

## Utilization Of Instagram Social Media On The @Qowaidul\_Lughoh Account As An Arabic Language Learning Media

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### Abstract:

This study aims to describe the use of Instagram social media on the @qowaidul\_lughoh account as a medium for learning Arabic. The background of the study is based on the development of information and communication technology that drives transformation in the world of education, especially in learning Arabic. Instagram as one of the popular social media platforms among the younger generation, offers various features that can be used to improve the effectiveness and learning of learning. This study uses a qualitative descriptive approach with data collection techniques in the form of observation, interviews, and documentation of the manager and followers of the @qowaidul\_lughoh account. The results of the study indicate that the use of Instagram through the @qowaidul\_lughoh account is able to provide varied, interactive, and easily accessible Arabic learning materials anytime and anywhere. Features such as posting images, videos, stories, and reels are used to present understanding, grammar, and exercises that support mastery of the four basic Arabic skills (istima', kalam, qira'ah, and kitabah). In addition, the interaction between managers and followers through the comments column and direct messages increases motivation and active participation in learning. This study concludes that Instagram social media, especially through educational accounts such as @qowaidul\_lughoh, can be an alternative media for learning Arabic that is effective, innovative, and adaptive to the needs of learners in the digital era.

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## Introduction (مقدمة)

The advancement of information and communication technology in the current digital era has brought significant changes in various aspects of human life, including education. The digital transformation that occurs not only facilitates access to information but also expands learning capacity through various platforms. One tangible form of this development is the emergence of various social media platforms such as Instagram, Facebook, YouTube, and WhatsApp, which have now become an integral part of people's lives, especially the younger generation. Social media is no longer just a means of entertainment and communication but has also transformed into an effective and innovative learning medium. In the context of education, particularly Arabic language learning, the utilization of social media has a significant impact. In Indonesia, the use of social media as a medium for Arabic language learning has made a positive contribution, especially in increasing learners' motivation and interest. Social media allows learners to access learning materials anytime and anywhere, creating a flexible learning environment that is not limited by space and time. This is highly relevant to the demands of the Society 5.0 era, where the integration of technology and humans is the key to various fields, including education.

The rapid development of information technology has penetrated all layers of society, from children to adults, making the use of devices such as smartphones or gadgets a common occurrence in daily life. Instagram, as one of the most popular social media platforms among the younger generation, offers various features that can be utilized to support the Arabic language learning process. Features such as posting images, videos, stories, reels, and IGTV allow for varied, interactive, and engaging learning material presentations. Additionally, Instagram also provides a space for interaction between teachers and learners through comment columns, direct messages, and Q&A features, creating a collaborative and participatory learning environment.

The use of educational accounts such as @qowaidul\_lughoh is a tangible example of how Instagram can be used as an effective Arabic language learning medium. This account consistently presents learning content that is easily accessible, relevant, and tailored to the needs of modern learners. The utilization of social media, particularly Instagram, in Arabic language learning is also in line with the principles of 21st-century learning, which emphasizes the importance of digital literacy, critical thinking, collaboration, and communication. By utilizing Instagram, learners not only acquire linguistic knowledge but are also trained to actively seek, manage, and share information independently. Moreover, the content presented on Instagram can help master the four basic skills of Arabic language (maharah istima', kalam, qira'ah, and kitabah) in a more contextual and applicative manner. Through this medium, learners can learn in a more enjoyable, interactive, and personalized way.

However, the optimization of social media as a medium for Arabic language learning still faces various challenges, such as the lack of digital literacy among educators and learners, as well as the potential disruption from non-educational content. Therefore, a precise strategy is needed in designing and utilizing learning content on social media to achieve learning objectives optimally. This research aims to describe and analyze the utilization of Instagram social media, particularly through the @qowaidul\_lughoh account, as a medium for Arabic language learning. It is expected that the results of this research can contribute to the development of Arabic language learning models based on digital media in the modern era and serve as a reference for educators and learners in maximizing the potential of social media for educational purposes.

