The Use of Instagram as a Social Media Platform for Learning Arabic *(Content Analysis on Instagram Account @itaf.id)*

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Article Info	Abstract
	The rapid development of digital technology and the use of social media in this 4.0 era has made social media a primary need for society, one of which is the Instagram application. Instagram is used by its users to share moments in the form of photos or videos. The purpose of this research is to show Instagram users that this platform has other benefits, namely as an easier and more efficient means of learning Arabic The approach used in this research is a qualitative method, where the researcher acts as the main instrument in data collection. The researcher is tasked with understanding the context and analyzing the information obtained from the @itaf.id Instagram account. The main technique applied in data collection is content analysis, which includes an examination of the verbal and visual data available on the social media platform. This article will review the utilization of @itaf.id Instagram account as a medium in Arabic language learning. In addition, this study will also identify the various advantages and limitations of Instagram as an educational tool in supporting the Arabic language learning process in a more interactive and visual-based manner.

Artikel Info	Abstrak
	Perkembangan teknologi digital dan penggunaan media sosial yang semakin pesat di era 4.0 ini menjadikan media sosial sebagai kebutuhan utama bagi masyarakat, salah satunya aplikasi Instagram. Instagram digunakan oleh penggunanya untuk berbagi momen dalam bentuk foto atau video. Tujuan dari penelitian ini adalah untuk menunjukkan kepada pengguna Instagram bahwa platform ini memiliki manfaat lain, yaitu sebagai sarana pembelajaran bahasa Arab yang lebih mudah dan efisien. Pendekatan yang digunakan dalam penelitian ini adalah metode kualitatif, di mana peneliti berperan sebagai instrumen utama dalam pengumpulan data. Peneliti bertugas untuk memahami konteks serta menganalisis informasi yang diperoleh dari akun Instagram @itaf.id. Teknik utama yang diterapkan dalam pengumpulan data adalah analisis konten, yang mencakup pemeriksaan terhadap data verbal maupun visual yang tersedia di platform media sosial tersebut. Artikel ini akan mengulas pemanfaatan akun Instagram @itaf.id sebagai media dalam pembelajaran bahasa Arab. Selain itu, penelitian ini juga akan mengidentifikasi berbagai keunggulan serta keterbatasan Instagram sebagai sarana edukatif dalam mendukung proses pembelajaran bahasa Arab secara interaktif dan berbasis visual.

I. INTRODUCTION

The growing use of the Internet for educational purposes, especially in developed countries, is evidence that this medium allows for a more efficient learning process. This is due to the unique nature and characteristics of the Internet, which is expected to be utilized as a learning tool, just like other media that have been used before, such as radio, television, interactive CD-ROMS, and so on (Falah et al., 2023). One of the most popular platforms today is Instagram, which not only serves as a means of sharing photos and videos, but has also become a platform for informal education, one of which is Arabic language learning. In the context of Arabic language learning, Instagram offers vast possibilities to broaden and deepen understanding of the language, which is one of the six official languages of the United Nations (UN) and has had a significant influence in the culture and history of the Islamic world. According to Cahyono et al. (2022) Learning a foreign language, including Arabic, tends to be more difficult because the language is rarely used or even never used before so that the mastery of vocabulary and sentence structure tends to be unfamiliar to the learners.

The use of Arabic on social media has grown rapidly since 2005. Nonetheless, the practice of using Arabic in daily life is still limited, especially among the general public. Usually, only individuals who have acquired Arabic language learning through formal or non-formal educational institutions are more active in using

it (Kholida, 2022). One of the digital platforms that is currently gaining popularity in the world of education is Instagram. Based on the literature review, Instagram has a meaning derived from the main function of the application. The word "Insta" refers to the term "instant", referring to polaroid cameras that are capable of producing photos quickly. Meanwhile, the word "Gram" is derived from "telegram", a communication method that allows for the transmission of information in a short period of time. Like telegram, Instagram allows its users to share photos, videos, and other information instantly through the internet network, so that the message can be received quickly and widely (Sagiyanto et al., 2018). One Instagram account that consistently provides Arabic learning content is @itaf.id. This account actively uploads various educational materials, such as Arabic vocabulary (mufrodat), interactive quizzes, and advice in Arabic. To be more easily understood by a wider audience, each upload is also accompanied by a translation in Indonesian. Consistency in presenting interesting educational content has made this account popular, with the number of followers reaching 121 thousand. This shows that many users enjoy and benefit from the material shared by the account.

