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The Utilization of Social Media in Arabic Language Learning Through Blended Learning

Pemanfaatan Media Sosial Dalam Pembelajaran Bahasa Arab Melalui Blended Learning

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Abstract

Keywords: Social Media, Arabic, Blended Learning

The application of Blended Learning continues to develop, by combining online learning with face-to-face learning. Learning uses the Blended Learning method by utilizing social media as an interactive and easy Arabic learning medium for teachers and students. With various features in each existing social media and ease of operation, the use of social media can be implemented in learning Arabic. Social media that can be used includes; WhatsApp, Telegram, TikTok, and Instagram. These four social media have their own advantages and disadvantages that can be considered by teachers in using them.

Abstract

Kata Kunci: Media Sosial, Bahasa Arab, Blended Learning

Penerapan Blended Learning terus mengalami perkembangan, dengan menggabungkan pembelajaran online dengan pembelajaran tatap muka. Pembelajaran menggunakan metode Blended Learning dengan memanfaatkan media sosial sebagai media pembelajaran Bahasa Arab yang interaktif dan mudah bagi guru dan siswa. Dengan berbagai fitur yang beragam di setiap media sosial yang ada dan kemudahan dalam pengoperasian, maka pemanfaatan media sosial dapat diimplemtasikan dalam pembelajaran Bahasa Arab. Media sosial yang dapat digunakan diantaranya; whatsapp, telegram, tiktok, dan instagram. Keempat media sosial ini memiliki kelebihan dan kekurangannya masing-masing yang bisa jadi pertimbangan guru dalam menggunakannya.

INTRODUCTION

In the era of globalization and the increasingly rapid advancement of technology and science, there is no doubt that the emergence of social media networking websites has become an integral part of people's lives. Everyone, especially students, The development of information technology has become an integral part of all activities. Its vast influence cannot be ignored by people or institutions. In addition, many benefits that can be obtained from advances in information and communication technology are increasingly recognized. Organizations that adopt this technology can survive and be more successful than others. Arabic language and Arabic literature learning institutions should utilize this technology to help students in learning. Learning media, according to Suryani et al. (2018:4), learning media is a media used in learning which includes teacher aids in teaching and a means of conveying

messages from learning sources to recipients of learning messages.

Language is the main key to science, and Arabic is no exception. Whoever holds the master key to language means he holds the key to the window of the world. A history will not be historical if there is no language. Therefore, language is one of the keys to opening the path of enlightenment for the future of mankind. Learning Arabic is learning science for something big, because many sources of knowledge use Arabic.

Mastering Arabic (foreign) is not an easy thing because of the very wide scope of material, involving four language competencies. The four competencies are listening, speaking, reading, and listening. To be proficient in these four language competencies, students are required to master adequate vocabulary. A common problem experienced by students in learning Arabic (foreign) is the lack of vocabulary. This is due to several factors, including students

not paying attention to lessons during the learning process. These problems can be overcome by applying the right learning model. The use of *the Blended Learning learning model* will attract students' interest in learning and make it easier for students to understand the material if it is packaged attractively.

Blended Learning is a learning facility that combines various delivery methods, teaching models, and learning styles, introducing a variety of dialogue media options between the facilitator and the students who receive the teaching. The blended learning model also continues to develop, which initially only included virtual learning with unqualified human resources, now it is growing by combining web-based learning, *video streaming*, *synchronous and asynchronous video communication* with conventional learning (Jamil, 2021). Through the *blended learning* model, teachers can foster students' attraction to Arabic subjects which are considered difficult and boring subjects (Kurniati et al., 2021). Hikmah stated that the blended learning techniques that need

to be developed are face-to-face learning, learning using electronic media; and learning using technology media (Hikmah, 2020).