## Method (منهج)

### 2.1 Research Design

This study uses a qualitative descriptive approach that aims to describe and analyze the use of Instagram social media, especially on the @qowaidul\_lughoh account, as a medium for learning Arabic. This approach was chosen so that researchers can gain a deep understanding of the process, interaction, and user experience in utilizing Instagram as a learning tool. The study focuses on the phenomenon of naturalistic Instagram use, so that the data obtained is contextual and interpretive.

The research subjects consisted of the @qowaidul\_lughoh account manager and active followers involved in Arabic learning activities through the account. Data collection was carried out using observation techniques on content and interactions on the Instagram account, in-depth interviews with the manager and several followers, and documentation in the form of post archives, comments, and interaction statistics. The data collected were then analyzed qualitatively through the process of data reduction, data presentation, and drawing conclusions, with data validity maintained through source and method triangulation techniques. Through this research design, it is hoped that a comprehensive picture can be obtained regarding the effectiveness and challenges of utilizing Instagram as a medium for learning Arabic. This study also aims to identify the advantages of Instagram features that support the learning process, as well as provide recommendations for the development of social media-based Arabic language learning models in the digital era.

### 2.2 Data Sources

The primary data sources in this research consist of primary and secondary data collected to obtain a comprehensive picture of the utilization of Instagram social media on the @qowaidul\_lughoh account as a medium for Arabic language learning. Primary data is obtained directly through observation of learning activities that take place on the Instagram account, in-depth interviews with account administrators and several active followers, and digital documentation in the form of post archives, comments, and interactions that occur on the platform. Observation is conducted to determine the type of content, material presentation strategies, and interaction patterns between account administrators and followers, while interviews aim to explore the experiences, perceptions, and benefits felt by users in the Arabic language learning process through Instagram.

In addition to primary data, this research also utilizes secondary data obtained from various literature, journals, and scientific articles relevant to the topic of utilizing social media, particularly Instagram, in Arabic language learning. This secondary data is used to strengthen and provide contextual analysis of research findings. Various previous studies have shown that Instagram as a learning medium can improve understanding, grammatical understanding, and student motivation through the presentation of varied and interactive content, such as videos, images, and online quizzes. Thus, secondary data supports the validity and relevance of research results obtained from primary data. The combination of primary and secondary data allows researchers to conduct source triangulation, thereby obtaining more valid and reliable research results. Analysis of both types of data is conducted qualitatively using data reduction techniques, data presentation, and conclusion drawing. Through this approach, the research is expected to make a real contribution to the development of Arabic language learning models based on social media, as well as provide strategic recommendations for educators and educational institutions in utilizing Instagram as an effective and adaptive learning medium in the digital era.

### 2.3 Data Collection Techniques

The data collection techniques used in this research consist of observation, interviews, and documentation. Observation is conducted directly on the activities on the Instagram account @qowaidul\_lughoh, with the aim of understanding how Arabic language learning content is presented and how interactions occur between account administrators and followers. Through this observation, researchers can note the types of materials posted, frequency of uploads, as well as user responses and participation in each shared content. Observation also helps researchers identify natural learning patterns that occur on social media.

In addition to observation, interview techniques are used to explore in-depth perceptions, experiences, and benefits felt by account administrators and active followers in using Instagram as a medium for Arabic language learning. Interviews are conducted semi-structured so that researchers can obtain rich and varied data, both from the perspective of content management strategies and from the user's perspective as a learner. Through these interviews, researchers can identify supporting and inhibiting factors in utilizing Instagram for learning, as well as gain insights into user needs and expectations for the development of digital learning media.

