

Arabic Language Teachers' Use of TikTok Media to Improve Generation Z's Speaking Skills at Madrasah

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Abstract

This study examines using TikTok as a learning medium by Arabic language teachers to improve Generation Z students' speaking skills (maharah kalam) at Al-Ikhlash Islamic School. The research subjects include Arabic language teachers and Generation Z students using TikTok. The population in this study was teachers and students at Madrasah Al-Ikhlash who were taking Arabic language classes. The sample was selected purposively, consisting of 1 Arabic teacher and 11 Generation Z students who actively use the TikTok app as a learning medium. This study adopts a qualitative approach using observation, interviews, and questionnaires, which were analyzed through thematic analysis. The results indicate that TikTok was chosen because it is engaging, easy to understand, and enhances student participation in the learning process. Teachers utilize short video content to present material more varied and less monotonously. Despite challenges such as limited internet access and device availability, using TikTok has proven to support more interactive Arabic language learning.

Keywords

Arabic Language Learning; TikTok; Speaking Skills.



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INTRODUCTION

Arabic language learning aims to develop four essential skills: speaking, listening, reading, and writing. Speaking is considered the most important skill, as it is the foundation for learning and using a foreign language (Albana, 2023). The success in mastering speaking skills cannot be separated from the role of the teacher as an educator. Teachers are crucial to students' academic achievement, as their communication style significantly influences student success (Maisari, 2023). Albert Bandura's social learning theory explains that individuals gather information and shape their behavior based on their environment and the behavior of those around them (Bandura, A., & Walters, 1977). This theory highlights the importance of teacher-student communication and a supportive learning environment in developing students' language skills. In line with this theory, the constructivist approach asserts that learning is an active process in which individuals construct knowledge and thinking patterns through meaningful learning experiences (Ghozali et al., 2021). This approach emphasizes that learning is a process where students build knowledge independently, while teachers act as facilitators who can optimize the use of learning media.

Learning media refers to the tools or methods teachers use to deliver lessons to students to enhance their understanding. Appropriately using media in the learning process significantly improves its effectiveness and efficiency (Rizqoh, 2024). In Arabic language instruction, learning media play a vital role as a means to help students comprehend the material delivered by teachers, whether through technological tools or conventional methods (Prananingrum et al., 2020). Conventional learning media are limited to physical materials such as textbooks, modules, and worksheets, where high costs, lengthy processing time, and excessive paper usage often hinder the delivery of content from teacher to student. During that period, learning was predominantly conducted through face-to-face classroom interactions, with textbooks serving as the primary source of knowledge (Sundari, 2024).

Teaching media, which was once dominated by traditional learning and the use of textbooks, has evolved with the integration of digital technology. Technology has transformed teaching methods, shifting from passive approaches to more active and interactive ones. In the twenty-first century, one significant educational development is using social media as a learning medium. This use of social media is intended to support the achievement of predefined learning objectives and content. Furthermore, the selection of instructional media is aligned to create an ideal learning environment, enabling students to acquire knowledge more easily (Devi, 2021).

TikTok is among today's most popular social media platforms (Leonardo et al., 2022). TikTok is an application developed by a Chinese company to foster creativity among online content creators worldwide, especially in Indonesia, which ranks among the largest internet user populations globally. Its recent surge in popularity is driven by its widespread use, particularly among teenagers. TikTok is currently one of the most downloaded applications, with over 63.3 million total downloads, 11% of which come from Indonesia (kompas.com, 2024). The number of TikTok users in Indonesia has surpassed 10 million, with the majority being Generation Z students. This has made TikTok popular, attractive, and highly favored among young people (Bulele & Wibowo, 2020). TikTok holds potential as an engaging and interactive learning medium. It can serve as an educational tool that captures students' interests and supports interactive learning experiences (Dewanta, 2020). As a fast-growing, student-friendly short video platform, TikTok offers valuable space for teachers and instructors to explore and utilize its features in creating educational language content, including Arabic (Lathifah et al., 2024). Although originally designed purely for entertainment, TikTok has gradually evolved to include educational content as developers began producing various types of academic material focused on different fields of knowledge (Priantiwi & Abdurrahman, 2023).

