

The Influence of Tiktok Social Media on the @kursusarab Account as an Arabic Language Learning Medium on Student Learning Interest at al-Falah Islamic High School Jambi City

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Abstrak: Penelitian ini bertujuan untuk menganalisis pengaruh media sosial tiktok pada akun @kursusarab sebagai media pembelajaran Bahasa Arab terhadap minat belajar siswa di SMA Islam al-Falah Kota Jambi. Latar belakang penelitian ini adalah adanya temuan awal yang menunjukkan kurangnya perhatian dan minat belajar siswa dalam pembelajaran bahasa Arab. Penelitian ini menggunakan metode kuantitatif dengan desain *One Group Pretest Posttest Design*. Subjek penelitian adalah siswa kelas XI. Data dikumpulkan melalui pretest dan posttest untuk mengukur minat siswa sebelum dan sesudah penerapan media media sosial tiktok pada akun @kursusarab dalam proses pembelajaran. Instrumen penelitian yang digunakan adalah tes pernyataan kuesioner. Hasil penelitian menunjukkan adanya peningkatan yang signifikan dalam minat belajar siswa setelah penggunaan media sosial tiktok pada akun @kursusarab dengan nilai rata-rata pretest sebesar 56,40 meningkat menjadi 69,80 pada posttest. Uji paired t-test menunjukkan nilai signifikansi sebesar 0,001 ($P < 0,05$), yang mengindikasikan bahwa media sosial tiktok pada akun @kursusarab berpengaruh positif terhadap minat belajar siswa. Hasil penelitian ini diharapkan dapat memberikan kontribusi positif dalam pengembangan metode pembelajaran bahasa Arab yang lebih efektif dan interaktif di tingkat Sekolah Menengah Akhir, serta memberikan wawasan mengenai pemanfaatan media sosial tiktok untuk meningkatkan minat belajar siswa.

Kata Kunci : *Media Sosial; Tiktok; Minat Belajar.*

Abstract: This study aims to analyze the influence of TikTok social media on the @kursusarab account as an Arabic language learning medium on students' learning interest at Al-Falah Islamic High School in Jambi City. The background of this study is the initial findings that indicate a lack of attention and interest in learning students in Arabic language learning. This study uses a quantitative method with a One Group Pretest Posttest Design. The subjects of the study were eleventh grade students. Data were collected through pretest and posttest to measure students' interest before and after the application of TikTok social media on the @kursusarab account in the learning process. The research instrument used was a questionnaire statement test. The results showed a significant increase in students' learning interest after the use of TikTok social media on the @kursusarab account with an average pretest value of 56.40 increasing to 69.80 in the posttest. The paired TTest test showed a significance value of 0.001 ($P < 0.05$), which indicates that TikTok social media on the

@kursusarab account has a positive effect on students' learning interest. The results of this study are expected to provide a positive contribution in the development of more effective and interactive Arabic language learning methods at the secondary school level, as well as provide insight into the use of TikTok social media to increase students' interest in learning.

Keywords : *Social Media; Tiktok; interest in learning.*

INTRODUCTION

The use of technological media in Arabic language instruction is a crucial step for teachers in the learning process, supported by today's highly advanced technology. According to Anderson (2021), technological media encompasses all forms of media that utilize advanced technology, such as software and hardware, to support human communication and interaction, thereby acting as an intermediary that can stimulate students in the learning process. Consequently, the learning process is expected to become more engaging. An engaging learning environment can create an atmosphere where students are more easily drawn into discussions, interactions, and dialogues concerning Arabic language material.

In this modern era, technological development has significantly impacted the education sector. The digital transformation has permeated every aspect of teaching and learning activities. Digital learning tools are becoming more prevalent, gradually replacing conventional methods. By leveraging technology in education, the learning process becomes more dynamic and interactive (Said & Ulwan, 2023). However, it must be acknowledged that this transformation also brings new challenges, such as disparities in technology access and a paradigm shift in the role of the teacher (Handayani et al., 2024). Therefore, education stakeholders need to continuously keep pace with technological advancements and integrate them wisely to improve the quality of learning (Cholik, 2021; Triyanto, 2020).

The urgency for teachers to use technology in Arabic language learning includes enhancing student interactivity and engagement. Technology allows learning to be more interactive. Applications like Quizlet, Kahoot, TikTok, YouTube, or Duolingo can be used for enjoyable vocabulary, grammar, and language skills practice. This increases student motivation, especially for skills such as listening and speaking. Technology also provides access to a wider range of materials; teachers can provide access to authentic learning resources like videos, podcasts, e-books, or online courses. Arabic language teachers are

required to utilize information and communication technology media in their teaching (Sanusi et al., 2021). The goal is to foster self-development in enhancing their knowledge. Furthermore, the use of learning media can make instruction more interactive and innovative.

