

Optimizing instagram as a supporting platform for self-taught arabic learning for islamic boarding school students

Anggia Rita Andriana ^{a,1}, Nanda Pratama ^{b,2}, Siti Qomala Khayati ^{c,3}, Musa Zulkifli ^{d,4},
Nimuhammadfatin Samae ^{e,5}, Muhammad Shalahuddin Al Awwaby ^{f,6}

^a Northern University Malaysia, Malaysia; ^b Madani College of Islamic Education, Yogyakarta, Indonesia; ^c Institut Islam Nahdlatul Ulama Temanggung, Indonesia; ^d College Muhammadiyah of Singapore, Singapore; ^e Fatoni University, Thailand; ^f Al-Azhar University, Egypt

¹ anggiaritaandriana110800@gmail.com; ² ndapratama728@gmail.com; ³ malahayati1104@gmail.com;

⁴ musazulkifli77@yahoo.com; ⁵ faisalefendi215@gmail.com; ⁶ muhhammadsholahuddiin@gmail.com

*Correspondent Author

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ABSTRACT

This research aims to optimize the use of Instagram as a supportive platform in self-directed Arabic language learning for students at Islamic boarding schools. Through the use of a qualitative case study-based method, this research measures the researchers by analyzing relevant articles on the use of Instagram in Arabic language learning. Data were collected through observation, interviews, documentation, and content analysis of online articles. The research results show that Instagram can enhance learning motivation, enrich vocabulary, and facilitate the understanding of Arabic grammar through interactive content in the form of videos, texts, and images. Additionally, Instagram provides a more engaging and contextual learning experience outside the formal classroom. This research recommends optimizing Instagram features to support self-directed Arabic language learning and encourages lecturers and students to be more creative in utilizing social media as an educational tool in the digital era.

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Introduction

According to KBBI, language is a word order that is commonly used by humans or individuals or groups to communicate, interact with each other in society (Ade Suranto, Muhamad, and Septi Gumiandari, 2024). Arabic itself has very interesting aspects, such as sounds (phonology) with the Arabic alphabet and distinctive sounds on consonants, the grammar is also very special because it is the language of the Qur'an, as a Muslim studying Arabic is very useful.

How important it is for Islamic boarding school students to be able to develop Mastery of 4 Language Skills in Arabic itself is the main determining element of a person's success in speaking. Arabic is one of the international languages (Akhsan, Akhsan, and Ahmadi Muhammadiyah, 2020) used by more than 200 million speakers worldwide, with official status in around 20 countries. Arabic language learning currently focuses more on authentic and real learning models. This means that it is not only studied as material, but also applied in concrete and practical contexts (Al-Madani, M. Syaddad Husein,

Muhammad Syafii Tampubolon, Amrin Mustofa, and Muhammad Ghufroon, 2023). Arabic is used as a tool for teaching, storytelling, presentations, sermons, cultums, workshops, seminars, and other activities that require direct application of Arabic (Fujiawati, Fuja Siti, and Reza Mauldy Raharja, 2021). Arabic has become an object of study in various parts of the world, from Western countries to Southeast Asia, Korea, and Japan. Currently, learning Arabic through Instagram has become a widespread phenomenon in Indonesia, with free access open to anyone (Alwi, Itsnaini Muslimati, Dinna Miftah Usilmi, Farid Alfansa, and Aditya Nur Oktaviana, 2023). Therefore, this is an added value of attraction as well as enthusiasm and motivation for Islamic boarding school students, especially when developing, learning Arabic through the Instagram media platform. The Instagram platform offers a variety of Arabic learning content, including videos, texts, and explanatory materials (Annisa', Melisa Nadhiffatul, 2020), which can facilitate the understanding of Islamic boarding school students in learning Arabic. According to Suyono (2016), the learning process involves complex activities to gain knowledge, develop skills, and improve behavior and personality. " A six-month study of twenty Arabic language education students at UIAD Sinjai showed that using Instagram as a learning tool can help improve students' vocabulary. Instagram content containing Arabic conversation videos, explanations of Arabic language rules, and slang terms can help students acquire new vocabulary, use the vocabulary in daily activities, and improve their understanding of Arabic grammar.