The documentation technique complements the data collection process by collecting digital archives in the form of screenshots of posts, comments, interaction statistics, and learning materials that have been published on the @qowaidul\_lughoh account. This documentation serves as supporting data that can be processed and analyzed further to strengthen research results. By combining these three data collection techniques, researchers can conduct data triangulation, making research results more valid, comprehensive, and scientifically accountable

### 2.4 Data Collection Techniques

The data collection techniques in this research use several main methods, namely observation, interviews, and documentation. Observation is conducted directly on the activities on the Instagram account @qowaidul\_lughoh to understand how the Arabic language learning process takes place through social media. Researchers observe the types of content uploaded, posting frequency, interactions between account administrators and followers, as well as user responses to the material presented. This observation aims to obtain a real picture of the learning dynamics that occur online and interactively on the Instagram platform.

In addition to observation, interviews are an important technique in data collection for this research. Interviews are conducted semi-structured with the administrators of the @qowaidul\_lughoh account and several active followers involved in the Arabic language learning process. Through interviews, researchers explore in-depth information about motivation, experience, perception, and benefits felt by users in using Instagram as a learning medium. Interviews are also used to identify challenges, obstacles, and user expectations for the development of Arabic language learning content on social media.

The documentation technique is used to complement the data obtained from observation and interviews. Documentation is done by collecting digital archives in the form of screenshots of posts, comments, learning materials, and interaction statistics found on the @qowaidul\_lughoh account. This documentation data serves as physical evidence and supporting data that can be verified and analyzed further. Through documentation, researchers can analyze the type of material, presentation patterns, and level of user participation in learning activities on Instagram.

By combining these three data collection techniques, this research applies the principle of triangulation to increase data validity and reliability. Triangulation is done by comparing data from observations, interviews, and documentation, so that a comprehensive picture of the utilization of Instagram as a medium for Arabic language learning is obtained. This approach allows researchers to understand phenomena in-depth and provide recommendations based on

strong empirical data that can be scientifically accounted for

## Result (نتائج)

### Understanding Utilization

Utilization can be generally defined as the optimal use of something to achieve a specific goal. In the context of education and technology, utilization refers to how resources, tools, or media are used effectively to support the learning process. According to Slameto (2010), utilization is the act of using something in a precise and efficient manner to obtain maximum results. Thus, utilization is not just about usage, but also includes aspects of managing and optimizing the function of available resources. In the realm of learning media, utilization means using media strategically to improve the quality and effectiveness of learning. Mulyasa (2007) explains that the utilization of learning media is the process of selecting, using, and integrating media that suits learning objectives to help students understand the material better. Therefore, media utilization must consider the suitability between media characteristics, learning needs, and student characteristics to achieve learning objectives optimally.

More specifically, in the context of utilizing social media like Instagram for Arabic language learning, utilization includes how the features available on the platform are used to support independent and interactive learning activities. According to Arsyad (2011), learning media that is utilized properly can increase motivation, interest, and student learning outcomes. Instagram as a social media rich in features, when utilized optimally, can become an effective learning medium because it can present attractive visual and audiovisual content and support interaction between teachers and students.

Thus, the utilization of social media in learning is not just about using tools, but also involves planning, organizing, and evaluating media use to have a positive impact on the learning process and outcomes. Effective utilization will encourage the creation of more flexible, creative, and student-centered learning that meets the needs of students in the digital era. Therefore, a deep understanding of the concept of utilization is crucial for educators and students to optimize digital technology as part of the modern learning process.

### Social Media

Social media is described as a digital platform that enables users to present themselves, interact, and build communication and social networks virtually. Social media not only functions as a communication tool but also as a space for sharing information, knowledge, and experiences among users without being limited by space and time. This is in line with Nasution's opinion (2020) cited in the thesis, that social media is a means that can integrate the learning process, especially for Generation Z who are very familiar with digital technology. Social media has interactive, participatory, and collaborative characteristics, making it able to create a dynamic and responsive learning environment.

In the context of education, social media can be utilized as an effective learning medium because it provides various features to support the learning process, such as sharing materials, online discussions, and learning evaluations. This thesis highlights that social media, especially Instagram, has become an important part of everyday life, including in the world of education. Through social media, students can access learning materials anytime and anywhere, making learning more flexible and adaptive to the needs of the times.

