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## Arabic Learning Strategies Through Tiktok Entertainment Content to Attract Interest in Learning Arabic

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### Abstract

TikTok content is increasingly in demand by young people in Indonesia. Based on We Are Social data, Indonesia was recorded as the country with the second largest TikTok users in the world in January 2024, namely 109.90 million users with the majority being school-age children. Thus, this platform has the potential to be utilized as an innovative and modern medium for learning Arabic. This study aims to explore strategies for learning Arabic through TikTok in attracting interest in the language using descriptive qualitative observation techniques. The researcher conducted an in-depth analysis of the learning content and the audience's response through the comments column. The results of this research indicate that strategies for learning Arabic through TikTok that collaborate with the latest trends followed by young people can attract students' interest in learning. The recommendation is that learning Arabic through TikTok engages audiences and provides a dynamic and modern learning environment.

**Keywords:** *Learning strategies, Arabic, social media, TikTok*

### Introduction

The shift in the culture of young people who are closer to social media makes learning Arabic today face various challenges <sup>1</sup>. Jayme believes that social media is part of youth culture that they cannot leave, because technology, the

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<sup>1</sup>Yulia Nafa Fitri Randani dkk., "Strategi Pemanfaatan Aplikasi Tik Tok sebagai Media Dakwah untuk Kaum Milenial," *At-Thullab: Jurnal Mahasiswa Studi Islam* 3, no. 1 (2021): 587–601, <https://doi.org/10.20885/tullab.vol3.iss1.art4>.

internet, and social media have an important role, even in the world of education<sup>2</sup>. While in learning Arabic there are four competencies that must be mastered, including maharat al-istima' (ability to listen), maharat kalam (ability to speak), maharat al-qiraah (ability to read), and finally maharat al-Kitabah (ability to write). Listening and reading skills are categorized into receptive skills (al-maharat al-istiqbaliyyah) while speaking and writing skills are categorized into productive skills (al-maharat al-intajiyah)<sup>3</sup>. The challenge is how educators are required to be able to adapt to the times that are increasingly intensive in the use of technology but also pay attention to the goal of achieving maximum ability in these four aspects of competence. In this case, of course educators must have modern strategies for achieving the goals of learning Arabic.

According to Dick and Carey, there are five components in the learning strategy namely<sup>4</sup>: (1) preliminary learning activities; (2) Submission of information; (3) Student participation; (4) Tests; (5) Follow-up activities. However, today's learning strategies for Arabic cannot only be narrowed down by these 5 components. Arabic learning strategies must be demanded to adapt to the times when the use of technology is increasing rapidly. Thus, conventional Arabic learning strategies, such as formal learning in schools, have decreased in existence among the public, especially the younger generation, so they are considered monotonous and unattractive. Of course, this greatly affects students in learning Arabic, such as students who find it difficult to understand the material because

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<sup>2</sup>Fadhliha Izzati Rinanda Firamadhina dan Hetty Krisnani, "Perilaku Generasi Z terhadap Penggunaan Media Sosial: TikTok sebagai Media Edukasi dan Aktivisme," *Share: Social Work Journal* 10, no. 2 (2021): 199, <https://doi.org/10.24198/share.v10i2.31443>.

<sup>3</sup>Zamri Ahmad dan Ibtisam Abdullah, "Metode Pengajaran dan Pembelajaran Bahasa Arab Berasaskan Empat Kemahiran," *Prosiding Seminar Pengajaran & Pembelajaran Bahasa Arab 2014*, 2014, 1-5.

<sup>4</sup>(As'ari, 2010)

of the same learning patterns, the absence of innovation, and different variations<sup>5</sup>.

With the shift in the culture of young people as information and communication technology develops so quickly, it demands learning Arabic to have novelty in learning in order to achieve quality education. One of them is by utilizing social media as a creative, innovative and modern Arabic language learning, see the We Are Social report which shows that the number of active users of social media in Indonesia is 167 million people in January 2024 with the time spent reaching 3 hours 18 minutes each day<sup>6</sup>. This duration is the tenth highest in the world. So, this potential must be utilized in the realm of education, especially in learning Arabic.

In this case, technology-based Arabic language learning is actually a solution to increase students' interest in learning Arabic. Learning strategies with this technology have their own charm to make it easier for students to learn. This is in line with the instructions in government regulation number 17 of 2010 articles 48 and 59 (Indonesia) which stipulates the development of an educational information system based on technology and information. Technology-based learning tends to increase student interest because it is freer so that learning is more relaxed and flexible with wider material<sup>7</sup>. However, in the use of technology

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<sup>5</sup>Samsuar a Rani, "Pembelajaran Bahasa Arab Berbasis Teknologi Informasi Komunikasi," *At-Ta'dib* ix, no. 02 (2017): 163–177.

<sup>6</sup> Shilvina Widi, "Pengguna Media Sosial di Indonesia Sebanyak 167 Juta Pada 2023," Data Indonesia, 2023, <https://dataindonesia.id/digital/detail/pengguna-media-sosial-di-indonesia-sebanyak-167-juta-pada-2023>.

<sup>7</sup>Ariyono Setiawan dkk., "Pengembangan E Learning Sebagai Media," ... *Nasional SANTIKA Ke-1* ..., no. September (2019): 52–56, <http://santika.ijconsist.org/index.php/SANTIKA/article/view/15>.

as a learning medium, media that has not yet been found to attract interest to be used as learning Arabic is a problem that must be resolved immediately<sup>8</sup>.