The appeal of Instagram as a medium for learning Arabic lies in its visual and interactive nature. The platform allows users to upload various content formats, such as images, short videos and interactive stories that can be used creatively in the learning process. For example, account owners can design educational content that covers vocabulary, grammar and daily conversations in Arabic with an attractive and easy-to-understand visual display. In addition, features such as Live Streaming and Instagram Stories provide opportunities for users to interact directly and in real-time. Thus, learning is not only one-way, but also more dynamic, expanding the scope of Arabic education beyond the formal classroom (Wijaya, 2023).

However, while Instagram offers various advantages in supporting Arabic language learning, there are also challenges that must be considered. One of the main obstacles is the presence of content that is not academically verified, which can lead to misunderstanding for its users. Therefore, it is important for users to have good digital literacy skills in order to filter the information obtained and choose credible sources. In addition, awareness of digital security is also an important aspect in utilizing Instagram as a learning medium. With the right approach, users can optimally utilize this platform without being trapped in misinformation.

Thus, the utilization of Instagram as a means of learning Arabic has great potential in enriching the learning experience through visual, interactive, and easily accessible content. In the growing digital era, the use of social media as an educational tool is not only relevant but also supports more inclusive and innovative learning models. Through a thoughtful approach, Instagram can be an effective tool in increasing Arabic language interest and proficiency among the wider community.

II. METHOD

The research method applied in this study is a qualitative approach, which aims to gain in-depth insight into the phenomenon being studied. In this approach, the researcher acts as the main instrument in the data collection process, enabling a more contextual and holistic understanding of the object of research (Jailani, 2023). In this study, researchers focused on the @itaf.id Instagram account, with the main technique used being content analysis. This technique includes the examination and interpretation of data in verbal and visual form obtained from social media.

In the data analysis process, there are three main stages carried out by researchers. The first stage is the identification of relevant sources of information, which aims to ensure that the data collected is in accordance with the research focus and can provide comprehensive insights into the case under study (Khofiyya, 2024). The second stage is data presentation, where the information that has been obtained is arranged systematically to make it easier to analyze and understand. This presentation also plays a role in helping to plan the next steps in the research process. The last stage is data verification, which is an evaluation stage that aims to ensure the validity and accuracy of the information that has been collected. This step is very important in ensuring that the conclusions produced are credible and can be accounted for before being analyzed.

III. RESULT AND DISCUSSION

1. The Use of Instagram Social Media @itaf.id as Arabic Learning Media

Along with the rapid development of technology, social media now has an increasingly wide range of functions. Various digital applications can be utilized as an effective learning tool, including in supporting the Arabic language learning process, both in

a formal classroom environment and independently outside the classroom (Husnaeni et al., 2021). The utilization of social media as a learning tool provides flexibility for learners to access materials anytime and anywhere, making it one of the innovative and adaptive educational alternatives to the times.

One Instagram account that actively provides educational content in Arabic language learning is @itaf.id. This account is designed to present various Arabic learning materials in an interesting and easy-to-understand format. The various types of educational content presented include interactive videos, informative pamphlets, and Instagram Stories that discuss various topics, such as Arabic vocabulary (mufrodat), expressions or language styles (uslub), and daily conversation (muhadatsah). The materials are systematically developed to be accessible to learners from various backgrounds and age levels, allowing anyone to learn Arabic in a more flexible and enjoyable way.

To date, the @itaf.id Instagram account has managed to attract the attention of more than 123,000 followers and has shared more than 2,775 uploads containing a variety of educational content about Arabic. This number continues to grow along with the account's consistency in producing and disseminating learning materials every day. With the increasing number of followers and the variety of content published, this account has the potential to become one of the influential Arabic learning resources on social media, especially on the Instagram platform.

2. Instagram Features on the @itaf.id Account
   a) Intagram Feed

   This feature is a collection of all photos and videos uploaded on Instagram accounts that are used for permanent learning materials (Rembulan et al., 2020). In this feature, the @itaf.id account utilizes this feature by uploading content about the Arabic language which is designed as interesting as possible, in addition account owners can add captions to each upload according to the message they want to convey. The @itaf.id account makes the most of this feature on Instagram, uploading photos and videos of material that is permanent and accessible to other users. For an example of its application can be seen in the picture below.
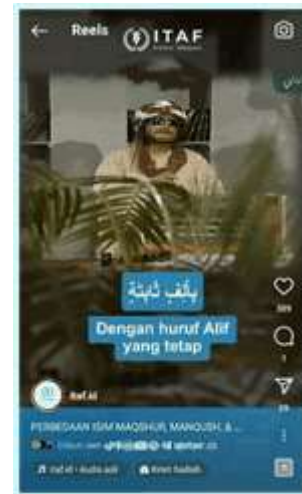

Figure 1. Sc. Instagram @itaf.id

Figure 2. Sc. Instagram @itaf.id

The materials displayed in the picture above cover the three main skills in language learning, namely listening, reading and speaking skills. The followers of the @itaf.id Instagram account can read each material presented clearly and understand the content more deeply.