The application of *the blended learning* model is expected to make students more serious when learning Arabic so that the goal of learning Arabic can be realized. Hilmi said that the application of *blended learning* in Arabic learning by utilizing a platform that suits the needs of students and teachers can be an alternative to improve students' language habits (Hilmi & Ifawati, 2020). Social media is one of the online media that can be used to help students improve their Arabic language skills through *a blended learning* model. This is due to the fact that it is quite easy to use and related to the daily life of students. Social media is a type of online media that allows people to communicate, interact, share, *network*, and various other purposes. Social media such as *Instagram*, *WhatsApp*, *Telegram*, and *TikTok* are social media that are recommended to use when learning Arabic.

Several previous studies have mentioned that social media can improve students' Arabic language skills. Among them is Amalina's research which shows that learning Arabic for maharah kitabah using Instagram becomes more flexible, indefinite, and more varied, and the students become more creative and active (Amalina, 2020). Learning using social media also makes learning more interesting, the material presented also becomes more interesting, and easy to understand. Therefore, this study aims to study and find out more about the use of social media in Arabic language learning through *blended learning*, as well as the impact that students and teachers get through this method.

Based on the description above, the discussion of the problem that the researcher will discuss in this study can be formulated by How to use social media in Arabic language learning through *the blended learning* model, which aims to obtain a decryption of the use of social media

in Arabic language learning through *blended learning*.

RESEARCH METHODS

This research is a qualitative research that is a library research that uses books and other literature as the main object (Hadi, 1995: 3). The type of research used is qualitative, namely research that produces information in the form of notes and descriptive data contained in the text being studied (Mantra, 2008: 30).

With qualitative research, it is necessary to conduct descriptive analysis. The descriptive analysis method provides a clear, objective, systematic, analytical and critical description of the use of social media in Arabic language learning through *blended learning*. A qualitative approach based on the initial steps taken by collecting the required data, then classification and description are carried out.

RESULTS AND DISCUSSION

The results of this study include the use of social media in Arabic language learning through *blended*

learning. Basically, the learning process has five main points, namely educators (communicators), students (communicators), learning materials, learning media, and learning objectives. (Dewanta, 2020). One of the effective learning media in this digital era is social media that makes it easier for teachers to deliver material online and is easy for students to understand, and can increase students' learning ability, including in learning Arabic. The results of the study show that the use of social media can help improve the learning ability of Arabic in students by combining 2 online learning methods with face-to-face (*blended learning*)

a. Social Media

Social media is made up of two syllables "media" and "social". Media means a means of communication and social is a social reality that shows that every individual has actions and contributions in society (Mulawarman & Nurfitri, 2017). From these two definitions, it can be concluded that social media is a medium that allows every individual to communicate and interact with the community. Chris Brogan said that social media is a set of

communication tools in which new types of interactions can occur (Chris Brogan 2010). Liedfray said that social media is a communication tool that makes it easier for its users to interact, communicate, share, participate and fill it with content in the form of blogs, wikis, images, videos, forums, voice notes and many other things (Liedfray et al., 2022)

Social media is a series of electronic dots and lines typed on a telegraph machine, which occurred on May 24, 1844. It was also at this time that Samuel Morse sent a telegraph message for the first time to the public. The roots of digital communication along with the modern internet proposal and the current understanding of social media were pioneered by the emergence of the Advanced Research Projects Agency Network conducted in 1969. Then, in 1987, the National Foundation launched a more powerful national digital network under the name NSFNET. After a decade of running, in 1997, the National Science Foundation launched its first social media platform to the public. This is one of the drivers for the birth of the earliest social media network,

namely Six Degrees, which launched in 1997.

In the same year (1997) a website was launched that allowed one to build a personal blog and become famous as a blogger. Social media continues to develop. In 1995, Geo Cities, a website that rents out a service that allows website data to be stored and accessed from anywhere, began the development of other websites. Therefore, Friendster, a new social media, emerged in 2002. At that time, Friendster became the most loved social media by young people. In 2003, Facebook emerged and became more popular.