Social media has become a widespread means of communication and is now extensively used by Generation Z as a platform for virtual interaction (Jailani et al., 2024). Born and raised in a fast-paced, internet-connected environment, Generation Z possesses distinct characteristics and learning styles compared to previous generations (Ni & Hayati, 2024). Each generation exhibits unique traits in acquiring language skills: Generation X tended to rely on traditional methods focused on memorization and grammar; Millennials began to shift toward digital approaches, though they still faced challenges in engaging with Arabic texts; while Generation Z, born in the digital era, prefers fast, visual, and technology-based learning methods (Masrukin, 2025). These differences highlight the need for innovative teaching strategies that address students' evolving needs and challenges. Social media has emerged as a highly appealing medium in the teaching and learning process, particularly in Arabic language education (Faiz & Afrita, 2024).

Research on using the TikTok application as a teaching medium has gained increasing attention in recent years. (Jundi et al., 2023) found that by harnessing technology's potential, we can expand the traditional boundaries of learning and create new opportunities that blend knowledge, skills, and technology to shape a generation ready for tomorrow's challenges. TikTok benefits

education development in Indonesia, especially in creating a digital era learning situation that facilitates learning. However, its use is inseparable from the positive and negative impacts that arise, so it is necessary to have accuracy and caution in seeing TikTok content and depending on what content is searched by its users (Dahlia et al., 2022). Another study by (Syarofi & Syuhadak, 2023) revealed that the use of social media significantly impacts Arabic language learning through audiovisual formats. The findings included increased motivation to learn, improved listening skills, expanded vocabulary mastery, enhanced speaking abilities, easier access to learning materials, and greater creativity. These findings are relevant to the present study as they highlight the relationship between educational technology and its role as a learning medium. Other research also states that using TikTok for teaching Arabic can be an innovative learning approach. One of the benefits reported by students was that the lessons became more engaging and less monotonous. They also gained new learning experiences, became more active, and found it easier to memorize newly introduced vocabulary (Khomsah & Muassomah, 2021). Tik Tok application, together with the right usage methods and techniques, can be used as an interactive learning medium for learning Arabic, especially speaking skills (Miftachul Taubah & Muhammad Nur Hadi, 2020).

Technology has penetrated nearly every aspect of life; however, observations by the researchers revealed that some Arabic language learning environments still conventionally conduct teaching and learning activities without significant technological support. Amid the rapid advancement of technology, there is a growing interest in exploring how integrating technology can enhance the quality and effectiveness of the learning process. In this context, the researchers were motivated to examine how Arabic language teachers incorporate technology into their teaching practices, hoping to enrich students' learning experiences, offer teachers a greater variety of instructional methods, and increase overall student engagement. Several previous studies support this assumption. For instance, (Amzaludin et al., 2023) concluded that TikTok is a recommended social media platform for Arabic language instruction, as it can be an engaging and enjoyable educational medium when used appropriately. Additionally, (Kholil et al., 2024) suggest that TikTok and WhatsApp are suitable platforms for Arabic language learning, as they allow teachers to create interactive classes that meet students' needs.

The urgency of this research lies in understanding how Arabic language instruction at this institution can be enhanced through implementing the TikTok application, helping students improve their Arabic proficiency by utilizing TikTok optimally as an innovative learning medium.

Accordingly, this study is expected to contribute new insights to educational technology, particularly in applying social media as an effective tool for language learning within educational institutions. This research offers a valuable contribution to Arabic language teaching approaches by leveraging technology, specifically the TikTok application, to improve the speaking skills of Generation Z learners at this school. Unlike previous studies, this research focuses on a madrasa that has so far made limited use of digital technology for Arabic instruction. Therefore, it is hoped that this study will provide new perspectives for teachers in educating today's Generation Z students, in alignment with the characteristics of the digital generation.