Technological developments create a variety of social media that can be a means for educators to convey material to students. However, this resulted in educators being confused in choosing effective social media, which ultimately resulted in educators returning to using conventional learning media<sup>9</sup>. Meanwhile, social media is a place for communication, expression, and collaboration in developing skills creatively, easily, and quickly. In this case, social media can be used as a creative learning media that should be utilized<sup>10</sup>. Social media is a highly interactive platform where people can share information, discuss and modify other users' content<sup>11</sup>.

Social media, along with the development of technology, shows many positive sides that can be used as learning media. What is now in great demand is TikTok, which was originally an entertainment medium, but in the end, it can be used as a delivery strategy for learning Arabic<sup>12</sup>. Seeing the fact that We Are Social recorded Indonesia as the country with the second largest TikTok user in the world in January 2024, namely 109.90 million users with the majority being school-age children, this application is a platform that is in demand and attractive

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<sup>8</sup>Ahmad Zubaidi, Junanah Junanah, and M. Ja'far Shodiq, "Pengembangan Media Pembelajaran Mahârah Al-Kalâm Berbasis Media Sosial Menggunakan Aplikasi Tiktok," *Arabi: Journal of Arabic Studies* 6, no. 1 (2021): 119, <https://doi.org/10.24865/ajas.v6i1.341>.

<sup>9</sup>(Atsani, 2020)

<sup>10</sup>Nurin Salma Ramdani, Hafsa Nugraha, and Angga Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran dalam Pembelajaran Daring," *Akademika* 10, no. 02 (2021): 425–436, <https://doi.org/10.34005/akademika.v10i02.1406>.

<sup>11</sup>Jan H. Kietzmann et al., "Social Media? Get Serious! Understanding the Functional Building Blocks of Social Media," *Business Horizons* 54, no. 3 (2011): 241–251, <https://doi.org/10.1016/j.bushor.2011.01.005>.

<sup>12</sup>Lira Hayu Afdetis Mana, "Respon Siswa Terhadap Aplikasi Tiktok sebagai Media Pembelajaran Bahasa Indonesia," *JIRA: Jurnal Inovasi dan Riset Akademik* 2, no. 4 (2021): 428–429, <https://doi.org/10.47387/jira.v2i4.107>.

to the younger generation <sup>13</sup>. TikTok can be used as an interesting and interactive learning medium for students. In terms of experience, TikTok has presented an interactive interface and content production experience <sup>14</sup>. An easy-to-use platform for learning with the advantage of being able to distribute content more broadly <sup>15</sup>. TikTok is an audio-visual platform that offers pedagogical abilities, realistic experiences, increased motivation, and engagement as creators <sup>16</sup>, and is effective to support the creativity of learners <sup>17</sup>. So, the TikTok platform has several advantages that can be used as a medium for learning Arabic.

TikTok is a social media platform where users can create 15-60 second videos accompanied by creative features such as music, filter stickers and more <sup>18</sup>. These supporting features can make learning content interesting and easy to distribute <sup>19</sup>. This application was founded by a company from China, China. Byte Dance was the first to launch a short-duration application called Douyin. In just 1 year, Douyin has 100 million users and 1 billion video views every day <sup>20</sup>. This potential for TikTok has made it have many users, especially young people who

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<sup>13</sup>Widi, "Pengguna Media Sosial di Indonesia Sebanyak 167 Juta Pada 2023."

<sup>14</sup>Jiang Xiao Yu, "Research on TikTok APP Based on User-Centric Theory," *Applied Science and Innovative Research* 3, no. 1 (2019): 28, <https://doi.org/10.22158/asir.v3n1p28>.

<sup>15</sup>Cell Dilon, "Tiktok Influences on Teenagers and Young Adults Students: The Common Usages of the Application Tiktok," *American Scientific Research Journal for Engineering, Technology, and Sciences* 68, no. 1 (2020): 132–142.

<sup>16</sup>Jack Koumi, "Learning Outcomes Aforded by Self-Assessed , Segmented Video – Print Combinations," *Cogent Education* 2, no. 1 (2015): 1–27, <https://doi.org/https://doi.org/10.1080/2331186X.2015.1045218>.

<sup>17</sup>Heekyoung Jung and Zea Qiyang, "Learning and Sharing Creative Skills with Short Videos: A Case Study of User Behavior in TikTok and Bilibili," *International Association of Societies of Design Research Conference*, no. 10 (2019): 25–50, <https://www.researchgate.net/publication/335335984>.

<sup>18</sup>Astrid Kusuma Rahardaya, Irwansyah Irwansyah. "Studi Literatur Penggunaan Media Sosial Tiktok Sebagai Sarana Literasi Digital pada Masa Pandemi Covid-19." *Jurnal Teknologi dan Sistem Informasi Bisnis* 3, no. 2 (2021): 308-319. <https://doi.org/10.47233/jteksis.v3i2.248>.

<sup>19</sup>Ryan Priatama et al., "ANALISIS TEKNIK DIGITAL MARKETING PADA APLIKASI TIKTOK (Studi Kasus Akun TikTok @jogjafoodhunterofficial)," *SOCLA: Jurnal Ilmu-Ilmu Sosial* 18, no. 1 (2021): 49–60, <https://doi.org/10.21831/socia.v18i1.40467>.

<sup>20</sup>Wijaya, "Analisis Following to Likes Ratio Tiktok Pada Top 5 Vendor Smartphone Di Indonesia," no. 19101129 (2021).

use this platform for entertainment, information, and knowledge which is presented concisely and clearly through TikTok content.

