



Analysis of Arabic Language Learning on YouTube Channel “Arab Podcasts” Based on Perennialism Philosophy Perspective

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Abstract

This article aims to describe Arabic language learning on the YouTube channel “Arab Podcasts” based on the perspective of perennialism philosophy. This research used qualitative approach and descriptive method. Primary data sources come from Arabic language learning videos on the “Arab Podcasts” YouTube channel, while the secondary data sources come from books, scientific articles, and documents that are related to the perennialism philosophy. The data collection technique is based on listening and note-taking method. The data analysis technique used consists of three stages including data reduction, data display, and conclusion drawing. The result of this study is the discovery of conformity between the concept of Arabic language learning on the YouTube channel “Arab Podcasts” with the learning principles of perennialism philosophy.

Keywords: *Arabic language learning, Arab Podcasts, Perrenialism philosophy*

Introduction

Historically, Arabic played an important role in the development of science, especially during the golden age of Islam. During this period, many scientific works were written using Arabic, so that Arabic was also known as the language of science. In terms of religion, Arabic is also a fundamental element to understand the Islam religion. Islam and Arabic are often symbolized as a house and a door. A house can never be entered if it does not have a door. Likewise, the

door will not be able to sustain itself if it is not leaned on the house.¹ Therefore, the Arabic language and Islam are two elements that are mutually complementary and inseparable.

Arabic language keeps showing its development in various dimensions, especially in the education sector. Indonesia as a country with a majority Muslim population managed to establish Arabic as one of the foreign languages that are taught in educational institutions.² Arabic language learning programs can be easily found in both formal and non-formal education. In formal education, Arabic language learning is usually programmed in government-owned schools ranging from kindergarten level to state university level. Whereas in non-formal education, Arabic language learning can be found in non-governmental educational institutions such as language courses and Islamic boarding schools.

In the present digital era, Arabic language learning is not only limited to face-to-face learning. The advancement of technology has presented various alternatives to learning Arabic, and one of them is through video platforms such as YouTube. YouTube is one of the interactive multimedia content that can help teachers to demonstrate learning materials to students and can attract the attention of students who lack motivation in learning Arabic.³ One of the YouTube channels that presents Arabic language learning is the Arab Podcasts channel. the Arab Podcasts channel presents Arabic language learning in a way that is interesting, relevant, and easy to understand. In addition, the teacher on the

¹ Cahya Edi Setyawan and Khaerul Anwar, "Peran Bahasa Arab dalam Pendidikan Islam Urgensitas Menghadapi Revolusi Industri 4.0," *Lahjah Arabiyah* 1, no. 1 (2020): doi:<https://doi.org/10.35316/lahjah.v1i1.571>

² Venia Nuzulul Adila, "Konsep Pembelajaran Bahasa Arab Berbasis Pendekatan Humanistik Perspektif Paulo Freire," *Shaut Al-Arabiyah* 10, no 1 (2022) 69-76: doi:<https://doi.org/10.24252/saa.v10i1.25437>

³ Sri Handayani and Syafi'i, "Pemanfaatan Video Animasi Youtube untuk Meningkatkan Pengembangan Maharah Istima' Bahasa Arab," *Tatsqifi* 3, no 2 (2022), 104-115: doi:<https://doi.org/10.30997/tjpba.v3i2.6138>

Arab Podcasts channel is also a native Arabic speaker who comes from Egypt. This is definitely an added value for someone who wants to learn Arabic directly from a native speaker.

Arabic language learning via YouTube media also often presents philosophical questions regarding the nature and essence of knowledge itself. Whether the knowledge gained through online learning will be as valuable as the knowledge gained through conventional learning.⁴ In this case, the philosophy of perennialism views that technology is a tool that functions to support the learning process and not to replace the essence of education. The essence of education is the relationship between teachers and students in the search for knowledge. Therefore, online learning needs to be designed to not only focus on pragmatic information, but also lead to the appreciation of high ethical and moral values.⁵

The concept of perennialism philosophy is closely related to divine value, because the realization of value in education must be based on the value of goodness and truth that has an absolute source where this is carried out through the process of cultivating values in students.⁶ In this case, the concept of perennialism and Arabic language learning has relevance because Arabic itself has many cultural values and truths contained in Islamic teachings. In line with the