Furthermore, this thesis also emphasizes that the utilization of social media in Arabic language learning has a positive impact, such as increasing motivation, interest, and language skills of students. Social media allows for more interactive learning that is not limited by conventional classrooms. Additionally, social media also facilitates collaboration between teachers and students, as well as among students themselves, in sharing materials and learning experiences.

Thus, social media acts as a bridge that connects the world of formal education with the rapid development of information technology.

Theoretically, social media in this thesis is viewed as an innovation in the world of education that can support the achievement of 21st-century learning objectives, namely digital literacy, collaboration, communication, and creativity. Social media like Instagram, with its varied features, can be optimized to build a learning ecosystem that is more inclusive, creative, and relevant to the needs of today's students. Therefore, the utilization of social media as a learning medium is a strategic step to improve the quality of education, especially in Arabic language learning in the digital era

## **Instagram**

The Utilization of Instagram Social Media on the @qowaidul\_lughoh Account as a Medium for Arabic Language Learning" by Putri Dini Fatimah, Instagram is one of the most popular social media platforms widely used by society, especially the younger generation. Instagram is defined as a visual-based application that allows users to share photos, videos, and stories online. This platform is not only used for entertainment and communication purposes but has also developed into an effective medium to support the learning process, including Arabic language learning. Instagram offers easy access, flexibility in time, and a wide reach, making it highly potential for use in education.

The main features of Instagram include posting photos and videos on feeds, Instagram Stories that allow users to share moments briefly for 24 hours, IGTV for uploading long-duration videos, and Reels for creating short, creative, and engaging videos. Additionally, Instagram also provides Direct Message features for personal communication, comment columns for public interaction, and live streaming features that can be used for interactive learning in real-time. The diversity of these features enables the learning process to take place in a varied, interactive, and collaborative manner.

In the context of Arabic language learning, these features can be utilized to share materials, practice questions, discussions, and learning evaluations effectively. Instagram's history began in 2010 when the application was first launched by Kevin Systrom and Mike Krieger. Initially, Instagram focused only on sharing photos with simple filters, but as technology and user needs evolved, Instagram continued to innovate by adding various new features that support digital activities, including education.

Instagram's increasing popularity has made it one of the largest social media platforms in the world, and it is now widely used by educational institutions, teachers, and students to support more flexible and enjoyable online learning. In this thesis, Instagram is chosen as a learning medium due to its ability to reach students widely and support creative and adaptive learning according to the times.

## **Account Profile @qowaidul\_lughoh**

The Instagram account @qowaidul\_lughoh was first created in November 2020, during the Covid-19 pandemic, by Ibrohim with the aim of serving as a personal learning medium that sparks enthusiasm and shares knowledge with the wider community. For the account owner, managing the @qowaidul\_lughoh account also provides personal benefits, particularly in strengthening understanding of difficult material. Whenever encountering topics or problems in Arabic that are difficult to understand and remember, the account owner turns them into content ideas. The process of compiling material to share with the public encourages the account owner to relearn, summarize, and simplify these concepts. Thus, creating content not only benefits the audience but also becomes an effective learning tool for the account owner themselves.

The consistent increase in followers on the @qowaidul\_lughoh account can be considered significant. The material, which initially focused on vocabulary (mufrodat), has developed to

include topics such as nahwu, shorof, and even balaghoh. This expansion indicates the account's growth and its ability to cater to a broader range of Arabic language learning needs

### **Learning Media And The Function Of Learning Media**

Learning media is defined as anything that can be used to convey messages and information from learning sources to students, stimulating their thoughts, feelings, attention, and interest in the learning process. Learning media is not limited to conventional tools such as blackboards, books, or images but also includes digital devices and online platforms like social media, including Instagram. The purpose of learning media is to help teachers or educators deliver lesson material more effectively, efficiently, and attractively, providing students with a more varied learning experience.