The learning strategy with the TikTok platform is the right trick to increase people's interest in learning. What's more with the interesting features and the creation of TikTok content combined with the latest trends that are loved by young people. In TikTok, there are several content creators who use the TikTok media to show their skills and present Arabic learning content to the public <sup>21</sup>. Such as content creators with their distinctive strategy that combines learning Arabic with a trend that is currently viral, namely Bachrul Alam.

Bachrul Alam's content is considered by the audience as Arabic learning content that is not monotonous in material alone but combines viral things that are entertaining among TikTok users. Like comments from the Salmanfaris81610 account which commented "It's better to learn Arabic with Bachrul Alam" and Raisyaputimuly94's comment which said, "Arabic is an exciting language and a language that is challenging and makes people curious to make people want to learn it". This means that the strategy used by Bachrul Alam to convey Arabic material in his TikTok content can attract interest in learning Arabic which does not only reach an audience that really wants to learn Arabic, but also an audience that was initially not interested in learning Arabic. Thus, the strategy he uses is very suitable for Arabic language educators to adapt to increase their interest in learning Arabic and to create a technology-based Arabic learning ecosystem that is creative, innovative, modern, and not boring.

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<sup>21</sup>Muhammad Afiq Aminullah, Fadilah Al Azmi, dan Darul Jalal, "Pembelajaran Bahasa Arab Mandiri Melalui Platform Aplikasi Tiktok Sebagai Tren Belajar Masa Kini," *Al Mi'yar: Jurnal Ilmiah Pembelajaran Bahasa Arab dan Kebahasaaraban* 5, no. 2 (2022): 283, <https://doi.org/10.35931/am.v5i2.1219>.

The previous research with a discussion similar to the research that the researchers conducted were as follows: (1) Research by Muhammad Afiq Aminullah, Fadilah Al Azmi, Darul Jalal in 2022 on independent Arabic learning with the TikTok application with the results saying that learning Arabic in TikTok varied, with teaching approaches and models that are not boring, so that Arabic learning content in TikTok can be used for self-learning models <sup>22</sup>; (2) Miftachul Taubah and Muhammad Nur Hadi's research in 2021 regarding the TikTok application as a learning medium for Maharah Kalam with the results regarding the reasons for the usefulness of TikTok as an Arabic language learning media, namely that TikTok can provide for student learning needs, can attract student interest in learning with its features and updates, and very relevant to the culture of the younger generation which is close to the digital world <sup>23</sup>.

Furthermore, (3) Research by Ericha Tiara Hutamy, Fany Swartika, Andi Naila Quin Azisah Alisyahbana, Nur Arisah, and Muhammad Hasan in 2021 regarding students' perceptions of TikTok as a learning medium with results stating that 55.36%, TikTok can be used as learning media in accordance with the relevance of learning material. Learning with TikTok is a unique new trend in delivering teaching materials, and is able to encourage students to be more expressive through videos with the features provided <sup>24</sup>; and (4) Research by Dian Herdiati, Dhika Dwi Atmaji, Raden Mas Aditya Andriyanto, and Dani Nur Saputra in 2021 on the TikTok application as a medium for learning music with

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<sup>22</sup>*Ibid.*

<sup>23</sup>Miftachul Taubah dan Muhammad Nur Hadi. "Aplikasi Tik Tok Sebagai Media Pembelajaran Maharah Kalam." *Jurnal Mu'allim* 2, no. 1 (2020): 57–65. <https://doi.org/10.35891/muallim.v2i1.2201.ubah> & Hadi, 2020)

<sup>24</sup> Ericha Tiara Hutamy dkk., "Persepsi Peserta Didik Terhadap Pemanfaatan Tik Tok Sebagai Media Pembelajaran," *Prosiding Seminar Nasional Penelitian Dan Pengabdian 2021* 1, no. 1 (2021): 1270–1281, <http://prosiding.rcipublisher.org/index.php/prosiding/article/view/294>.

the results stating that TikTok can become a learning medium for a technology-based 4.0 learning system that supports policy independent campus. TikTok is also easy to use with features that support student development in distance learning<sup>25</sup>.

With everything that has been previously described by the researcher, this research is a continuation of previous research with different research objects, namely the researcher focuses on one of the creators of Arabic learning content on TikTok, Bachrul Alam, who has a special strategy that is unique in delivering his material and gets a response. positive from young users on TikTok. The purpose of this research is to find out strategies for learning Arabic through social media TikTok in attracting interest in learning Arabic.

## **Method**

This study uses a qualitative approach with a descriptive method because this study aims to describe and illustrate how Bachrul Alam's Arabic learning strategy on TikTok can attract interest in learning Arabic. The object of this research is Bachrul Alam's TikTok account which offers 4 learning models, namely parody, translating songs, raising viral issues, and games. The researcher conducted an in-depth analysis of the learning content on the account and the audience's response through the comments column. The data collection technique in this study was that the researcher made in-depth observations of the learning content on the account and audience responses through the comments column.

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<sup>25</sup>Dian Herdiati et al., "Pemanfaatan Aplikasi Tiktok Sebagai Media Pembelajaran Musik di SMAN 1 Muara Enim, Sumatera Selatan," *Virtuoso: Jurnal Pengkajian dan Penciptaan Musik* 4, no. 2 (2021): 111–119, <https://doi.org/10.26740/vt.v4n2.p111-119>.



In addition, researchers documented the results of observations to strengthen the data obtained.