METHOD

This instructional study employs a qualitative approach to explore in-depth information and gain a deeper understanding of the phenomenon of using TikTok as a medium for Arabic language learning. The qualitative method was chosen because the researcher seeks to understand how teachers implement Arabic instruction using TikTok as a learning tool. Participants in this study consisted of Generation Z teachers and students at Madrasah Al-Ikhlâs, an educational institution that incorporates Arabic language instruction into its curriculum. The student participants were members of Generation Z (born between 1997 and 2012) and were active users of the TikTok application. The population in this study was teachers and students of Madrasah Al-Ikhlâs who were taking Arabic language lessons. The sample was selected purposively, consisting of 1 Arabic teacher and 11 Generation Z students who actively used the TikTok application as a learning medium. This sample selection aimed to obtain relevant and in-depth data according to the research focus. The scope of this study focused on teaching Arabic speaking skills through TikTok media at Madrasah Al-Ikhlâs.

This study aims to explore both the challenges and opportunities associated with using TikTok as a learning medium tailored to the characteristics of Generation Z. A thematic analysis approach is applied, wherein data are analyzed based on recurring themes identified from interviews, observations, and documentation. This analysis aims to understand how teachers utilize TikTok in Arabic language instruction and its impact on the speaking skills of Generation Z students. The data were collected through questionnaires and interviews with teachers and students to better understand their experiences with using TikTok in Arabic learning. Additionally, student questionnaire responses were used to gauge the extent to which they perceived TikTok as an

effective medium for learning Arabic.

FINDINGS AND DISCUSSION

Findings

Based on interviews with teachers at Madrasah Al-Ikhlās, the use of TikTok in Arabic language learning was chosen because it is considered more engaging, contemporary, and capable of making the learning process more enjoyable and easier for students to understand. Teachers utilize TikTok by incorporating short video content to make the material more varied. This media is used effectively and does not bore the students. The initial response from students has been enthusiastic, although teachers still need to monitor their activity to ensure that their focus remains aligned with learning objectives. While the teacher does not yet have a dedicated TikTok account for Arabic instruction and still relies on content uploaded by other creators, the most important aspect is that the content presented is straightforward for students to comprehend.

The Arabic learning materials delivered via TikTok are generally selected based on core content deemed essential, fundamental, and interesting for Generation Z students. These include everyday vocabulary, simple explanations of grammar, and conversational examples that students can apply directly in their daily lives. The material selection aligns with TikTok's short-duration format, requiring teachers to choose concise yet meaningful topics that meet students' learning needs carefully. Teachers divide content into smaller segments or learning series to prevent boredom, allowing students to follow the material step-by-step. One of the main focuses is speaking skills (*muhadatsah*), which are taught by showing simple dialogue videos between two or more people, followed by an assignment in which students create and perform their version of the dialogue. Additionally, teachers ensure that the learning material delivered through TikTok remains aligned with the official school curriculum by matching video content with the prescribed *Kompetensi Dasar* (Basic Competencies), ensuring that the material stays within the framework of formal instruction.

In this way, using TikTok extends beyond merely following social media trends and meaningfully supports structured learning outcomes in Arabic-speaking skills, aligning with curriculum goals. In developing TikTok-based Arabic learning videos, teachers employ a variety of methods and approaches to keep the content engaging and aligned with instructional objectives.

Figure 1. TikTok Account for Learning Arabic Vocabulary and Conversations

For speaking skills practice (*muhadatsah*), teachers typically utilize TikTok videos, which students then reenact. Through this type of challenge, students are assigned short conversation tasks based on pre-determined topics. This method is adequate as it combines speaking practice with students' creativity in producing engaging content. In addition to boosting students' confidence in speaking Arabic, this approach connects learning materials with digital activities that are already familiar in the daily lives of Generation Z. To assess students' speaking abilities after engaging with TikTok-based lessons, teachers employ several strategies, such as assigning speaking practice tasks and conducting oral tests. Through these assessments, teachers can observe how well students apply vocabulary, sentence structures, and Arabic pronunciation in real-life situations. After learning through TikTok content, students are also given assignments or special projects, such as creating conversation videos, short presentations, or other project-based tasks related to the learning material. Student progress in speaking skills is evaluated gradually by monitoring individual and group development, allowing teachers to provide targeted feedback. However, teachers often encounter several challenges when evaluating learning outcomes through TikTok, including limited internet access for some students and unequal access to digital devices. These challenges require teachers to be patient in assisting students and to prepare alternative evaluation methods so that all students can be assessed fairly and equitably.