Technology facilitates individualized learning by supporting instruction tailored to student needs. AI-based applications can provide adjustments based on individual student abilities, such as in pronunciation, vocabulary mastery, and grammar. It also increases teaching efficiency, as teachers can use technology to create teaching materials more quickly, manage assignments digitally, and provide instant feedback. Platforms like Google Classroom or Moodle simplify class management. The integration of technology helps students develop essential digital literacy skills for the modern era. It also opens opportunities for students to learn Arabic with translation software or digital dictionaries. Moreover, it enhances global communication skills, as Arabic is one of the most widely spoken languages in the world. With technology, students can interact directly with native speakers through platforms like Zoom or Tandem, thereby strengthening their communicative skills. Finally, it allows for adaptation to curriculum changes. With technology-based curricula, teachers are required to be digitally literate. Technology supports teachers in adapting their teaching to be relevant to the times and student needs.

Therefore, with the current all-digital era, teachers can also utilize social media like TikTok and YouTube as learning media in the Arabic language learning process. Social media, according to Cahyono (2016), is a medium accessible via the internet that allows its users to easily participate, share, and create content, including blogs, social networks, forums, and even virtual worlds. The social media platform that is currently very popular among Generation Z is TikTok.

TikTok is an application developed by the Chinese company ByteDance in 2016, created for users to access, create, and share videos with a duration of 15 seconds to 3 minutes. According to data from We Are Social, TikTok users worldwide were estimated to reach 1.05 billion in January 2023. This number increased by 18.8% compared to the previous year. Indonesia recorded 109.90 million TikTok users, making it the country with the second-highest number of users after the United States.

With the emergence of Arabic language educational accounts, such as the TikTok account @kursusarab, it is necessary to first examine the content before using it in the Arabic learning process to determine if it aligns with theories or concepts suitable for use as a learning medium. Learning Arabic is very important in this era. Therefore, an interactive learning medium that captures students' attention is needed. The vast scope of technology can be utilized in Arabic language learning (Amzaludin et al., 2023). The development of audio-visual technology, as seen on the social media platforms mentioned by the researcher, is one area within the technological field that can support the success of language learning.

Based on preliminary observations at Al-Falah Islamic High School in Jambi City, a challenge identified was that students often lacked focus on the teacher's explanations during the learning process. This could be due to the learning media used being unable to capture the attention of all students. The researcher believes that using the TikTok account @kursusarab in the learning process is expected to attract students' attention and will be effective for the continuity of learning, as well as for improving the skills and learning interest of eleventh-grade students at Al-Falah Islamic High School.

Several relevant previous studies also support this research. Firda (2024) described that the TikTok application, along with the use of appropriate methods and techniques, can be utilized as an interactive learning medium for Arabic, particularly for the listening skill (*mahārah istimāʾ*). Aminullah et al. (2022) described that besides being used in formal learning, TikTok can also be used for non-formal learning with a self-directed learning model. Maulida et al. (2022) stated that by using advanced technology, TikTok provides an excellent algorithmic process for implementing Arabic learning strategies and methods, where users are presented with videos that match the preferences and needs of learners.

The difference between this study and previous research on TikTok in Arabic learning is its specificity to the account used as a learning medium, namely @kursusarab, with a quantitative experimental approach used to test its influence on student learning interest. The results of this study are expected to have a positive impact and provide an engaging learning model for teachers that can increase students' interest in learning Arabic.

RESEARCH METHOD

This research was conducted at Al-Falah Islamic High School in Jambi City. The school is located at Jl. HOS. Cokroaminoto No.1, Payo Lebar, Kec. Jelutung, Jambi City, Jambi 36124. This study used a quantitative approach. Quantitative research, based on positivism, is used to study a specific population or sample, with data collection using research instruments and statistical data analysis aimed at testing hypotheses (Sugiyono, 2022). This study employed an experimental method with a One-Group Pretest-Posttest design.

The population used in this study was the eleventh-grade students of Al-Falah Islamic High School, Jambi. The sampling technique used was purposive sampling. Purposive sampling is "a technique for determining a sample based on specific considerations" (Sugiyono, 2017). Thus, the sample used in this study was the 35 students of class XI.1 at Al-Falah Islamic High School, Jambi.

Furthermore, the data collection technique is the most crucial step in research, as the primary goal of research is to obtain data. Data collection can be carried out in various ways and from various sources. The data collection methods used in this study were Observation, Tests, and Documentation. The test used was a questionnaire consisting of 20 statement items, with one example being "I feel compelled to pay attention to the material when watching Arabic TikTok videos," using a 5-point Likert scale to determine the influence of TikTok on student learning interest.

The validity of the instrument was tested using SPSS Statistics Version 30 software. The results showed that all questionnaire items were valid because all values were greater than the r -table value (0.334; $N=35$) and were significant at the $p < 0.01$ level. The reliability of the instrument was tested using Cronbach's Alpha coefficient to ensure the internal consistency of the items in the questionnaire. The results showed an alpha value of 0.953, which indicates that the instrument has high consistency and is very reliable. Data were collected via Google Forms, and respondents were asked to answer the questionnaire before and after using TikTok as a medium for learning Arabic to determine its influence on learning interest. It is hoped that the results of this study can provide relevant recommendations for the utilization and development of technology-based Arabic language learning.