Sources of data in this study consisted of primary and secondary. The primary data source consists of several Arabic content video posts from a TikTok account with the username Bachrul Alam. The secondary data sources consist of books and journals that are relevant to this research. The data analysis technique used in this study is the Miles and Huberman method which is carried out in three stages, namely: (1) Data reduction by selecting, focusing, simplifying, abstracting, and transforming data. The aim is to get findings that will then become the focus of the research; (2) Presentation of data by presenting the data obtained in the form of pictures or tables, so as to provide an understanding of the data so that they can determine the next steps; (3) Drawing conclusions by making a summary of the results of the analysis in a brief description.

## **Results and Discussion**

Technological developments make it easy to transfer or obtain information. Learning Arabic today must be designed according to the times so that it is easily accepted by society, especially students. TikTok with its various features has various advantages where its users can express and share their videos with the wider community so that they can be used as entertainment or lessons<sup>26</sup>. For the distribution of Arabic learning content to be effective and reach a broad audience, specific strategies are needed that content creators must apply.

In analyzing Arabic learning strategies that utilize social media TikTok in attracting public interest in Arabic in the current era, researchers will focus on

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<sup>26</sup>Hasan, "Pemanfaatan Aplikasi Tiktok dalam Pembelajaran Bahasa Arab," *Pinba Xiii 2021*, 2021, 211–225, <http://prosiding.imla.or.id/index.php/pinba/article/view/269>.

analyzing the strategies implemented by one Tiktoker Arabic activist with the user name @bachrulalam\_. Initially, Bachrul Alam was a comic who had a job as a remote editor. Bachrul Alam was a participant in the Sucix Stand-up Comedy audition. However, his name became popular since he actively created content that was unique and funny but had its own message so that it was of value to the audience. With his creativity, Bachrul Alam has 480,7K followers and his likes reach 18,8M on social media TikTok in 2024. The content is made by adjusting the phenomena or things that are currently being discussed, so this invites the audience's interest to watch the video until the end and even repeat it. When the same content is viewed repeatedly, the content has the potential to be trending and TikTok will collect many viewers and make it easier for content creators to distribute their content, because it is considered attractive to the audience<sup>27</sup>.

Of all the content created, on average the content that generates high insight is actually dominated by content that collaborates current trends with Arabic, such as parodies using Arabic, and so on. The younger generation is the main user, so the content discussed must also mention the current trends that they follow<sup>28</sup>. TikTok has its own algorithm for distributing content. The TikTok algorithm is more democratic and capable of making content go viral. Users can choose trending music according to their wishes to reach a wider audience, and edit videos with the addition of various TikTok features. After that, users can write content titles and can also include hashtags so that content distribution is

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<sup>27</sup>Nurin Salma Ramdani, Hafsa Nugraha, dan Angga Hadiapurwa, "Potensi Pemanfaatan Media Sosial Tiktok Sebagai Media Pembelajaran dalam Pembelajaran Daring," *Akademika* 10, no. 02 (2021): 425–436, <https://doi.org/10.34005/akademika.v10i02.1406>.

<sup>28</sup>Shuai Yang, Yuzhen Zhao, and Yifang Ma, "Analysis of the Reasons and Development of Short Video Application-Taking Tik Tok as an Example," *International Conference on Information and Social Science (ICISS 2019)* 9, no. ICISS (2019): 340–343, <https://doi.org/10.25236/iciss.2019.062>.

maximized. Hashtags are metadata tags that start with the hash symbol, #. Hashtags are widely used as a form of tagging that allows cross-referencing of content that shares a subject or theme. Then, the algorithm will run automatically according to what the user is looking for, whether it comes from hashtags, music, titles, features used, or whatever is on the search engine<sup>29</sup>.

With the sophistication of social media technology today, creative Arabic learning content with strategies that are liked by the audience will quickly attract a wider audience and new enthusiasts. Interest itself is a condition to be able to accept or carry out an activity in order to achieve a goal. Interest will occur if it is related to one's own desires or needs. In this case, Bahrul Alam succeeded in creating a new strategy in learning Arabic based on social media TikTok by means of unique content packaging, so as to attract audience interest by inviting lots of interaction in his learning content. As for the contents of Bachrul Alam that are relevant to learning Arabic, the researcher will explain further through the following analysis:

### ***Parody Content***

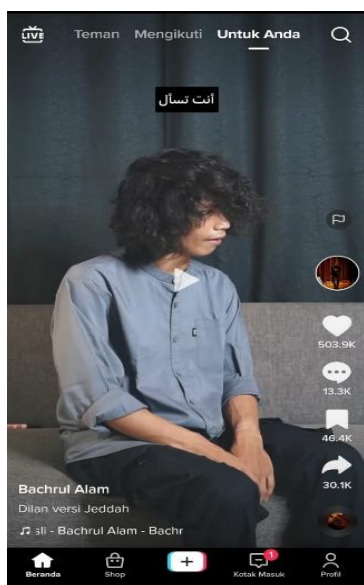
Parody according to the Big Indonesian Dictionary is literature or art that is done by imitating the style, said the author, or other creations intentionally with the aim of looking for a humorous effect<sup>30</sup>. On the TikTok platform, there are lots of content creators who make the concept of parody their trademark. This is because parody content has elements of humor and has an entertaining appeal in the minds of the audience. Learning using TikTok social media utilizes audio-

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<sup>29</sup>Hsia Ching Chang and Hemalata Iyer, "Trends in Twitter Hashtag Applications: Design Features for Value-Added Dimensions to Future Library Catalogues," *Library Trends* 61, no. 1 (2012): 248–58, <https://doi.org/10.1353/lib.2012.0024>.