Learning media plays a crucial role in supporting the achievement of educational goals. In the current digital era, learning media based on information and communication technology, particularly social media, is highly relevant due to its ability to present learning materials that can be accessed anytime and anywhere. This thesis explains that using social media like Instagram as a medium for Arabic language learning provides students with the flexibility to learn independently, interactively, and flexibly. This aligns with the evolving needs of digital generation students, who demand learning experiences that are not monotonous and more responsive to the times

### **Use of Instagram Media on the @qowaidul\_lughoh Account as**

The utilization of Instagram as a medium for Arabic language learning through the @qowaidul\_lughoh account is a response to the rapid development of information technology and the increasing need for adaptive learning in the digital era. Instagram, as one of the most popular social media platforms, provides various features such as photo uploads, videos, stories, reels, and IGTV that can be utilized to present learning materials in an engaging and interactive way. Through the @qowaidul\_lughoh account, Arabic language materials such as vocabulary, grammar (qowaid), everyday conversations, and practice questions are presented in visual and audiovisual formats that are easily accessible to followers anytime and anywhere. This provides flexibility for students to learn independently, flexibly, and according to their own pace and needs.

The @qowaidul\_lughoh account not only serves as a source of information but also as a space for interaction and collaboration between account administrators and followers. Features such as comments, direct messages, and live streaming are used to build two-way communication, where followers can ask questions, discuss, and provide feedback on the material uploaded. This interaction encourages active participation of students, increases learning motivation, and strengthens the Arabic language learning community in the digital realm.

Additionally, the use of social media like Instagram also enables contextual learning, where the material presented is relevant to everyday life and current developments, making it easier for students to understand and apply Arabic in various situations. From the research conducted, the use of Instagram on the @qowaidul\_lughoh account has proven to provide significant benefits in Arabic language learning. These benefits include improving vocabulary and language structure mastery, expanding cultural insights, and practicing language skills (listening, speaking, reading, and writing) in an integrated manner.

Instagram also facilitates learning evaluation through features such as polling, quizzes, and interaction analytics, allowing account administrators to monitor student progress in real-time. Thus, the use of Instagram as a medium for Arabic language learning not only increases the effectiveness and efficiency of the learning process but also addresses the challenges of education in the digital era by presenting more innovative, inclusive, and competitive learning experiences

## **Advantages and Disadvantages of Using Instagram Media on the @qowaidul\_lughoh Account as a Medium for Learning Arabic**

### **Advantages**

#### 1. High Accessibility and Flexibility

Instagram allows students to access Arabic language learning materials anytime and anywhere. This provides flexibility for independent learning and adjusting learning time to individual needs.

#### 2. Varied and Interactive Material Presentation

Instagram features such as feed, Stories, Reels, and IGTV facilitate the presentation of learning materials in visually appealing and audiovisual formats. This content variation can increase students' interest, motivation, and understanding of Arabic language material.

#### 3. Encouraging Participation and Interaction

Instagram provides a two-way interaction space through comment columns, direct messages, and live features. This enables discussions, Q&A, and collaboration between account administrators and followers, creating an active and supportive learning community.

#### 4. Development of Four Language Skills

Through the content presented, students can develop the four basic Arabic language skills: listening (istima'), speaking (kalam), reading (qira'ah), and writing (kitabah) in an integrated and contextual manner.

#### 5. Easy Evaluation and Monitoring

Features such as polling, quizzes, and interaction analytics on Instagram can be used for direct evaluation and real-time monitoring of student progress.

### **Disadvantages**

#### 1. Potential Distractions and Lack of Learning Control

As a social media platform, Instagram also contains various entertainment content that can distract students from learning objectives. Lack of direct supervision from educators can cause students to lose focus or be less disciplined in learning.

#### 2. Limitations in Delivering In-Depth Material

Instagram's posting format, which tends to be short and limited to visuals and captions, can limit the depth of material presented. Complex material or material that requires lengthy explanations is often less optimal when presented solely through this platform.