RESULTS AND DISCUSSION

Before conducting the analysis, descriptive statistics are presented to provide a general overview of the pretest and posttest data.

Table 1. Descriptive Statistics

Statistic	Pre-test	Post-test
Mean	56,40	69,80
Median	57,00	70,00
Standard Dev	10,18	10,43
Minimum Value	33,00	47,00
Maximum Value	75,00	90,00

Based on the table above, it is shown that there was an increase in the mean score from pretest to posttest, from 56.40 to 69.80. The median value also increased from 57.00 in the pretest to 70.00 in the posttest. The standard deviation was 10.18 for the pretest and 10.43 for the posttest. The minimum score increased from 33.00 in the pretest to 47.00 in the posttest, and the maximum score increased from 75.00 to 90.00.

Analysis Requirement Testing

Normality Test

A normality test is a statistical test to determine whether the data we have is normally distributed. The normality test was conducted using the Shapiro-Wilk test, as the sample size was less than 50. This test aims to determine whether the pretest and posttest data on student learning interest are normally distributed. The following are the results of the normality test.

Tests of Normality

	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
	Statistic	Df	Sig.	Statistic	df	Sig.
PRETEST LEARNING INTEREST	,098	35	,200*	,968	35	,390
POSTTEST LEARNING INTEREST	,142	35	,071	,958	35	,198

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Table 2. Normality Test (Shapiro-Wilk)

Based on the normality test results above, it can be seen that the significance values for the pretest and posttest in the Shapiro-Wilk test are 0.390 and 0.198, respectively, both of

which are greater than 0.05. Therefore, it can be concluded that the pretest and posttest data are normally distributed. Thus, hypothesis testing can proceed with a parametric statistical test, namely the paired sample t-test.

Hypothesis Testing

The paired sample t-test is a parametric statistical test used to compare two means from related or paired samples. It is used to determine if there is a significant difference between the values before and after a treatment is given.

		Paired Samples Test				Significance	
		Paired Differences 95% Confidence Interval of the Difference				One-Sided p	Two-Sided p
Pair		Upper	t	df			
1	PRETEST - POSTTEST LEARNING INTEREST	-10,54026	-9,523	34		<,001	<,001

Table 3. Hypothesis Test (Paired Sample t-test)

Based on the table above, the results of the paired sample t-test show a significance value (2-tailed) of <0.001 , which is smaller than 0.05 ($p < 0.05$). This means that H_0 is rejected and H_1 is accepted. Additionally, the calculated t-value is -9.523 with 34 degrees of freedom (df). Since the significance value is < 0.05 , it can be concluded that there is a significant difference between the pretest and posttest scores. Thus, the results of the paired sample t-test indicate that the use of TikTok social media has an influence on student learning interest.

Based on the data analysis conducted, it is known that there was an increase in student learning interest after receiving the treatment of learning through the TikTok account @kursusarab. This is evidenced by the statistical test results, which show a significant difference between the pretest and posttest scores of student learning interest. Before the treatment was given, the average pretest score for student learning interest was 56.40, whereas after the treatment, the average posttest score increased to 69.80. This increase indicates that the use of the TikTok account @kursusarab is effective in increasing students'

interest in learning Arabic. In line with the research (Mochammad Mu'izzudin et al., 2024) after the implementation of the TikTok learning media, this shows that TikTok not only improves students' learning outcomes in terms of Arabic vocabulary mastery, but also increases interest in good digital literacy for learning.

In the normality test, it was observed that the significance values for the pretest and posttest in the Shapiro-Wilk test were 0.390 and 0.198, respectively, both of which are greater than 0.05. Therefore, it can be concluded that the pretest and posttest data in this study are normally distributed. The t-test results from the paired sample test showed a significance value (2-tailed) of 0.001, which is smaller than 0.05 ($p < 0.05$), meaning H_0 is rejected and H_1 is accepted. Additionally, the calculated t-value was -9.523 with 34 degrees of freedom (df). Since the significance value is < 0.05 , it can be concluded that there is a significant difference between the pretest and posttest scores.

CONCLUSION

The results of the Paired Sample t-test show a significance value (Sig. 2-tailed) of < 0.001 , which is less than 0.05. Thus, it can be concluded that there is a significant difference between the pretest and posttest results of student learning interest. This means that the use of the TikTok social media account @kursusarab has a significant influence on increasing student learning interest in Arabic language instruction.

Overall, this study proves that TikTok can be utilized as an effective, innovative learning medium capable of increasing student learning interest, particularly in the subject of Arabic. Based on the research findings, which show that the use of the TikTok account @kursusarab significantly influences the increase in student learning interest in Arabic, there are implications suggesting that teachers can utilize social media, especially TikTok, as an innovative learning alternative that is in step with the times. By using learning content packaged attractively through TikTok, teachers can increase the interest and motivation of students, especially in Arabic, which is often considered difficult or boring by some students.

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