<sup>30</sup>Badan Pengembangan dan Pembinaan Bahasa, "Kamus Besar Bahasa Indonesia (KBBI)," Pusat Bahasa, 2023.

visual features that attract students' interest. Collaborating with creativity using parody content, the learning model will be even more fun <sup>31</sup>. The TikTok platform is indeed designed to entertain or as a medium that provides content for entertainment to its users, so parody is an interesting type of content and is able to invite many viewers and interactions. With this potential, Bachrul Alam uses it to collaborate on Arabic material in the form of a parody of current trends or issues, as follows:



Picture 1. Learn Arabic with parodies

Table 1. Learn Arabic with parodies

Information	Language Copy
Bachrul Alam's content is presented with a duration of approximately 21 seconds which has been watched by 4.8M with likes reaching 504K, 13.3K comments, 46.4K saved times, and 30.1K shares. This is a parody of Dilan Cepmek's viral content. The sentences used in this content are translated from Dilan Cepmek's content.	أنت تسأل، تسريح شعري؟ أنت تسأل، أنا قد أعرفتك تسريح هذا، جيبميك تسريح جيبميك، رور لاتنسى أنت جوين ليف ليف

<sup>31</sup>Nurin Nauvalia and Iqwan Setiawan, "Peran Media 'Tik Tok' dalam Memperkenalkan Budaya Bahasa Indonesia," *Satwika: Kajian Ilmu Budaya dan Perubahan Sosial* 6, no. 1 (2022): 126–138, <https://doi.org/10.22219/satwika.v6i1.20409>.

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Bachrul Alam imitated Dilan Cepmek in his hair appearance, speech intonation, and words. However, he packaged it using Arabic.

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Table 1 describes Bachrul Alam's content, which parodies Dilan Cepmek in Arabic. Dilan Cepmek is a content creator who is famous for his content, which always parodies the Dilan character in the Dilan film. He has a unique characteristic with the way he talks and his hairstyle which he calls "Cepmek", that makes him viral. This virality has been used as a parody by several Tiktokers for entertainment content that attracts audiences, including Bachrul Alam. Bachrul Alam adapted this trend by making parodies imitating Dilan Cepmek and translating his words into Arabic. The strategy used by Bachrul Alam in introducing Arabic by adapting Dilan Cepmek's viral content provides a special attraction for the audience. This strategy is able to introduce Arabic not only to those who are already interested in Arabic, but can also attract other audiences who are interested in Dilan Cepmek's content to become interested in Arabic as well. This is evidenced by the observation data up to January, 2024, in the comments column on Bachrul Alam's Arabic content with various responses, as follows:

Table 2. Audience response to Bachrul Alam's content

No.	Comment	Commenter	Information
1.	“Yh alhamdulillah	Fey’s here	This audience indirectly

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gw belajar bahasa Arab”		makes Bachrul Alam's content a place to learn Arabic.
2. “Ngakak banget liat yang versi Arab”	I’m gonna be star	The parody content packaged by Bachrul Alam can be an interesting medium for introducing Arabic with the concept of entertainment.
3. “Gw auto ngerti bahasa Arab”	Yos zandy	This parody content can indirectly become an exciting and entertaining medium for learning Arabic.
4. “Gua pengen bisa bahasa Arab”	Rahmah	This content can attract the audience's interest in learning Arabic.
5. “Boleh guna bhs Arab lepasni”	Sunshine	The parody content, although conceptualized for entertainment purposes, can increase audience awareness of the use of Arabic.

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Table 2 shows that Bachrul Alam's strategy in conveying Arabic learning through entertainment content in the form of parodies received a positive response from the audience. This content is considered to be a fun and entertaining way to learn Arabic. By watching this content, the audience will indirectly learn Arabic, even though they only feel they are watching entertainment content in the form of a parody. The uniqueness of Tiktok with short videos will make users play videos repeatedly if the content is entertaining, so distribution will occur quickly. Aside from being entertaining the Bachrul Alam delivery strategy can increase audience awareness and interest in learning or using Arabic in a fun way, each audience's version.

### ***Viral Songs Content***

TikTok is a platform with music features that users can use to support the content they create. TikTok has its own way of working with this music feature. When a user makes a video using music or a song that is currently viral, the opportunity for the content to be distributed will be even greater, so that it will be easier to reach an audience. This potential is also utilized by Bachrul Alam when creating content and introducing Arabic language learning on social media, especially the TikTok platform. Bachrul Alam often translates trending songs on TikTok into Arabic, as in the following content:



Picture 2. Learn Arabic by translating viral songs

Table 3. Learn Arabic by translating viral songs

Information	Language Copy
Bachrul Alam's content is approximately 22 seconds long, which has been watched 2.7M times, with 276.5K likes, 4050 comments, 28.0K saved times, and 10.5K shares.	رقص - يرقص أرقص باليد ددعلى الرأس س س كما قال هو أنا أرقص أرقص باليد ددعلى الرأس س س كما قال هو
This video features a song related to Wednesday, which is then translated into Arabic with funny viral dance moves that match the rhythm of the music.	

Table 3 explains the content of Bachrul Alam translating the song that is currently viral along with the Wednesday dance trend. Dance Wednesday has been trending on TikTok since last November 2022. Initially, there was an account that uploaded edits to the Wednesday dance scene with Lady Gaga's Bloody Mary song, so this song went viral with its distinctive dance. The character Wednesday is a character in a viral film that is being discussed by young people on social media TikTok. This moment is certainly used by many content creators to gain high insight from the virality of Wednesday's character by creating content relevant to Wednesday, including Bachrul Alam.