Instagram media is not only used to communicate and interact but also outside of class as an intermediary in the learning process outside the classroom (Budiarti, Arum Tri, Khairun Nisa, and Sahkholid Nasution, 2025). Various forms of motivation certainly have various types when playing social media (Fatimah, Annisa Nabila, 2024), Instagram can be a means to get strong motivation for Islamic boarding school students to learn Arabic. The motivation to come to learn Arabic is one of the influences on how quickly and easily (Dhia, Hisana Zahran, Luthfia Khoiriyatunnisa, 2021) they understand and remember learning materials. The form of the Suwwar display or images on Instagram makes users who want to learn not easily feel bored and tired, the many accounts for learning Arabic that we can find on the Instagram Explorer page make the passion and strong motivation in learning Arabic for Islamic boarding school students.

Learning Arabic requires a deep understanding of the basic structure of the language, including four main skills: Maharah Al-Kalam, Maharah Al-Kitabah, Maharah Qiro'ah, and Maharah Al-Istima', to achieve the desired learning targets. Learning Arabic through Instagram can provide a broader learning experience and improve students' skills, especially Islamic Boarding School Students, in mastering Arabic in the digital era. This study focuses on exploring Instagram as a supporting medium for Arabic language learning for Islamic Boarding School Students, using data collection methods in the form of online article analysis, interviews, document analysis, and field observations.

Method

This study uses a qualitative approach with a case study model (Emzir, 2020). This approach was chosen because it allows researchers to explore in depth the phenomenon of using Instagram as a supporting platform for self-taught Arabic language learning for Islamic boarding school students (Fuadah, Salimatul, 2020). Case studies provide space to comprehensively understand the processes, experiences, and dynamics that occur during the implementation of learning through social media.

The data sources in this study consist of primary data and secondary data. Primary data were obtained directly from Islamic boarding school students who use Instagram as a medium for self-taught Arabic language learning. This data was collected through in-depth interviews, observations of learning activities, and student interactions on the

Instagram platform. Meanwhile, secondary data were obtained from various documents, scientific articles, journals, and other written sources relevant to the research topic.

The data collection techniques used include interviews, observations, content analysis, and documentation. Interviews were conducted in a structured or semi-structured manner to obtain in-depth information about the experiences, motivations, and benefits felt by students in learning Arabic through Instagram. Observations were conducted to directly observe student activities in optimizing Instagram features as a learning tool. Content analysis is used to examine learning materials available on Instagram, while documentation is used to collect supporting data in the form of notes, photos, or other relevant documents.

Data analysis is carried out descriptively-qualitatively by following the stages of data reduction, data presentation, and drawing conclusions. The data that has been collected is reduced to select information that is relevant to the focus of the research, then presented systematically in the form of narratives, tables, or diagrams. Furthermore, the researcher interprets and draws conclusions based on the findings obtained from the results of data analysis. To ensure data validity, this study applies triangulation techniques, namely by comparing data from interviews, observations, content analysis, and documentation. In addition, the researcher also cross-checks with relevant literature sources to strengthen the research findings.

With this research method, it is hoped that the research can provide an in-depth picture of optimizing the use of Instagram as a platform for self-taught Arabic language learning, as well as providing applicable recommendations for Islamic boarding school students and parties related to the development of Arabic language learning in the digital era.

Result and Discussion

Student interest in using Instagram media as a supporter of Arabic language learning

Islamic boarding school students live in a digital development that allows them to access various learning resources through social media (Ginocchio, Ing Francisco, 2020), one of which is Instagram. Students' interest in using Instagram as a supporter of Arabic language learning is very high because this platform offers various interesting and interactive features (Hasanah, Uswatun, 2021). The use of Instagram as a supporter of Arabic language learning also allows Islamic boarding school students to learn autodidactically and flexibly (Hermawan, Wawan, 2024). With flexible access, students can study learning materials independently and flexibly, both in terms of time and location, allowing them to arrange a study schedule that suits individual needs, Instagram also provides various learning resources, ranging from videos, images, to articles, so that Islamic boarding school students can sort out the sources of their desired needs.