#### 3. Dependence on Internet Connection and Devices

Utilizing Instagram as a learning medium is heavily dependent on the availability of digital devices and stable internet access. This can be a constraint for students in areas with limited technological infrastructure.

#### 4. Lack of Face-to-Face Interaction

Learning through Instagram tends to lack direct face-to-face interaction, so aspects of affective and social learning, such as character formation and language ethics, are not optimally facilitated.

#### 5. Varied Digital Literacy Levels

Not all students have good digital literacy levels. Differences in ability to use Instagram features can affect the effectiveness of learning and achievement of learning objectives

### **Arabic Learning Media Learning Media Function**

The primary function of learning media is as a tool in the teaching and learning process that can clarify the delivery of messages, increase attention and motivation for students, and facilitate understanding of material. Learning media also serves as a means to overcome limitations of space, time, and human senses. By utilizing learning media, abstract material can be explained

concretely, making it easier for students to understand the concepts being studied. Media can also enrich students' learning experiences through varied material presentations, whether visual, audio, or audiovisual.

Furthermore, learning media functions as a trigger for interaction between teachers and students, as well as among students themselves. Social media like Instagram, with its interactive features, can encourage active participation of students in the learning process, such as through online discussions, comments, or sharing learning content. Additionally, learning media also serves as an evaluation tool, where educators can monitor students' learning progress through their activities and responses to the material presented on social media. Thus, the function of learning media is not limited to information delivery but also encompasses aspects of motivation, interaction, evaluation, and enrichment of learning experiences.

### **Benefits Of Instagram Media**

Instagram as a social media platform has several strategic benefits in supporting Arabic language learning, particularly in the digital era that demands flexibility and open access to information. Based on research findings, Instagram is able to provide an interactive and dynamic learning space through various features such as image uploads, videos, stories, reels, and IGTV. These features allow for varied and contextual presentation of Arabic language material, enabling students to gain a more engaging, easy-to-understand, and relevant learning experience that meets the needs of modern learners.

In addition, Instagram also provides flexibility for students to access material anytime and anywhere, supporting the principle of self-learning that is highly relevant in the era of online learning. Furthermore, Instagram plays an important role in building a collaborative learning community. Through interactions in the comment column, direct messages, and live features, students can discuss, ask questions, and share knowledge and experiences directly with account administrators and fellow users. This not only increases motivation and interest in learning but also strengthens academic social networks that support the learning process sustainably.

In the context of the @qowaidul\_lughoh account, Instagram has been successfully utilized as a medium to enrich vocabulary mastery, understanding of grammatical rules, and Arabic language skills comprehensively, covering aspects of listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). In addition to its pedagogical function, Instagram also provides benefits in terms of evaluation and monitoring of student learning progress. Account administrators can utilize polling, quiz, and interaction analytics features to assess material understanding and user participation levels.

Thus, Instagram not only serves as a medium for delivering material but also as a tool for reflection and evaluation of learning that is responsive and adaptive to the needs of students. Overall, the utilization of Instagram as a medium for Arabic language learning has proven to be able to increase the effectiveness, efficiency, and attractiveness of the learning process, as well as address the challenges of education in the increasingly complex and competitive digital era

### **Arabic Language And The Urgency Of Learning It**

Arabic is one of the international languages that holds a strategic position in the world, both in the realms of religion, social, and education. As the language of the Quran and the primary source of Islamic teachings, mastering Arabic is crucial for Muslims to understand religious texts authentically and profoundly. Additionally, Arabic is widely used in various countries in the Middle East and North Africa, making it central to global communication, diplomacy, and international relations.

In the context of education in Indonesia, Arabic is one of the subjects taught at various educational levels, particularly in Islamic boarding schools, madrasas, and Islamic universities. The urgency of Arabic language learning lies not only in its religious aspect but also in its intellectual and professional significance. Mastering Arabic opens access to classical and

contemporary knowledge written in Arabic and broadens opportunities for study and work in Arabic-speaking countries.