The strategy for delivering Arabic material which is very unique by translating the song Bloody Mary into Arabic and accompanied by its funny Wednesday dance, can enable the content to attract the audience's interest in watching this video content until the end. The strategy can also attract an audience that initially has no background in the Arabic language, to pay attention to the Arabic language through its unique content. As in the observed data up to January, 2024 through the comments column on Bachrul Alam's Arabic content, the audience responded with various responses:

Table 4. Audience response to Bachrul Alam's content

No.	Comment	Commenter	Information
1.	“Arab bahasa yang seru dan bahasa yang menantang dan membuat penasaran bikin orang ingin mempelajarinya”	Raisyaputrimuly94	Bachrul Alam's content can create an image of Arabic that is both challenging and interesting to learn.
2.	“Kyo e aku kudu mengikuti iki ya bn belajar bahasa Arab itu seruuu”	Ngtys	Bachrul Alam's content with its unique delivery strategy can be used as an exciting and fun medium for learning Arabic.
3.	“Buat banyak yang begini Bang. Gw	Aiman Mahadi	The entertainment content that Bachrul

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nggak tahu kenapa, tapi gw seneng hafal”	Alam creates is capable of being an interesting medium for learning Arabic but is also effective for increasing vocabulary memorization.
4. “Enak ya yg bisa Editornoob75 bahasa Arab enak aja gitu klo didenger”	Bachrul Alam's content strategy with the concept of entertainment and Arabic materials that he presents can attract the attention of the audience to hear Arabic conversations.
5. “Bang cara biar Tango bahasa Arab lancar gimana? Metode belajarnya?”	The content that he creates wants to be able to attract the attention of the audience to have a desire to learn Arabic.

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Table 4 shows that the content delivery strategy created by Bachrul Alam by collaborating Arabic with a song that is currently viral can be a fun and creative learning medium for the audience. Evidenced by the positive response from several audiences who are interested in learning Arabic in the content

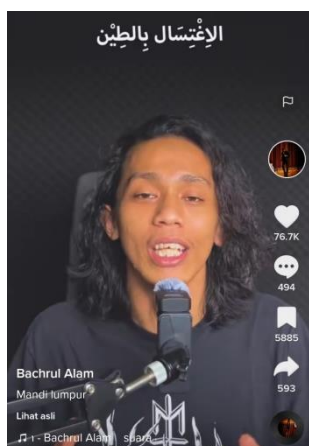
created by Bachrul Alam. Apart from being interesting and considered fun, the learning strategies he created were also effective in increasing the audience's vocabulary in learning Arabic. Tiktok can be a learning medium that uses an audio-visual mentality where students will learn through moving images and sound backgrounds that make learning more interesting and fun <sup>32</sup>. Audiences can easily and happily entertain themselves by watching Bachrul Alam's entertainment content, but they can also indirectly learn and add to their Arabic vocabulary.

### ***Content About Viral Issues***

TikTok, with all the convenience of its features, often makes an issue go viral quickly and the audience listens to it. In fact, it's not uncommon for someone to go viral very easily and become known to the public just by doing trivial things on social media TikTok. Both positive and negative issues will all have an impact on the focus of audience attention on these issues and increase insight or the number of viewers and interactions in the content. Moments like these are often used by content creators to create content related to hot issues being discussed in order to attract as many audiences as possible, considering that viral issues will always have high insight. In this strategy, it is hoped that TikTok can detect that the content they create is related to the issues that are being discussed or the audience is looking for so that content distribution will be wider to reach many audiences. Bachrul Alam also, in some of his content, often utilizes hot issues to collaborate with learning Arabic, as in the following example:

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<sup>32</sup> Elsa Putri Ermisah Syafri and Umi Kulsum, "TikTok; Media Pembelajaran Alternatif Dan Atraktif Pada Pelajaran PPKn Selama Pandemi Di SMP Negeri 2 Mertoyudan," *Seri Prosiding Seminar Nasional Dinamika Informatika* 5, no. 1 (2021): 110–15.



Picture 3. Learn Arabic with viral issue topics

Table 5. Learn Arabic with viral issue topics

Information	Language Copy
Bachrul Alam's video was watched 621.5K times with 81.4K likes, 514 comments, 6466 times saved, and 623 shares. This video is inspired by the issue of young people who told their grandmother to take a mud bath and go live on TikTok to get a coin giveaway. This issue was criticized by the public and went viral. Bachrul Alam was then inspired by this issue to create Arabic content related to this issue.	Bahasa arabnya Mandi = الأغتسال Lumpur= الطين Sedangkan mandi lumpur = الإغتسال بالطين

Table 5 describes Bachrul Alam's content which discusses the issue of young people ordering their grandmothers to take mud baths and live TikTok, to get money which recently went viral and managed to attract the attention of the TikTok audience. What these young people did was criticized as bad and had to stop. To stop him he is offered a job by a businessman with a double-digitt salary. However, the young man refused and instead asked for 200 million in cash. This issue certainly makes netizens furious, so there are lots of content creators who

create content in the form of a response to this issue. Bachrul Alam as a content creator is also not behind in creating content on this issue and collaborating in Arabic. In his content, he tells the audience that the Arabic language is a mud bath.