⁴ Fadlilatul Maulidiyah and Inayatul Mufidah,, “Pembelajaran Bahasa Arab Berbasis Media Sosial Tiktik Berdasarkan Filsafat Ilmu Secara Ontologi,” *Proceedings of International Conference on Islamic Civilization and Humanities* (2024: 856-865). Faculty of Adab and Humanities Universitas Islam Negeri Sunan Ampel Surabaya. Retrieved from <https://proceedings.uinsa.ac.id/index.php/iconfahum/article/view/1829>

⁵ Muhammad Taqiyudin, “Implementasi Aliran Filsafat Perenialisme dalam Pengembangan Pendidikan Islam,” *Edukasi Islami: Jurnal Pendidikan Islam* 12, no 1 (2023), 925-932. doi:<https://doi.org/10.30868/ei.v12i01.4324>

⁶ Rohmat Mulyana, *Mengartikulasikan Pendidikan Nilai* (Bandung: Alfabeta, 2004).

opinion of perennialism that considers education to be oriented towards cultural values and truths that are proven to be resilient and not defeated by the times.⁷

The research that examines Arabic language and perennialism philosophy has been conducted previously by Irega Gelly Gera (2023) with the research title “Analysis of Arabic Language Education Based on the Perspective of Perennialism Philosophy”. The research revealed a relationship between Arabic language education and the values upheld by the philosophy of perennialism. This previous research only focused on the correlation between Arabic language education and the philosophy of perennialism. Therefore, in this study, the researchers are interested in examining how the philosophy of perennialism views Arabic language learning using social media, especially YouTube media. The title of the research that the researchers are currently examining is “Analysis of Arabic Language Learning on the YouTube Channel ‘Arab Podcasts’ based on the Perennialism Philosophy Perspective”. The novelty in this research is in combining Arabic language learning based on social media with the perennialism philosophy.

Method

This research utilized a qualitative research approach with descriptive methods. Qualitative research design is more focused on narrating and describing data.⁸ In this case, researchers describe the data found in the video content of the YouTube channel “Arab Podcasts” which is analyzed using the theory of

⁷ Irega Gelly Gera (2023). “Analisis Pendidikan Bahasa Arab berdasarkan Perspektif Filsafat Perenialisme.” *Jurnal Ilmiah Bashrah* 3, no 1 (2023), 41-51: doi:<https://doi.org/10.58410/bashrah.v3i01.610>

⁸ John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*. (London: Sage Publications, 2013).

perennialism philosophy. The data sources in this study consist of primary data sources and secondary data sources. Primary data sources come from video content on the “Arab Podcasts” YouTube channel, especially on the playlist “Belajar Bahasa Arab dari Al-Quran”. The playlist consists of thirteen videos with the theme of 13 letters in the Quran, namely Surah Al-Fatihah, Surah Al-Ikhlâs, Surah Al-Falaq, Surah An-Nas, Surah Al-Masad, Surah Al-Kafirun, Surah Al-Kautsar, Surah Al-Ma'un, Surah Al-Quraisy, Surah Al-Fil, Surah Al-Humazah, Surah Al-Asr, and Surah At-Takasur. Meanwhile, the secondary data sources are sourced from books and scientific articles relevant to the theory of perennialism philosophy as well as documents related to the research topic that can help in interpreting the primary data sources.

The data collection technique used in this research is a documentation technique. In this case, the researchers collected data by listening and recording methods. The first step, researchers listened to the video content on the “Arab podcasts” YouTube channel, especially on the “Belajar Bahasa Arab dari Al-Quran” playlist. Then after that the researchers noted all the important data which will later be analyzed using the perspective of perennialism philosophy. After all the data are collected, the next step is data analysis. The data analysis technique used is in accordance with the qualitative data analysis technique stated by Miles and Huberman which consists of data reduction, data display, and conclusion drawing.⁹ Data reduction is the process of summarizing, sorting, and focusing on important things, and adjusting them to themes and patterns.¹⁰ In this case, researchers sorted out the data in accordance with the research theme.

⁹ Matthew B Miles and A Michael Huberman, *Qualitative Data Analysis* (California: Sage Publications, 1994)

¹⁰ Sugiyono. *Metode Penelitian Kualitatif, Kuantitatif, dan R&D* (Bandung: Alfabeta, 2016).

After that, researchers presented the data in the form of descriptions. Then the last process is drawing conclusions, researchers conclude the results of research that can answer questions on the formulation of the problem.