Thus, students' interest in using Instagram as a supporter of Arabic language learning can increase their learning motivation and help them achieve their Arabic language learning goals more effectively (Huda, Khoirul, and Nawang Wulandari, 2022). Therefore, the use of Instagram as a supporter of Arabic language learning can be an effective alternative in improving the Arabic language skills of Islamic boarding school students.

The results of the study showed that Islamic boarding school students used Instagram media as a platform to support self-taught Arabic language learning in the following ways:

- a. Follow Arabic language accounts that provide learning materials.

The use of social media as a means of learning Arabic has become an increasingly popular trend among students. One way to do this is by following Arabic language accounts that provide learning materials on social media platforms such as Instagram (Laily, Irene Mardiatul, Anita Puji Astutik, and Budi Haryanto, 2022). These accounts

often provide content that is relevant to learning Arabic, such as videos, images, and articles that discuss various aspects of Arabic, including grammar, vocabulary, rules and speaking skills (Jalil, Abdul, Erwin Hafid, Muhammad Amri, and Risna Mosiba, 2021). By following these accounts, students can gain access to a variety of learning resources and can expand their knowledge of Arabic (Kurniati, Depi, 2022). Here are some Instagram accounts that can be used as a media for self-taught Arabic learning for students, as follows:

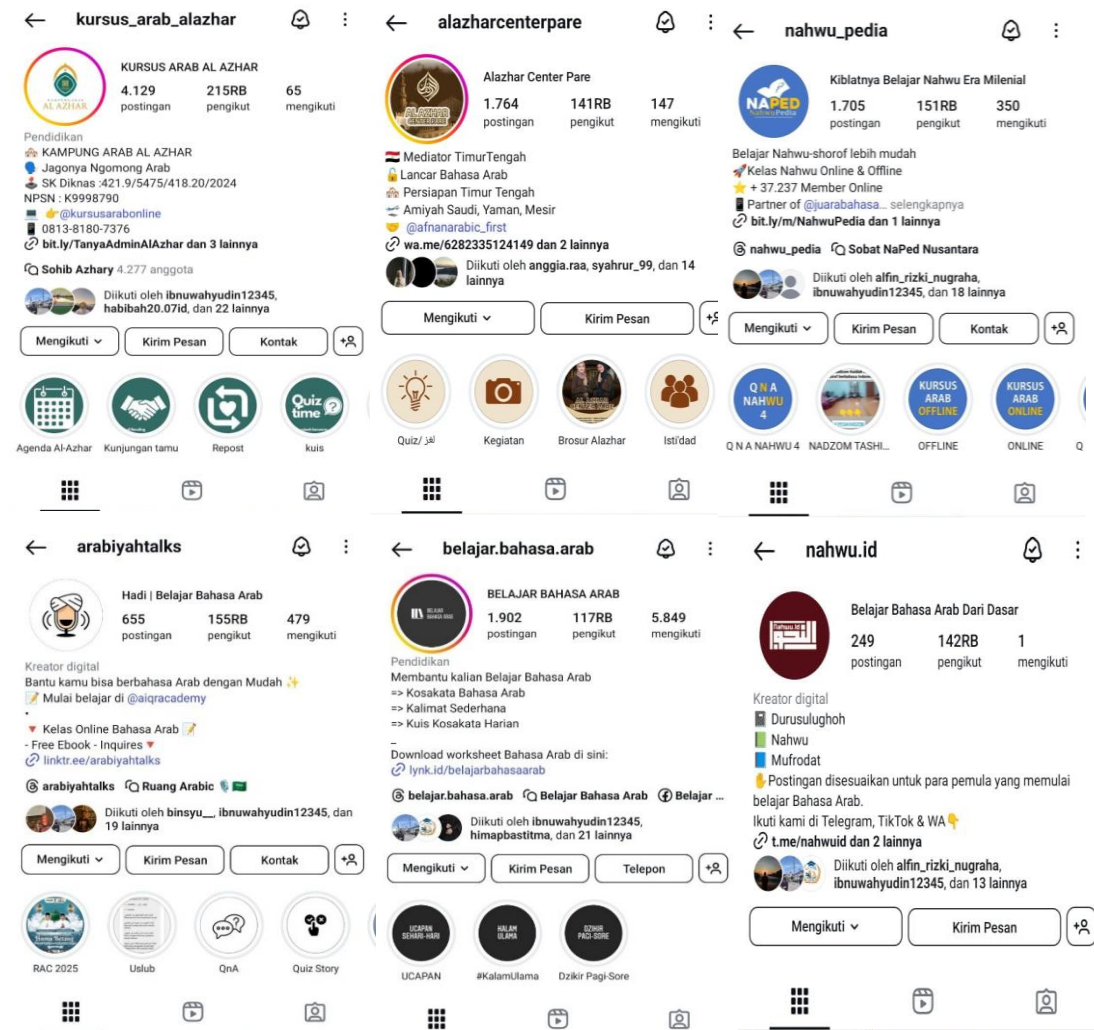


Image 1. Arabic language accounts on Instagram

In addition, there are various other Instagram accounts that can be used by students as sources for self-study, including: @Baitul.arabiyah @Kampungarab_pare @Belajarnahwushorof @Belajar.bahasa.arab @Bahasa.arabku @Bahasaarablughotiy @Dr.nahwu @Belajarbahasaarab.idn @Mar.ha.ban @Uslubarabi.id @Ruwaq.id @Bahasaarabituindah @Marhaban.academy @maha_arabic_center @Ruangbahasaarab @Lalarabic @Muslikhin_m and others.

b. Using Instagram Features

The use of Instagram features can be one of the effective strategies in improving students' learning abilities. Students can obtain broader and more diverse information (Muslihatin, Azizah Arum, 2020), interact with accounts that discuss Arabic language learning (Jasmine, Khanza, 2024), and improve their learning abilities independently. Therefore, the use of Instagram features can be an effective alternative in learning.

c. Interact with other users who have the same interests

Interaction with other users who share the same interests provides various functions that can be utilized to improve learning facilities. Through this interaction, students can get support and motivation from other users who share the same interests, thereby improving their learning abilities (Leli, Isnaini, Siti Aisyah, and Esa Saputro, 2025). Interacting with other users who share the same interests can also help students to obtain broader and more diverse information. Students can gain knowledge and experience from other users who share the same interests, thereby broadening their horizons and understanding of the topics discussed.