Based on the results of questionnaires distributed to students, most Generation Z learners at Madrasah Al-Ikhlâs expressed a positive attitude toward using TikTok as a medium for Arabic language education. They reported that learning through short videos on TikTok was more

engaging, easier to follow, and less monotonous than traditional textbook-based methods. However, interview findings also revealed that one or two students responded more neutrally, stating that they felt more comfortable learning from conventional textbooks. These findings indicate that although TikTok is effective in capturing the interest of most students, a variety of learning media remains necessary to accommodate different individual learning styles.

Discussion

The Use of TikTok as a Learning Medium

Based on interviews with teachers at Madrasah Al-Ikhlās, "The use of TikTok as a medium in Arabic language learning was chosen because it is considered more engaging, up-to-date, and capable of making the learning process more enjoyable and easier for students to understand." This aligns with previous research, which emphasizes that Arabic language instruction today must be designed to meet the changing times, making it more accessible and acceptable, especially to students (Dinia et al., 2024). Generation Z, the focus of this study at Madrasah Al-Ikhlās, is highly familiar with social media and digital technologies. Students from this generation expect a learning environment where they can interact with teachers in ways that mirror their experiences in the virtual world (Cilliers, 2017). Social media has influenced the learning characteristics of Generation Z, particularly their need for immediate feedback. Due to the unique learning traits of this generation, researchers recommend adapting teaching methods to better align with the needs of today's learners (Alruthaya et al., 2021). Teachers can utilize TikTok as a creative learning medium to enhance students' speaking skills more efficiently and in a way that resonates with the digital characteristics of this generation. The effectiveness of video-based visual content on TikTok in facilitating vocabulary learning has been demonstrated in studies, which show that visual stimulation through short videos enhances the ability of Generation Z learners to absorb and retain vocabulary, as they tend to prefer visual and multimedia-based information (Faruk & Pianasari, 2025).

Teachers utilize TikTok by incorporating short video content to present lessons more engaging and variedly. This method has been implemented effectively and does not bore students. The initial student responses have been enthusiastic, though teachers must supervise their activity to remain focused on learning objectives. While the teacher does not yet have a dedicated TikTok account for Arabic language instruction, they currently use videos uploaded by other creators as long as the content is straightforward for students to understand. This practice aligns with

constructivist theory, which views learning as an active process wherein individuals construct knowledge and thinking through meaningful learning experiences (Ghozali et al., 2021). Using TikTok in short videos ensures that students are not merely passive recipients of information but are actively involved in the learning process. Research (Rosiana et al., 2025) has demonstrated that social media platforms, such as TikTok, can facilitate students' interactions with native speakers, acquire new knowledge, and enhance their language skills through diverse and interactive content. Consequently, the integration of digital platforms and social media into Arabic language learning fosters a more effective, adaptive, and enjoyable learning experience for students.