In the first picture, the @itaf.id account uploads an educational video that discusses the differences between Isim Maqṣūr, Manquṣ, and Mamdūd. This video provides a systematic explanation of the characteristics of each type of word, making it easier for learners to distinguish and understand their use in Arabic. Meanwhile, in the second picture, the account posts a video that reviews the meaning of various Arabic aphorisms. This material not only enriches the vocabulary of its followers, but also provides insight into the values and moral messages contained in these expressions.

In terms of speaking skills, followers can practice the pronunciation of the vocabulary and phrases presented in each post by repeating them over and over again. This method helps them to more easily digest, memorize, and apply them in daily conversations. In addition, the language used in @itaf.id account content is simple and not too complicated, making it accessible to various groups, including beginner learners. By using language that is easy to understand and not too academic, this account becomes more inclusive and can reach individuals who are just starting their journey in learning Arabic.

The simplicity of the language used in the material presented provides an advantage for learners who do not have a strong foundation in Arabic language rules or do not get formal learning at school or at home. This is relevant to the opinion stating that if parents do not have Arabic language skills, then their children will also have difficulty in understanding the language, therefore, the presence of learning media such as the @itaf.id account can be a useful alternative in introducing and deepening the understanding of Arabic for the wider community (Permata, 2015).

b) Instagram Stories

Apart from the Instagram Feed which can post photos and videos, Instagram Stories can also share photos and videos, only in this feature the duration is limited to a maximum of 15 seconds which will expire in 24 hours. In the Instagram Stories feature there are also various features that can be used as an Arabic learning media innovation (Fuadah, 2020).

1) Polling Stories Features

This feature allows users to vote with several options available. In the context of Arabic language learning, this feature can be utilized as a means of interactive quiz, where participants can answer questions by selecting the most correct option.

With this feature, the learning process becomes more interesting and dynamic, as it not only involves cognitive aspects, but also provides an interactive experience for the learners. In addition, the use of multiple-choice quizzes helps to test their understanding of the material that has been learned, while strengthening their memory of the Arabic concepts that are being learned.

2) Comment Stories Features

This feature allows other Instagram users to respond directly by typing their answers. In Arabic language learning, this feature can be utilized as an interactive tool to test users' understanding in a more flexible and personalized way.
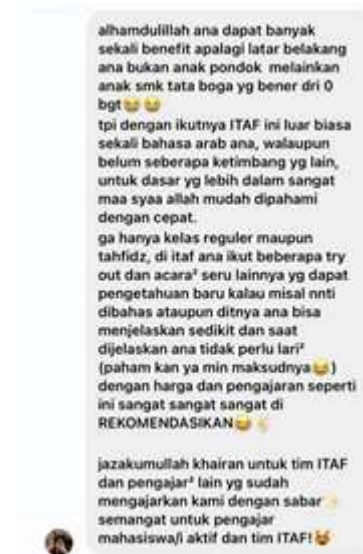

Figure 3. Sc. Instagram @itaf.id

The @itaf.id account deliberately opens a comment column on each upload as a means of interaction for its followers. This feature is used to provide space for followers to answer questions, ask various questions, and discuss the material discussed. This step is part of an effort to support a more interactive and participatory Arabic learning process through social media.

In addition, the existence of an active comment section also reflects the two-way communication between the @itaf.id account owner and his followers. This interaction not only enriches the learning experience, but also creates a more dynamic learning community. With an open discussion space, followers can exchange insights, share experiences, and gain a deeper understanding of the Arabic language (Kurniati, 2022)

3) Quiz Stories Features

This feature is not much different from Polling Stories. The only difference is its appearance with a downward arrangement and choice options.

c) Reels

The Reels feature has been widely utilized in various sectors of life, including in the world of education. As one of the flagship features on Instagram, Reels allows users to share video content with a longer duration than Instagram Stories. This makes it an effective tool in conveying information and learning materials in a more comprehensive and engaging manner for the audience.