Utilizing a hot issue that is being widely discussed by the community, can be a strategy to penetrate audiences who are paying attention to this viral issue. So, if learning content is made as creative as possible by linking viral issues, then indirectly the audience who is paying attention to the issue will also watch the learning content. As in the audience response data, the researcher will explain the results of observations until January, 2024 through the comments column in Bachrul Alam's Arabic content:

Table 6. Audience response to Bachrul Alam's content

No.	Comment	Commenter	Information
1.	“Mending belajar bahasa Arab sama bang Bachrul Alam”	Salmanfaris61810	Bachrul Alam's content, which collaborates Arabic with current issues, has effectively become a medium for learning Arabic that is of interest to the audience.
2.	“Bukan bahasa Arabnya mandu, istahamma,	Anak Mangkel	Bachrul Alam's Arabic learning content can create an interactive

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yastahimmu ya?”	learning ecosystem for the audience.
3. “Coba kali-kali Uzimeoong bahasa Amiyah Bang”	Bachrul Alam's content received a positive response from the audience to further develop his Arabic material with Amiyah Arabic.
4. “Bahas kata kerja Ajijsy Riani dalam bahasa Arab dong Bang”	Bachrul Alam's Arabic learning content can become independent Arabic learning and enhance the audience's initiative to learn Arabic.

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Table 6 shows that the Arabic language learning content created by Bachrul Alam by combining viral issues with entertainment purposes can attract the audience's interest in learning Arabic. In accordance with O'Malley's opinion about mobile learning, learning can be done not just in one place, but can be done by utilizing mobile technology devices<sup>33</sup>. The table shows that the strategies he uses are able to create an interactive Arabic learning atmosphere and involve the audience in presenting his arguments, adding or correcting the vocabulary or

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<sup>33</sup>Wisnu Nugroho Aji, “Aplikasi Tik Tok Sebagai Media Pembelajaran Bahasa dan Sastra Indonesia,” *Prosiding Seminar Nasional Pertemuan Ilmiah Bahasa dan Sastra Indonesia* 431, 2 (2018): 431-440.

material he is presenting. The content can also create an independent and initiative Arabic learning model, proven by the audience being aware of their learning needs, so that they will request in the comments column about Arabic language material that they are interested in learning.

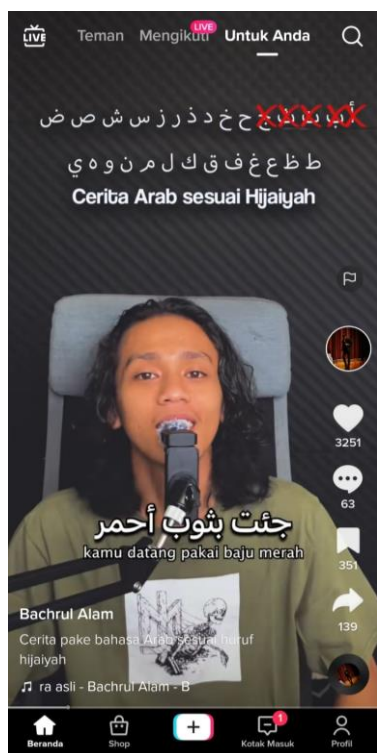
### ***Game Content***

Games in the Big Indonesian Dictionary have the meaning of actions that are not carried out in earnest with the aim of having fun <sup>34</sup>. On the TikTok platform, games or challenges often become trends that users are interested in for entertainment purposes. Usually, someone plays a game in the content he uploads and then imitated by many people so that the distribution occurs quickly and widely. The user will imitate the game to challenge himself and make content uploaded on TikTok for entertainment purposes.

Content like this is considered fun and can reach a wider audience, so content creators often create concepts like those in their content. As Bachrul Alam does in his content, he challenges himself with a game that has recently been booming on TikTok, namely making continuous sentences that are in alphabetical order. However, he changed the concept of the game by using the Arabic alphabet or hijaiyah letters and using Arabic sentences. The content is as follows:

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<sup>34</sup>Badan Pengembangan dan Pembinaan Bahasa, "Kamus Besar Bahasa Indonesia (KBBI)."



Picture 4. Learn Arabic with games

Table 7. Learn Arabic with games

Information	Language Copy
Bachrul Alam's content was watched by 41.2K with 3275 likes, 63 comments, 355 times saved, and 139 shares. The content contains the application of games to make sentences according to the alphabetical order that is currently trending on social media TikTok. In the video, Bachrul Alam tries to follow the challenge of the game, only using the Arabic alphabet or hijaiyah letters and making Arabic sentences.	(أ ب ت ث ج ح خ د ذ ر ز س ش ص ض ط ظ ع غ ف ق ك ل م ن و ه ي) أنا أحبك بل أنت قبية تأكلين الحجر ثم تشتارين تيج سيدسييري جئت بثوب أحمر

Table 7 describes the content of Bachrul Alam, which adapts the game's trend of making sentences in alphabetical order in Arabic. This trend is a challenge that is widely implemented by many audiences on the TikTok platform. Many audiences are interested in trying this challenge for entertainment purposes. Just like Bachrul Alam with his content that puts this challenge into practice, but



packaged creatively and collaborated with learning Arabic. The content which is 20 minutes long shows an exciting new strategy for applying the practice of practicing Maharoh Kalam in a creative and not boring way, and can train brain intelligence. This game requires sensitivity and brain dexterity as well as concentration because this game is itisolan qissoh or storyline but still has to adjust the initial letters to hijaiyah sequences.