Learning Materials Presented via TikTok by Teachers

The Arabic learning materials delivered through TikTok are generally selected from key topics considered essential, fundamental, and appealing to Generation Z students. The audio used in TikTok, which includes the pronunciation of Arabic words or sentences, is presented clearly so that viewers can easily imitate and understand the content being taught (Manurung et al., 2025). The findings confirm that the content on this platform is highly interactive and engaging, thereby supporting vocabulary acquisition and improving pronunciation (Njonge, 2023). The choice of material is adapted to the characteristics of the TikTok platform, which emphasizes short-duration content. Therefore, teachers must carefully select concise topics that are rich in content and aligned with students' learning needs. Authentic and informal TikTok content provides exposure to real-world language and has proven effective in motivating students and enhancing their language skills (Alfitri, 2024). To prevent the TikTok videos from becoming monotonous, teachers divide the material into smaller segments or learning series, allowing students to follow the lessons step by step. One of the primary focuses is speaking skills (*muhadatsah*), which are taught by displaying simple dialogue videos between two or more people. Students are then asked to create their version of the conversation. One of the fundamental skills that students must master is the ability to practice dialogue effectively, assessed by the accuracy of letter pronunciation, correct articulation of short and long vowels, proper intonation, and fluency (Masपाल, 2015).

Furthermore, teachers ensure that the material delivered through TikTok aligns with the existing curriculum at the *madrasah*. The use of TikTok effectively enhances students' language skills, as it fosters a creative and positive learning environment for learners (Cagas, 2022). As stated by a teacher during an interview at *Madrasah Al-Ikhlas*: "Adjust TikTok materials to match the basic competencies in the curriculum. Do not deviate from it." This is achieved by aligning the video

content with the established Kompetensi Dasar (Basic Competencies), ensuring the material remains within the framework of formal instruction. In this way, using TikTok goes beyond merely following social media trends. It supports structured learning outcomes in Arabic-speaking skills, aligning with curricular goals. These findings also reflect the broader understanding that humans utilize media to assist and simplify their tasks (Bujuri et al., 2023).

Methods Used by Teachers in Utilizing TikTok as a Learning Medium

In creating Arabic language learning videos through TikTok, teachers employ various methods and approaches to keep the content engaging while fulfilling educational objectives. Technology integration into Arabic language instruction is urgently needed in today's digital era (Nafilah et al., 2024). Technological advancements have the potential to give rise to new teaching methods and innovative platforms that foster a more dynamic, meaningful, effective, practical, and efficient learning environment (Handayani et al., 2024). Among the methods commonly applied are discussion and simple presentation techniques. Through this study, the material delivered is not limited to one-way explanations; instead, it actively involves students practicing Arabic conversations. This aligns with learning psychology theories, emphasizing that language learning involves active stimulus-response interactions between teachers and students through direct dialogue or independent engagement, such as reading and responding to content (Takdir, 2020). Consistent with previous research, it has been noted that to optimize learning outcomes, teachers must adopt creative and innovative teaching methods, shifting from teacher-centered lectures to module-based learning, hands-on practice, and interactive discussions. This transition is grounded in a learning by doing approach and supported by the increasing use of information technology in educational settings (Didik Himmawan et al., 2023).

Using this approach, the material delivered goes beyond passive explanations and engages students actively in practicing conversations or dialogues in Arabic. Based on interview data, teachers explained that speaking skill exercises typically utilize TikTok videos, which students then practice. In these exercises, students are challenged to perform short conversations on predetermined topics. This method is effective because it combines speaking practice with students' creativity in producing engaging content. In addition to building students' confidence in speaking Arabic, this method also bridges the learning material with digital activities that are already familiar in the daily lives of Generation Z.

Evaluation of the Learning Process

Teachers use various methods to assess students' speaking abilities after participating in TikTok-based learning, including speaking practice assignments and oral tests. Through these strategies, teachers can observe how well students apply vocabulary, sentence structures, and pronunciation in real-life contexts. After engaging with TikTok content, students are also assigned tasks or special projects, such as creating dialogue videos, short presentations, or other project-based assignments related to the learning material. Speaking skill development is evaluated progressively by monitoring individual student progress. This approach enables teachers to track individual and group progress, providing targeted feedback supporting ongoing improvement. However, teachers often face several challenges in evaluating learning outcomes through TikTok. These include limited internet access for some students and unequal access to digital devices. These constraints require teachers to be patient in supporting students and to prepare alternative evaluation methods to ensure all students are assessed fairly.