In the era of globalization and information technology advancement, the need for human resources capable of communicating in Arabic is increasing, whether in education, economics, tourism, or diplomacy. Therefore, Arabic language learning must be optimized with innovative and adaptive approaches to the times, one of which is through the utilization of digital media and social media.

In the context of modern learning, integrating information technology like social media Instagram can be a strategic solution to increase the effectiveness and attractiveness of Arabic language learning. Social media allows students to access materials, practice language skills, and interact with the learning community flexibly and interactively. Thus, the urgency of Arabic language learning in the digital era is not only to meet academic and religious needs but also to equip students with global competencies relevant to the challenges of the 21st century.

The optimization of Arabic language learning through digital media is expected to produce a generation that is not only religious and intellectual but also adaptive and competitive at the national and international levels.

### Discussion (مناقشة)

The research results show that the utilization of Instagram social media on the @qowaidul\_lughoh account makes a significant contribution to supporting Arabic language learning. The account consistently presents educational content in the form of vocabulary, grammar (qowaid), practice questions, and everyday conversations in Arabic through various Instagram features such as feed, Stories, reels, and IGTV. The visual and audiovisual presentation of material has proven to increase students' interest, motivation, and understanding of Arabic, in line with the characteristics of the digital generation that is more responsive to social media-based learning.

Further discussion shows that the interactivity built between account administrators and followers is one of the main advantages of utilizing Instagram as a learning medium. Through comment columns, direct messages, and live features, two-way communication occurs that allows students to ask questions, discuss, and receive direct feedback. This not only strengthens the Arabic language learning community in the digital realm but also increases students' confidence in using Arabic actively.

In addition, the time and access offered by Instagram provide flexibility for students to learn independently and adjust their learning pace according to their individual needs. However, this research also found several obstacles that need to be considered. One of them is the potential distraction due to non-educational content on Instagram that can reduce students' focus on learning. Additionally, the limitations in delivering in-depth and complex material are also a challenge, given the posting format on Instagram tends to be short and visual.

Therefore, optimizing the use of Instagram as a medium for Arabic language learning requires strategies for assistance, supervision, and development of sustainable digital literacy so that its benefits can be felt maximally and sustainably. Overall, the use of Instagram on the @qowaidul\_lughoh account has proven its effectiveness as an innovative learning medium that is adaptive to technological developments and student needs in the digital era.

### Conclusion (خاتمة)

Based on the research results and discussion, it can be concluded that the utilization of Instagram social media on the @qowaidul\_lughoh account makes a significant contribution to the

Arabic language learning process in the digital era. Instagram, through its featured features such as feed, story, reels, IGTV, and direct message, is able to present Arabic language learning materials that are varied, interactive, and easily accessible to students anytime and anywhere. The presentation of material in visual and audiovisual forms has proven to increase students' interest, motivation, and understanding of Arabic, while also encouraging more independent and flexible learning.

In addition to serving as a means of delivering material, the @qowaidul\_lughoh account also functions as a space for interaction and collaboration between account administrators and followers. The interaction built through comments, direct messages, and live features not only strengthens the Arabic language learning community but also provides opportunities for students to actively ask questions, discuss, and receive direct feedback. This has a real contribution to improving Arabic language skills, both in terms of listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*).

However, the utilization of Instagram as a learning medium also has several obstacles, including potential distractions due to non-educational content, limitations in understanding in-depth material, and dependence on devices and internet connections. Therefore, optimizing the use of Instagram as a medium for Arabic language learning requires strategies for assistance, supervision, and development of sustainable digital literacy.

Overall, this research proves that Instagram can be an effective, innovative, and adaptive medium for Arabic language learning to technological developments and student needs in the current era. The results of this research are expected to be a reference and inspiration for educators, educational institutions, and social media managers in developing digital-based Arabic language learning models that are more creative, interactive, and competitive in the global era.

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