Results and Discussion

Perennialism Philosophy

1. Historical Background of Perennialism Philosophy

Perennialism philosophy is an old philosophical discourse that has existed since pre-modern times, but its thoughts are claimed to be actual for all time.¹¹ The pioneer of this philosophy is Aristotle, who was then supported and continued by St. Thomas Aquinas.¹² The emergence of the perennialism philosophy school was motivated by the thoughts of Europeans who tried to find answers to the emergence of many inequalities, chaos, confusion, and various other problems. These people consider that the general ideas contained in the thoughts of ancient Greek and Middle Ages philosophers have ideal values and are still relevant to answer current issues.¹³

The word “perennial” means everlasting, which means durable, eternal and immortal. Therefore, the experts agreed that perennialism refers to a philosophy that clings to eternal values and norms.¹⁴ The distinctive feature of perennialism is that it takes a regressive path, which is based on the cultural values of the past. Perennialism believes that there is no other solution except to return to the general principles that have become the basis for behavioral actions in ancient Greek and medieval times. The general values referred to in ancient Greece were

¹¹ Gera, “Analisis Pendidikan Bahasa Arab,” 150.

¹² Sri Astuti Iriyani dkk, *Pengantar Filsafat Pendidikan* (Ponorogo: Uwais Inspirasi Indonesia, 2023).

¹³ Abd. Rachman Assegaf, *Filsafat Pendidikan Islam*. (Jakarta: PT. Raja Grafindo Persada, 2011).

¹⁴ Assegaf, *Filsafat Pendidikan Islam*, 193

the principles made by philosophers such as Plato, Aristotle, and other philosophers. While the general principles referred to in medieval times are the values and principles that have been made by philosophers such as St. Thomas Aquinas.¹⁵

2. Philosophical Thought of Perennialism

Just like a philosophical school in general, perennialism philosophy also has a foundation of thought which includes an ontological foundation, epistemological foundation, and axiological foundation. perennialism's ontology follows Aristotle's thought which states that humans are rational beings. Everything, both humans and objects, has an element of potentiality that can become actuality through the act of being.¹⁶ The epistemology of perennialism considers that everything that can be known and is a reality rests on belief.¹⁷ Meanwhile, the axiology of perennialism views a value based on supernatural principles or in other words, accepts universal values that are eternal. By returning to the spiritual center, one can gain a holistic view of themselves, nature, and the world.¹⁸ Humans as subjects basically have the potential to be good according to their nature but there is also a tendency to behave badly too. Perennialism considers the highest good is the approach of self to God after that only a life based on rational thought.¹⁹

¹⁵ M. Fairuzabady Al-Baha'i, *Filsafat Pendidikan* (Pemalang: Penerbit Nem, 2017), 119.

¹⁶ Gerald L. Gutek, *Philosophical and Ideological Perspectives on Education* (New Jersey: Prentice Hall Inc, 1988), 271.

¹⁷ Gutek, *Philosophical and Ideological Perspectives*, 272.

¹⁸ Ummi Puji Astutik and Khojir. "Perenialisme dalam Pandangan Filsafat Pendidikan Islam". *Jurnal Pendidikan dan Konseling* 5, no 1 (2023), 3247-3256. doi: <https://doi.org/10.31004/jpdk.v5i1.11504>

¹⁹ Jalaludin, and Abdullah Idi. *Filsafat Pendidikan* (Yogyakarta: Ar-Ruzz Media, 2007)

3. Perennialism Philosophy's View on Education

Perennialism is a genre of educational philosophy that was born in the twentieth century. This genre was born as a reaction to progressivism, which emphasizes change and something new. Meanwhile, the perennialism school emphasizes more on truth, eternity, beauty in cultural heritage. In addition, perennialism philosophy also emphasizes absolute and universal truths that are not bound by place and time. Perennialism views the world situation at this time as full of chaos, uncertainty, and disorder, especially in moral, intellectual and socio-cultural life. Therefore, perennialism invites to return to the initial values or principles in the past and it will be even better if it is harmonized with technological developments without the need to eliminate cultural heritage.²⁰ This is in line with what was revealed by Hidayati and Surachmi, The application of perennialism in education is necessary so that individuals do not discard existing cultural values.²¹

Perennialism views education as a way back or a process of restoring a state of crisis in this modern era. Perennialism provides a solution to return to the culture of the past which is considered quite ideal and has proven its resilience. Therefore, this school is considered a “regressive road to culture”, namely returning to the culture of the past. Perennialism chose this principle because the reality of modern times provides objective reasons or provides conditions for that choice. The principles of perennialism philosophy originate from culture and its results are in line with the principles of philosophy itself, namely self evident,

²⁰ Iriyani dkk, *Pengantar Filsafat Pendidikan*, 94.