Based on interview findings, most Generation Z students at Madrasah Al-Ikhlas responded positively to using TikTok as a medium for teaching the Arabic language. This finding aligns with the conclusions of (Khomsah & Muassomah, 2021), who noted that using TikTok for teaching Arabic represents an innovative approach to the learning process. Students reported that learning became more interesting and less monotonous; they gained new experiences, became more active, and found it easier to memorize newly introduced vocabulary. Nevertheless, interviews also revealed that one or two students responded more neutrally and preferred traditional learning through textbooks. This is a noteworthy finding, as it indicates that not all Generation Z students are fully inclined toward social media as a learning platform. Some students may be more accustomed to structured, traditional methods involving textbooks that contain detailed explanations, exercises, and can be revisited anytime, even without internet access.

These findings underscore the importance of incorporating various instructional media to accommodate diverse learning styles. In addition to the advantages and enthusiasm shown by students in using TikTok as a learning tool, interviews also identified several challenges in its implementation that teachers and school administrators must consider. One major issue reported by teachers is the limited internet access at school and in students' homes. Although TikTok can be accessed via smartphones, inconsistent internet connections hinder some students from downloading or uploading learning videos on time. This affects the continuity of the learning

process, particularly for assignments outside regular class hours. Another significant challenge is the availability of technological devices. Not all students own smartphones with adequate specifications to record, edit, and upload high-quality TikTok videos. Some must borrow phones from their parents or share devices with other family members, which limits their ability to complete assignments creatively and independently. These limitations often result in late video submissions or less effective use of TikTok's creative features. Such infrastructural constraints also create additional burdens for teachers in comprehensively monitoring students' learning progress. Teachers must adjust their assessment strategies to avoid disadvantaging students who face technological challenges, for example, by offering alternative assignments such as written tasks or in-class oral presentations for those unable to produce video content. This aligns with previous research, which shows that the integration of digital technology into learning must be supported by adequate infrastructure and facilities within the school (Wijasena & Haq, 2021).

In other words, although TikTok has proven to be a creative and suitable learning medium for Generation Z, its implementation in the field continues to face various technical obstacles that require attention. Schools and teachers are expected to collaborate in developing solutions, such as providing Wi-Fi facilities on campus, optimizing multimedia labs, or offering more flexible video submission schedules. These measures are essential to ensure that all students have equal opportunities to benefit optimally from technology-based learning.

CONCLUSION

This study found that the use of TikTok as an instructional medium demonstrates that Arabic language learning, particularly in the domain of speaking skills (*maharah kalam*), requires innovative methods that align with the times and the characteristics of Generation Z, who were born in the digital era. Generation Z tends to favor learning experiences that are fast-paced, visual, and interactive; thus, the use of social media platforms like TikTok has proven to be an engaging, creative, and accessible alternative for language instruction. With its short-video format, TikTok enables teachers at Madrasah Al-Ikhlâs to present vocabulary, grammar, and conversational examples in diverse formats, supported by audio and visual elements that help students independently mimic proper pronunciation. Interview results with teachers revealed that most students responded positively to using TikTok, expressing increased enthusiasm and reduced boredom compared to conventional textbook-based learning. However, some students still

preferred printed textbooks, citing the structured format and freedom from distractions. These findings highlight TikTok's potential as a relevant learning medium for Arabic education among Generation Z learners. Nevertheless, technical limitations such as unequal internet access and limited device availability remain persistent barriers to implementing social media-based learning. In addition, the effective integration of TikTok as a learning platform also requires a high level of digital literacy from teachers and students. Teachers are expected to be creative in developing concise content that meets the basic competency standards set by the curriculum. Meanwhile, students are encouraged to use technology responsibly, discerning educational content from entertainment, and to utilize social media platforms as learning tools rather than mere sources of amusement. Therefore, strengthening teacher capacity through training in educational technology is a crucial recommendation to support the sustainability of this innovation. Furthermore, continuous improvement of technological infrastructure is essential to ensure that the learning objectives for Arabic, especially speaking skills, can be achieved optimally.

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