d. The Influence of Instagram Media on the Motivation to Learn Arabic for Islamic Boarding School Students

The advantage of self-learning using Instagram as a medium is that students can learn independently and flexibly, allowing them to manage their time and learning pace autonomously (Mahdawati, Hamaslika, 2021). However, one of the drawbacks of self-learning using Instagram as a medium is that students need to have full awareness to use Instagram as an effective learning support platform (Mosa, Abdullah bin Abdulaziz Al, 2025). Thus, the use of Instagram media in Arabic language learning can be one of the solutions to enhance students' motivation and interest in learning Arabic. Students need to have full awareness to use Instagram as an effective learning tool, so they can gain maximum benefits from using Instagram in Arabic language learning.

Factors that influence the use of Instagram media as a supporting platform for Arabic language learning

The effectiveness of using Instagram as an Arabic learning platform for students is determined by several crucial factors. The availability of quality and relevant content is an important aspect in increasing students' motivation and Arabic language skills. Instagram features such as hashtags and stories can increase content visibility and allow students to interact with teachers and fellow students (Musthofa, Amrin, and Eko Ngabdul Shodikin, 2022). Student interactivity and participation also play an important role in increasing opportunities to practice Arabic and obtain constructive feedback. In addition, the accessibility (ease) of access and flexibility of Instagram allow students to learn Arabic independently and flexibly, as well as being exposed to original and authentic Arabic content. Thus, Instagram can be an effective platform to improve students' Arabic language skills. Among the factors that influence the use of Instagram media as a supporting platform for learning Arabic for Islamic boarding school students are, as follows:

- a. Availability of quality and relevant content
- b. Instagram features that support
- c. Availability of interesting content for learning
- d. Student motivation and interest in learning

Constraints and limitations of using Instagram as a medium for learning Arabic

Constraints in using Instagram media as a supporting tool for Arabic language learning for Islamic boarding school students. These factors influence each other and can affect students' concentration in the learning process (Nainggolan, Vitri, Sintje A Randonuwu, and Grace J Waleleng, 2018). Therefore, Instagram media is more appropriate to be used as a supporting platform in Arabic language learning, not as the only learning tool. Thus, the use of Instagram as a supporting platform can help increase the effectiveness of Arabic language learning for Islamic boarding school students.