²¹ N. Hidayati and Surachmi. “Pengembangan Karakter di SD: Filosofi Perenialisme dari Thomas Aquinas.” *Jurnal Pendidikan Dasar dan Sosial Humaniora* 2, no 1 (2023), 1-6.

eternal, and not bound by the place of application (universal). Hence, in addition to being transcendental, these principles are also reliable for all times, which means that they are true and correct now and in the future.²²

Perennialism philosophy is built on the ontological belief that educational knowledge has actually existed since ancient times. This can be seen from the individual subject who is seeking knowledge and how he uses that knowledge. This school also emphasizes the truth, it explains that the process of learning is something important as long as it does not override the value of its cultural teachings. In addition, this school also believes that humans basically already have learning modalities, namely information that comes from the revelation of Allah SWT. However, humans here are trained to think, sort, seek eternal truths which is the task of the student subject who is seeking knowledge in the learning process.²³

The basic principles of perennialism philosophy is to assist students to discover and internalize eternal truths, as the truths contain everlasting universal values.²⁴ Perennialism education philosophy has four principles in teaching and learning,²⁵ namely:

- a. Truth is universal and does not depend on place, time, and person.
- b. Good education involves the search for understanding of the truth.
- c. Truth can be found in great works.
- d. Education is a liberal activity to develop reason.

²² Dhea Adela. *Buku Ajar Filsafat Pendidikan* (Sukabumi: NUSAPUTRA PRESS, 2021), 111-112.

²³ Iriyani dkk, *Pengantar Filsafat Pendidikan*, 96-97.

²⁴ A. Rahmadania dkk. "Aliran Progresivisme, Aliran Esensialisme, dan Aliran Perenealisme dalam Pendidikan." *Multikultura* 4, no 1 (2022). Retrieved from https://journal.uniera.ac.id/pdf_repository

²⁵ Adela, *Buku Ajar Filsafat Pendidikan*, 113

4. Perennialism's Philosophical View of the Digital Era

In this digital era, the challenges in education are increasing. Educational institutions are asked to be able to produce competent and high-performing human resources and prepare individuals to face cultural acculturation from outside. In other words, in this era of globalization, education has a dual role. First, education needs to prepare people to obtain qualifications and competencies in accordance with the development of science and technology. Second, education needs to prepare how to foster humans to have good morals or noble morals.²⁶ In this case, the philosophy of perennialism views that the right step in order not to fall into and be carried away by the current development of the times is to restore the initial directions and principles that adhered to the past. Perennialism also considers that it would be better to follow technological developments without the need to eliminate cultural heritage.²⁷

Arabic Language Learning on YouTube Channel “Arab Podcasts”

Arabic Podcasts is one of the YouTube channels that provides video content about learning Arabic. Currently, Arab Podcasts has 177 thousand subscribers, 514 videos, with 9,893,910 views. This number will increase along with the development of the channel. Ustadz Shady El-Sayed is a tutor on this channel as well as the founder of the Arab Podcasts channel. He is an Arabic teacher from Egypt who graduated from Cairo University and Al-Azhar University. He also specializes in teaching Arabic to East Asian students such as

²⁶ Dori Omas Hasibuan dkk, “Pendidikan Perennialisme: Membangun Pemikiran Kritis di Era Digital.” *JCSR: Journal of Creative Student Research* 2, no 6 (2024), 145-157. doi: <https://doi.org/10.55606/jcsr-politama.v2i6.4617>

²⁷ Iriyani dkk, *Pengantar Filsafat Pendidikan*, 95.

Indonesia, Malaysia, Thailand, and Singapore. Arab Podcasts is the perfect YouTube channel for beginners who want to learn Arabic directly from a native speaker.