As time goes by and technology advances, as well as the more creative people in the world of education, social media has become widely used. These various applications can now also be used for learning both inside and outside the classroom (Riqza & muassomah, 2020). The types of social media according to Kaplan and

haenleinada consist of six types, namely (Rafiq, 2020):

- (a) Collaboration Projects. The website allows its users to change, add, or remove the content on this website. For example, Wikipedia.
- (b) *Blogs and Microblogs*. Users are more free to express something on this blog, such as venting or criticizing government policies. For example, Twitter.
- (c) Content Users of this website share media content, such as videos, ebooks, images, and others. For example, YouTube.
- (d) Social networking sites. An application that allows users to be able to connect by creating personal information so that they can connect with others. Personal information can be like photographs. Facebook example.
- (e) *Virtual Game World*. Virtual world, which replicates a 3D environment, where users can

appear in the form of desired avatars and interact with others just like in the real world. For example, online games.

- (f) *Virtual Social World*. A virtual world where the user feels alive in a virtual world, just like a virtual game world, interacting with others.

b. Arabic Language Learning

Learning Arabic involves two components: learning and teaching. Learning is a learning activity with students as the main subject. Instead, the role of the teacher is the most important. As the main subject of learning, students are required to be active during learning. The teacher as a facilitator plays a role in managing the learning class (Noor, 2018). So there is a reciprocal relationship between the teacher's efforts and the students' efforts to understand the lesson. Arabic language learning is a series of two-way activities between teachers and students consisting of learning and teaching related to Arabic language materials in order to realize structured and efficient Arabic

language learning (Kurniati et al., 2019).

Al-Hasyimi Abid Taufiq said that Arabic learning materials in general can be categorized into six types, namely:

1. Qira'ah, which is a linguistic material whose emphasis is on the student's ability to read written texts.
2. Literary studies, namely linguistic materials whose emphasis is on the aspects of the beauty of language and the sense of language.
3. Language rules (Nahwu), which are linguistic materials whose emphasis is on grammatical aspects and sentence structure.
4. Insya', which is a linguistic material whose emphasis is on the student's ability to write and express what is in the mind into written language.
5. Imla', which is a linguistic material whose emphasis is on students' ability to write words and sentences accurately and correctly.

6. Khath, which is a linguistic material whose emphasis is on students' ability to write well and beautifully (Al-HasyimiAbidTaufiq1983,14).

Learning Arabic consists of four skills, namely: listening, reading, speaking, and writing skills. At the elementary school level or mubtadi's level, listening and speaking skills become the first basic skills taught. At the junior high school level or the fourth mutawascy, Arabic language skills are taught in a balanced manner. At the advanced level or mutaqaddim, Arabic language learning is more focused on reading and writing skills (Aziza et al., 2020)

Arabic language learning needs to contain learning components consisting of teachers, students, methods, materials, facilities, and evaluations to influence student learning outcomes. In addition to these components, it is also necessary to pay attention to other factors that

affect student learning outcomes, namely teaching methods, curriculum, relationships between teachers and students, relationships between students and students, and school discipline. There are three ways to assess student learning outcomes, namely cognitive, apektif, and psychomotor aspects.

c. *Blended Learning*

Etymologically, the term *Blended Learning* consists of two words, namely *blended* and *learning*. *Blend* means "Blend or combination, together to improve quality for improvement", or the formula of a combination alignment or blend alignment. While *learning* has a general meaning, namely learning, thus at first glance it contains the meaning of learning which contains the meaning of mixing, or merging, namely between one pattern and another. Sohayya stated that *blended learning* is a form of extension of natural learning from face-to-face learning. The purpose of blended

learning is to help optimize face-to-face or conventional learning through *e-learning* that can be accessed from anywhere and anytime with the help of information technology or the internet. So that the application of *blended learning* is not misinterpreted as an effort to reduce the distance between students and teachers, but rather to increase the interaction between the two (Sohaya, 2019).

This blended learning has proven to be very effective and efficient. It can be said that this learning model saves resources, time and even costs incurred. Students can access learning anywhere and anytime. This learning method can also be developed flexibly. Students can access easy learning modules because they are done online. Facilitators and teachers can deliver material using various methods. For example, video conferences, video tutorials, sharing learning modules and so on.