Although at first glance it looks similar to the regular photo/video upload feature and Instagram Stories, Reels has significant differences. One of the main advantages of Reels is that it is more permanent than Instagram Stories, which only last for 24 hours. Videos uploaded through Reels will remain stored on the user's profile and can be accessed at any time, unless the uploader chooses to delete or hide them. With this characteristic, Reels is an ideal choice for presenting educational content that can be re-accessed by users over a longer period of time (Dhiya et al., 2023).

The picture above shows one example of the utilization of the Reels feature in the @itaf.id account upload, which is used as Arabic learning media. In the upload, the @itaf.id account teaches how to form mabniy lilmajhul sentences using the context of a soccer match. This approach is designed to make the material more interesting and relevant to the followers of the account, so that they not only understand the concept in theory but can also immediately practice it in various situations.

The video presented in this upload has been equipped with a vocabulary list that is directly incorporated into the conversation text. The selection of vocabulary used is also adjusted to the basic level of understanding, making it easier for beginner learners to understand. In addition, every word and phrase used in the video has been translated into Indonesian, making it easier for followers to understand the meaning.

More than just presenting the material, this upload also ensures that the sentence structure used is in accordance with the correct Nahwu and Shorof rules. This is an important aspect in learning Arabic, because a good understanding of grammar rules will be the main key in mastering the language as a whole. If every learning material pays attention to the correct use of linguistic rules, then it will greatly help learners in building a strong and sustainable basis for understanding Arabic (Carieska, 2020).

3. The Effectiveness of Using Instagram in Improving the Understanding of Arabic Vocabulary and Grammar among Learners.

Among learners, Arabic is an interesting topic to explore in the context of language education that is increasingly shifting towards digital technology. Instagram, as a popular social media platform, offers a variety of visual and interactive features that can be creatively used to deepen language understanding.

First of all, Instagram allows its users to share content in various forms, such as images, short videos, and short stories (Stories). This feature can be utilized by learning account holders to present vocabulary and grammatical structures visually and contextually. For example, they can create posts containing images or videos showing everyday objects or situations with Arabic name tags, so that followers can immediately associate the vocabulary with the images they see.

Furthermore, the visual aspect of Instagram can also increase the attractiveness and engagement of its users in learning. Engaging images and videos can help users understand the context in which vocabulary or grammar is used in real life. This is different from traditional learning methods that rely more on text, where visualization is often limited. By using Instagram, Arabic language learning becomes more alive and relevant to its users.

In addition, the interactivity offered by Instagram is also an important factor in improving language comprehension. Users can interact directly through comments, direct messages, or through the Live Streaming feature. Thus users can utilize this interaction to test their understanding through quizzes or question and answer sessions, as well as provide direct feedback on the use of vocabulary or grammar learned. However, to achieve maximum effectiveness, several supporting factors need to be considered.

First, the quality of the content presented must be well considered to ensure the accuracy and relevance of the information delivered to the user. Secondly, efficient time management in the use of Instagram needs to be considered so as not to disrupt the focus of learning. (Asifah, 2023).

4. Challenges and Obstacles Faced in Using Instagram as an Arabic Language Learning Platform

Instagram as a platform for learning has a lot of potential, but it also faces various challenges and obstacles that need to be considered (Suranto, 2024). In learning Arabic, there must be certain challenges that arise during the teaching process (Zulaina et al., 2020). Obstacles in learning Arabic can be minimized if users understand the types of obstacles, so they can provide appropriate solutions (Ulfah, 2023). Users must also be able to encourage themselves to communicate using Arabic (Maryamah et al., 2023). Then users also need to be careful in selecting and presenting accurate and high-quality materials so that they are not mistaken. In addition, limitations in time management and focus are also a problem. Instagram often offers interaction-inducing features such as notifications, comments and direct messages that can interfere with focused learning. Therefore, users need to devise strategies to effectively manage the use of Instagram so as not to disrupt the ongoing learning process. (Saudah, 2023).

Another challenge is the tendency to get distracted from the actual learning objectives. Features such as constantly changing feeds and time-consuming content can make it difficult for users to stay focused on their planned Arabic language learning (Munawwarah siregat et al., 2024). Then, to learn the language requires activeness, so a means that supports this is needed, one of which is the language environment. The language environment has a very important role in foreign language learning, especially Arabic, because the practice will be more effective if it is carried out in an environment that uses Arabic (Santoso et al., 2021). In addition, there is a risk of social media dependency that can interfere with productivity in learning. Security aspects also need to be considered, especially in interactions between users and account holders on open platforms such as Instagram.

