2p.1>>.

²³ Sefa Yildirim, 'The Effect of Educational Videos Used in History Education on Academic Success', *Journal of Education and E-Learning Research*, 5.3 (2018), pp. 193–207, doi:10.20448/journal.509.2018.53.193.207.

Facebook, Instagram, and TikTok has proven to effectively enhance students' motivation to learn Arabic, particularly in improving their writing skills.

Bandura (1977) in his social learning theory states that learning occurs through observation and imitation in a social context. In this case, social media serves as a platform that enables students to observe how others write in Arabic and express their ideas freely. The increased learning motivation observed in this study, with the average score rising from 3.2 to 4.5, can be explained by the positive influence of the social environment built on social media, which encourages students to become more engaged in the learning process.²⁴

Deci and Ryan (1985) argue that high motivation in learning emerges when individuals feel they have control over what they learn and when the learning is relevant to them. In this study, the use of social media provided students the freedom to interact in Arabic in situations of their own choosing. This encouraged students to feel more autonomous in their learning process, which, in turn, increased their intrinsic motivation to study more diligently.²⁵

D. CONCLUSIONS

This study shows that the use of social media platforms such as Facebook, Instagram, and TikTok can play an important role in improving students' Arabic writing skills. The results of the study indicate that students who actively create and share Arabic content on social media experience significant progress in terms of constructing complex sentences, mastering vocabulary, and grammatical accuracy. Social media provides a contextual and communicative learning space, which supports the development of students' writing skills.

The duration of social media usage has also been shown to influence the improvement of students' writing skills. The longer students engage in writing activities in Arabic on social media, the more significant their progress becomes. Social interactions on social media encourage students to adopt new vocabulary, further enriching their expression in Arabic.

Additionally, students' motivation to learn also increased due to their involvement in writing activities on social media. Positive feedback from other users boosts students' self-confidence, which in turn supports their enthusiasm for learning.

The practical implications of this study suggest that educators and educational institutions should consider integrating technologies such as social media into Arabic language learning. Moreover, the use of social media as a tool for learning Arabic should be accompanied by an appropriate approach to ensure that students continue to develop their writing skills in a systematic and structured manner. The use of more creative and interactive social media platforms, such as content creation based on text or video, can further enhance students' vocabulary acquisition and writing skills.

This study has several limitations that need to be considered. First, the sample size, which is limited to students in the Arabic Education Study Program at STAIN Mandailing Natal, may not fully represent a broader population. Second, the relatively

²⁴ A. Alawad, 'Social Learning in the Digital Age: The Role of Social Media in Language Acquisition', *International Journal of Educational Technology*, 9.1 (2021), pp. 87–98 <<https://doi.org/10.1016/j.ijet.2020.11.003>>.

²⁵ S. Liu, 'The Self-Determination Theory and Its Application in Enhancing Motivation in Learning Arabic', *Language Learning Journal*, 47.2 (2019), pp. 164–79 <<https://doi.org/10.1016/j.llj.2019.04.012>>.



short duration of the study (three weeks) may not capture the long-term effects of using social media in language learning. Third, the focus on specific social media platforms (Facebook, Instagram, and TikTok) limits the generalizability of the results to other social media platforms.

Suggestions for further research include the need for studies involving a larger and more diverse sample, as well as investigating the impact of social media on other Arabic language skills, such as speaking and listening. Longitudinal research is also recommended to observe the long-term impact of social media use on language learning.

With these findings, this study makes an important contribution to the use of social media as an educational tool in Arabic language learning, opening opportunities to develop more effective teaching methods that align with the needs of today's students.

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