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various methods. For example, video conferences, video tutorials, sharing learning modules and so on.

There are 3 documentation of the meaning of blended learning presented by Graham, Allen and Ure in Bonk and Graham (2006: 4), namely:

- 1) A combination of learning strategies,
- 2) A combination of learning methods,
- 3) A combination of online learning and face-to-face learning.

Table 1. Illustration Table of The Prototypical Course Classifications

Proportion of Content Delivered Online	Type of Course	Typical Description
0%	Traditional	Course with no online technology used-content is delivered in writing or orally.
1 to 29%	Web Facilitated	Course which uses web-based technology to facilitate what is essentially a face-to-face course. Uses a course management system (CMS) or web pages to post the syllabus and assignments, for example.
30 to 78%	Blended /Hybrid	Course that blends online and face-to-face delivery. Substantial proportion of the content is delivered online, typically

		uses online discussions, and typically has some face-to-face meetings.
80 to 100%	Online	A course where most or all of the content is delivered online. Typically have no face-to-face meetings.

Source: Elaine Allen, Jeff Seaman, and Richard Garrett (2007:5)

Based on some of the descriptions above, it can be concluded that the characteristics of blended learning are a combination of face-to-face and online learning with an online learning composition of 30-79%.

d. The Use of Social Media in Learning Arabic

Media is a means or tool that can be used for learning purposes. Media functions to facilitate the teaching and learning process so that an effective and efficient learning experience is obtained. Social media is a type of online media used to communicate, interact, and share information. In addition, they allow people to study, take selfies, exchange videos, or simply exchange messages.

Digital media is a means for teachers to convey subject matter. The media is used to clarify the material presented. So that the material delivered by the teacher is easier to understand. In addition, students can also apply digital media on their own. This media is not only used when studying at school, but can also be used by students outside of school. The existence of this media will be able to increase the speed of students in learning and understanding lessons.

Various types of media used by the community include print media, electronic media, and social media. In the modern era, the most widely used is social media, where social media is used as a means of communication, a source of information, or as entertainment by the public. Apart from that, currently social media is widely used as a learning medium.

Based on the findings of the research, social media that can be used in learning Arabic are whatsapp,

Instagram, telegram and tiktok (Riqza & Muassomah, 2020; Mustofa, 2020; Amalina, 2020; Fuadah et al., 2020; Qoirunnisa, 2021). These media received positive responses from students in their use for learning Arabic because of their flexible use, unlimited space and time, and more diverse learning. Based on the findings of the research, social media that can be used in learning Arabic are whatsapp, Instagram, telegram and tiktok (Riqza & Muassomah, 2020; Mustofa, 2020; Amalina, 2020; Fuadah et al., 2020; Qoirunnisa, 2021). These media received positive responses from students in their use for learning Arabic because of their flexible use, unlimited space and time, and more diverse learning.

The social media that can be used in learning Arabic includes:

a. Whatsapp

According to Larasati, et al. (2013) WhatsApp is an application for instant messaging and allows us to exchange images, videos, photos, voice messages, and can be used to share information and discussions. Larasati concluded that the use of the WhatsApp application as a means of learning

discussion is included in the effectiveness category (Rahartri, 2019). These features can be used for Arabic language learning purposes and can improve students' Arabic proficiency.

Sa'diyah said that whatsapp can be used in learning maharah kalam even online, besides that the material delivered through whatsapp can be downloaded directly by students and the material explained by whatsapp can be understood by students. And whatsapp can be applied in a variety of learning activities (Sa'diya: 1)

WhatsApp Groups that can be used to learn together with students in one class and can be used to discuss. In WhatsApp groups, teachers can set "only admins can send messages", so that when teachers convey information, they do not collide with students' questions. 2) Video call, this feature can be used by teachers to communicate directly with students individually or in small groups, video calls can also be used by teachers to conduct oral exams. 3) Send messages, which can be used to send information through text messages, photos, audio, and video. h, 2021).

b. Telegram

Telegram is a cloud-based instant messaging app that focuses on speed and security. Telegram is designed to make it easier for users to send text, audio, video, images and stickers to each other securely (Fahana & Ridho, 2018). With this application, digital citizens can interact well. Telegram bot technology has the advantage of one of the secret features of telegram bots being able to download photos and videos. Telegram bots can also be used as an alternative to making and developing online-based learning media practically.