Privacy protection and ethical use of the platform must be maintained to prevent the risk of misuse of information or inappropriate interactions. In addition to these challenges, technological infrastructure is also an important consideration. Stable internet access and adequate devices are prerequisites for using Instagram as a learning platform effectively. In some areas technology accessibility may be a significant barrier in implementing Instagram-based learning.

By being aware of these challenges, users can develop more effective strategies in utilizing Instagram as an Arabic language learning tool. These include proper content selection, judicious timing of use, and use of interactive features.

5. The Impact of Instagram Use in Facilitating Social Interaction in the Context of Arabic Language Learning.

In the context of Arabic language learning, the use of social media can increase accessibility and flexibility in learning, which is very important in the current Society 5.0 era. However, it is important to remember that the use of social media should also be balanced with proper supervision and guidance to avoid potential deviations that can disrupt the learning process (Anggaraini et al., 2022). The effectiveness of social media in learning cannot be ignored either, as written in a study by Indriyati (2023), showing that social media can serve as an effective tool in learning, which indicates that this approach can also be applied in Arabic language learning.

The use of Instagram has a significant impact in facilitating social interaction. The platform not only provides tools to creatively deliver learning materials, but also expands the learning space beyond the classroom environment, Instagram allows its users to create an inclusive and supportive learning community (Sulfikar, 2023).

By creating a dedicated account for Arabic classes, users can enjoy and join and actively participate in discussions, share experiences and learn together. This creates a dynamic platform where users can support and learn from each other, both in terms of Arabic language and in terms of their personal experiences related to Arabic language and culture. In Arabic classes users can also hold live class sessions where they can interact in real-time, ask questions, and participate in

activities guided by the account owner. This not only increases user engagement but also creates a more intimate and open learning environment. In the context of collaboration, Instagram allows its users to work together with account owners in the development of educational content. For example, users can be asked to create Instagram posts or stories that demonstrate the use of Arabic vocabulary or grammar in real-life situations. This not only develops users' creativity but also allows them to actively contribute to the collective learning process. However, despite its many benefits, the use of Instagram also faces certain challenges. Efficient time management and privacy settings are some of them. It is important for users to set clear boundaries and ensure that interactions on this platform remain within a safe and ethical educational context.

Overall, the positive impact of using Instagram in facilitating social interaction of Arabic language learning is significant. The platform not only creates a more meaningful and socially connected learning experience but also prepares its users to face global challenges in Arabic language understanding and mastery as well as intercultural skills (Fatunnisa, 2024).

IV. CONCLUSION AND SUGGESTION
A. Conclusion

Overall, the use of Instagram as an Arabic language learning medium shows great potential in changing the traditional paradigm of language learning. The platform not only facilitates creative and interactive teaching, but also extends the learning space beyond the classroom walls by integrating social and collaborative aspects that are essential in the learning process. In this context, Instagram enables its users to create dynamic learning communities where they can actively engage, share their experiences, and deepen their understanding of the Arabic language and Arab culture in general. Features such as Live Streaming, Stories, and various other interactive tools not only increase their engagement but also strengthen their relationships with each other, creating a more intimate and open learning environment. Nevertheless, challenges such as time management, digital safety, and control over content quality remain important considerations in the application of Instagram as a learning tool. By considering these

challenges wisely, the use of Instagram can be an effective means of enriching its users' learning experience in understanding and mastering Arabic, as well as preparing them to interact in an increasingly digitally connected global society.

Thus, it is important for account owners and users to develop appropriate strategies for integrating Instagram in Arabic language learning. This includes developing relevant and high-quality content, managing positive and productive social interactions, and monitoring technological developments and digital security. The use of Instagram is not only as an additional tool in learning, but also as a platform to build an inclusive and sustainable learning community.

On the other hand, the use of Instagram can be an opportunity to develop Arabic language skills more actively and dynamically, both in the use of everyday vocabulary and in understanding the broader cultural context. Through interactions on this platform, they can feel more engaged and connected to the learning material, which in turn can increase motivation to learn and so on. However, to achieve maximum impact, cooperation between presenters and users in designing and managing the use of Instagram needs to be strengthened. This includes the necessary training and support for account holders to integrate this technology effectively in their teaching, as well as clear and sustainable policies in managing social media use in social media users.

Thus, despite facing complex challenges and considerations, the use of Instagram as an Arabic language learning platform offers great potential in enhancing the learning experience for its users, building an inclusive learning community, and preparing the younger generation to face global demands in today's digital age.

B. Suggestion

The discussion related to this research is still very limited and requires a lot of input, suggestions for future authors are to study it more deeply and comprehensively.

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