- a. Dependence on internet connection
- b. Limited Interaction
- c. Interference from other content

- d. Dependence on teachers
- e. Limitations on Technology

Strategies to overcome obstacles in using Instagram as a supporting medium for Arabic language learning

- a. Dependence on internet connection

Based on the observation results, the researcher suggests several things to improve the use of Instagram to support Arabic language learning, namely saving learning materials in offline form (downloading selected materials) or using applications that can save, download content on Instagram to be accessed offline.

- b. Limitations of Interaction

Researchers also identified several other strategies that can be done to improve the optimization of the use of Instagram as a supporting medium for Arabic language learning, namely: Creating groups or joining groups (broadcast groups) to increase interaction in mastering the material or students can use other supporting platforms such as WhatsApp or Telegram to increase interaction.

- c. Disturbances from other content

Some other ways that can be done in optimizing Instagram media to support Arabic language learning are such as creating a special Instagram account for learning Arabic or students can use the Mute or Block feature to avoid disturbances from content that is not related to learning materials.

- d. Dependence on teachers

Researchers also identified several additional strategies that have the potential to improve the use of Instagram as a supporting medium for Arabic language learning, including preparing clear learning materials, using technology (Android, tablets, laptops, computers) that allow for learning or providing additional resources such as videos, articles, books to support learning for students.

- e. Limitations on technology

Furthermore, based on the findings and experiences of researchers, several other strategies that can be applied to increase the effectiveness of using Instagram as a supporting medium for Arabic language learning include: Participating in training that allows students on how to use social media for learning media or seeking technical support to help overcome materials that have not been mastered (Teachers, friends or mentors).

Conclusion

This study emphasizes the significance of Arabic language proficiency for Islamic boarding school students, considering that Arabic not only functions as a religious language, but also as a means of global communication that is widely used. In the era of modern education, Arabic language learning has developed beyond the boundaries of formal classrooms, with digital platforms such as Instagram becoming one of the potential supporting tools. Through interactive features such as videos, images, and text, Instagram can facilitate the development of independent Arabic language skills, including maharah istima', kalam, qira'ah, and kitabah.

The results of this study's analysis indicate that Instagram not only functions as a medium for communication and social interaction, but also as an effective means of learning outside the classroom. Islamic boarding school students can use their free time to access educational content, practice conversation, and take quizzes or exercises provided by Arabic language education accounts, thereby strengthening their motivation and enthusiasm for self-taught learning.

This study is expected to enrich the understanding of the role of social media in the context of self-taught Arabic language learning, as well as provide practical recommendations for students to utilize Instagram as an effective and innovative learning resource. Overall, this study shows that optimizing the use of Instagram as a supporting platform for self-taught Arabic language learning can provide significant benefits for Islamic boarding school students, with easy access, diversity of content, and support for interactive features being factors that support the effectiveness of independent Arabic language learning.

Based on the research results obtained from field data, this research basically went well. However, it is not a mistake if the researcher wants to put forward some suggestions that are hopefully useful for The results of this study are expected to contribute to the progress of education in general. The suggestions that the researcher puts forward are as follows; In further research, it can deepen the quality and impact of learning content available on Instagram, research can be focused on the interactivity of student involvement in the learning process. In addition, it is important to test the influence of content on learning outcomes quantitatively so that the data obtained is more objective and measurable as a basis for developing educational content in the future. Further researchers are advised to explore other digital learning models besides Instagram media to support learning Arabic, such as TikTok, Youtube or special language learning applications. To compare the effectiveness and advantages of each platform in supporting self-taught Arabic language learning. Thus, the results of the study will provide a more comprehensive picture of the use of digital media in Arabic language learning for Islamic boarding school students, and can recommend the most optimal platform according to student needs. To provide in-depth results related to optimizing the use of Instagram media as a supporting platform for Arabic language learning, it is recommended that further research involve more diverse subjects, such as the learning environment (dormitory, Islamic boarding school, or campus) as well as the level of student ability before and after using Instagram media as a supporting platform for learning.

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