The application of this kind of game really helps the cognitive development of individuals which has a positive influence not only in the realm of learning Arabic. This can certainly be a reference for students to improve students' maharoh kalam abilities by practicing games like this. This content was used by Bachrul Alam to introduce the concept of learning Arabic through social media which does not give the audience space to be bored because the presentation and practice are fun and funny. Apart from that, this content is certainly considered unique and different from other similar game content, because it is packaged in Arabic. This uniqueness can attract general audience interest in the application of Arabic in entertainment content. As in the presentation of observational data until January, 2024 regarding audience responses in the comments column on the following Bachrul Alam Arabic content:

Table 8. Audience response to Bachrul Alam's content

No.	Comment	Commenter	Information
1.	“Akhirnya up versi Arab”	Sifanuaz_	Bachrul Alam's creative Arabic learning content is the learning content that audiences have

- |  |                            |   |
|--|----------------------------|---|
| 2. “حملت هاتف” itu<br>buat barang-<br>barang yang berat<br>Bang, yang حمل<br>untuk butuh<br>usaha buat<br>bawanya, kalo HP<br>bukan حمل tapi<br>أخذ” | Bonladomasik<br>mande_real | been waiting for to<br>learn Arabic.<br>Bachrul Alam's content<br>creates an interactive<br>Arabic learning process<br>between audiences.   |
| 3. “Wih keren bang<br>dan artinya kocak<br>nyambung gitu<br>wkwk”  | Sr                         | Bachrul Alam's Arabic<br>content gets the<br>attention of the<br>audience in general,<br>both Arabic activists<br>and audiences who<br>don't have an Arabic<br>language background. |
| 4. “Bagus nii buat<br>dialog bhs Arab”   | Neng                       | Bachrul Alam's Arabic<br>learning strategy in its<br>content can inspire<br>audiences to practice   |
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	and learn Arabic in a fun and different way.
5. “Kalo ponpes Pacarnya_tae DMAM tau ini kayaknya bakalan dijadiin buat ulangan lisan B. Arab”	Bachrul Alam's Arabic learning content and delivery strategies can be an inspiration for Arabic educators to be able to create an exciting and fun learning Arabic atmosphere.

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Table 8 shows that apart from creating an interactive and fun Arabic learning atmosphere, Bachrul Alam's content with its entertainment strategies can also inspire the audience to practice or learn Arabic independently in a creative and fun way for each of them so that interest in learning Arabic will continue to grow and be maintained within the audience. In this case, Venom says that learning using videos will improve learning abilities by as much as 50%. So, the TikTok application as a learning medium that offers video features can increase the learning creativity of the audience. Apart from being for students, the strategies that Bachrul Alam applies in his content can also be an inspiration for Arabic language educators to be even more creative in creating fun ways to learn Arabic, so that there is no boring learning atmosphere and will result in a decline in interest in Arabic language learners.

Educators can use social media as e-learning with six scales that can attract the younger generation, namely having attractiveness, clarity as a booster for

learning motivation, efficiency, precision in increasing learning success, stimulus in learning activities, and always having novelty. With this, social media has similarities in learning facilities so that they can become learning media<sup>35</sup>. In this case, TikTok has several advantages that can help the process of learning Arabic which is interesting not only for academics, but all people, and it uses various collaboration strategies between Arabic material and trends followed by young people.

Thus, in learning Arabic knowing the potential strategies and knowing their application is very important to achieve a learning goal. If learning Arabic continues with a monotonous strategy, then Arabic learners will also be threatened with losing interest in the field of the Arabic language and will have an impact on sectors related to Arabic<sup>36</sup>. This is certainly something that all Arabic language activists need to realize, that the strategy of promoting Arabic learning on social media by collaborating with modern trends has received a positive response from the audience. So, by packaging Arabic material like this, it can attract not only an audience that is already interested in learning Arabic but also an audience that is only interested in Arabic after the creative content is available.

## **Conclusion**

Based on the analysis that the researchers described, the TikTok application has the potential to be used as a medium for learning Arabic. TikTok is in demand by the younger generation in Indonesia. The TikTok application fulfills the criteria as a good medium for learning Arabic to be used in the current

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<sup>35</sup>Mohammad Salehudin, "Dampak Covid-19: Guru Mengadopsi Media Sosial sebagai E-Learning pada Pembelajaran Jarak Jauh," *Jurnal MUDARRISUNA: Media Kajian Pendidikan Agama Islam* 10, no. 1 (2020): 1, <https://doi.org/10.22373/jm.v10i1.6755>.

<sup>36</sup>Razif Ramadhan, "Aplikasi TikTok Sebagai Media Pembelajaran Bahasa Arab Baru di Zaman Digital," *Multaqa Nasional Bahasa Arab III* 3 (2020): 523–37, <https://munasbauai.com/index.php/mnba/article/view/118>.

era where technology is increasingly developing, including being attractive with various features and platforms that are relevant to dealing with the cultural shift of the younger generation with increasingly close social media. To implement this, special strategies are needed that are creative and relevant to the activities of the younger generation on social media, one of which is the strategy implemented by TikTok creator Bachrul Alam.

Researchers conducted an in-depth analysis of 4 examples of Bachrul Alam's content with 4 varied delivery models, namely parodies, translating songs, raising viral issues, and games. In this analysis, the researcher found that the strategy that Bachrul Alam used was to collaborate between the latest trends followed by young people and Arabic learning materials. With this strategy, the content received a positive response from the audience through the comments column stating that learning Arabic on TikTok with such entertainment is very fun, so learning Arabic is not boring. The recommendation from this study is that learning Arabic through social media TikTok with this strategy must be implemented massively because it is proven to be able to attract audience interest in general.

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