In learning, Telegram can be used as a transmission tool to distribute learning content. Learning content can be in the form of text, audio or video. The step that can be taken is that the teacher forms a group on the telegram application. Its members consist of one study group. In practice, teachers upload a poem with various accompanying elements, both intrinsic and extrinsic elements in the poem. When uploading the

content, the teacher provides information related to learning poetry and its elements, then students can read and give feedback to the teacher through the chat room in the group. If there are things that are not understood, questions can be written in the group chat room and discussed with other students with the direction of the teacher.

Telegram is one of the applications that helps teachers communicate more fun and innovative in providing material for students. Just like Whatsapp (WA), Telegram can be used as a learning medium in Arabic language learning practices. So that both students and teachers can interact directly by expressing opinions and questions about various things that have not been understood about what is in Arabic learning by asking directly to the teacher through the chat room in Telegram. Therefore, even though learning is carried out online, the process is not boring and creates an atmosphere that makes students and

teachers feel as if they are in the real world instead of the virtual world (online).

a. Tiktok

TikTok is one of the video platforms that people often use to record their videos on their phones with a fairly short duration from 15 seconds to 1 minute and this platform is also a trending application today. Moreover, many people have used it because it is so fun that TikTok is starting to be widely used by Indonesians.

TikTok can be used as a means or medium in the learning process that is suitable for use. For starters, the TikTok application can complement the learning interests of students. The TikTok application can attract the interest of students because of its diverse features that can be realized into the learning process. The TikTok application is also proportional to the progress of development and interaction of students can connect and be close to the digital world, especially gadgets.

In addition to the issue of students' interest and interest in the media, the representation of the

message conveyed by the teacher should also be considered in the selection of media. There are at least three functions that move together in the existence of the media. First, the stimulation function that arouses interest in learning and knowing more about everything in the media. Second, the mediation function which is an intermediary between teachers and students. In this case, the media bridges communication between teachers and students. The third function is information that displays the explanation that the teacher wants to convey. With the existence of media, students can capture the information or explanations they need or that the teacher wants to convey (Wisnu Nugroho Aji, 2018).

b. Instagram

Instagram is one of the social media apps used to share photos and videos. Instagram is an instant-telegram application that allows its followers to interact by exchanging likes and comments. Learning Arabic using Instagram starts from maharah kalam, then followed by teaching about qowa'id. The materials that can be taught using this application are

nahwu, mufrodat and mahfuzot. Learning becomes more practical, interesting, clear and complete with useful materials and *quizzes* to strengthen students' understanding of learning Arabic (Fuadah et al., 2020).

Instagram can also be categorized as having features that are quite complete to support the learning process. How to use Instagram as a learning medium can be made on the Instagram feed, *ig stories*, *Reels*, and at the time *of live*.

Learning is not only carried out at school, but teachers can also

communicate with students through social media. Instagram is a social media that can make it easier for teachers to deliver material to students and does not have to use lecture methods like the old learning method. Technology has made it easier for us to interact and convey knowledge to students by not having to face to face and sit in class, but these interactions can be done wherever we are

CONCLUSION

The application of *Blended Learning* continues to develop, by combining online learning with face-to-face learning. Learning uses the *Blended Learning* method by utilizing social media as an interactive and easy Arabic learning medium for teachers and students. With various features in

each existing social media and ease of operation, the use of social media can be implemented in learning Arabic. Social media that can be used includes; WhatsApp, Telegram, tiktok, and instagram. These four social media have their own advantages and disadvantages that can be considered by teachers in using them.

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