Arabic podcasts categorize their videos into several playlists. The playlists are titled according to the themes, materials, and Arabic learning methods used. One of the playlists on the Arabic Podcasts channel that caught the researcher's attention was the “Belajar Bahasa Arab dari Al-Quran” playlist. This playlist consists of 13 learning videos that use the Quran as a source of learning material. The 13 videos include “Belajar Bahasa Arab dari surat Al-Fatihah”, “Belajar Bahasa Arab dari surat Al-Ikhlash”, “Belajar Bahasa Arab dari Surat Al-Falaq”, “Belajar Bahasa Arab dari Surat An-Nas”, “Belajar Bahasa Arab dari Surat Al-Masad”, “Belajar Bahasa Arab dari Surat Al-Kafirun”, “Belajar Bahasa Arab dari Surat Al-Kautsar”, “Belajar Bahasa Arab dari Surat Al-Maun”, “Belajar Bahasa Arab dari Surat Quraish”, “Belajar Bahasa Arab dari Surat Al-Fil”, “Belajar Bahasa Arab dari Surat Al-Humazah”, “Belajar Bahasa Arab dari Surat Al-Asr”, and “Belajar Bahasa Arab dari Surat At-Takasur”.

The Arabic learning method on the “Belajar Bahasa Arab dari Al-Quran” playlist uses a communicative approach which is then supported by a direct method that focuses on understanding and active use of language. The steps of learning Arabic on the Arabic Podcasts channel, especially on the “Learning Arabic from the Quran” playlist are as follows; First, the tutor will read verse by verse from the Quranic letter that is used as a source along with the Indonesian translation of the verse. After that, the tutor will explain some vocabulary that can be used in everyday life and those that cannot be used or vocabulary that is only reserved for Allah SWT. Then the tutor will explain the root of the vocabulary

both in the form of past verbs (*fiil madhi*) and medium verbs (*fiil mudhori*). After that, the tutor will give examples of the use of the vocabulary and daily life.

Analysis of Arabic Language Learning on YouTube Channel “Arab Podcasts” with Specialization Playlist “Belajar Bahasa Arab dari Al-Quran” Based on Perennialism Philosophy Perspective

Arabic language learning on the YouTube channel “Arab Podcasts” is included in the type of Arabic language learning through digital media. Everyone can access learning videos from the channel whenever they want and wherever they are. Demanding knowledge is the process of seeking truth. This is in accordance with the principle of learning revealed by the philosophy of perennialism, namely that truth is universal and does not depend on place, time, and person.²⁸ The rise of digital development today often makes people negligent and easily distracted. Not infrequently it also causes chaos and disorganization in this modern era. Therefore, perennialism believes that returning to the values of the past is a way out. According to perennialism, keeping up with technological developments is a good thing as long as it does not eliminate existing cultural values.²⁹

Arabic language learning by keeping up with technological developments without having to eliminate noble values has been implemented by the YouTube channel “Arab Podcasts”. Arab Podcasts facilitates its listeners with learning videos that can be accessed by anyone who wants to learn Arabic. One of the interesting playlists on the channel is “Belajar Bahasa Arab dari Al-Quran”. In the

²⁸ Adela, *Buku Ajar Filsafat Pendidikan*, 113.

²⁹ Iriyani dkk, *Pengantar Filsafat Pendidikan*, 96.

playlist, the tutor from Arab Podcasts teaches Arabic with an interesting approach, namely by making the Al-Qur'an a source of material. This method is in accordance with the learning principle of perennialism philosophy which says that truth can be found in great works.³⁰ as well as in terms of learning materials, that the good and relevant curriculum in order to achieve the goals of Islamic education is integrated and comprehensive and makes the Al-Qur'an and As-Sunnah as the main guidelines in life.³¹ Perennialism emphasizes that the primary purpose of education is to help students understand and achieve their life goals.³²

Al-Quran is the holy book of Muslims which is also a miracle of the Prophet Muhammad SAW. Al-Quran contains various messages of life and is a guide for Muslims. Learning Arabic through the Quran also means learning the values contained in the Quran. In this case, indirectly educators also teach students related to moral values and truth in the Al-Quran. According to perennialism, good education is education that involves a person in the search for understanding of the truth.³³ Among the objectives of the Islamic religious education curriculum and the perennialism philosophy of education, it can be said that both are quite relevant.³⁴

Education is a liberal activity in developing reason. In the process of learning Arabic from Al-Quran, students are also free to use their reasoning to

³⁰ *Ibid*

³¹ Jamaludin Malik. "Philosophy of Perennialism and Its Relevance to Contemporary Islamic Education." *Ri'ayah: Jurnal Sosial dan Keagamaan*, 6 no 1 (2021), 84-94. Retrieved from <https://e-journal.metrouniv.ac.id/riayah/article/view/3585>

³² Astuti, B. "Pendekatan Perenialisme dalam Pengembangan Kurikulum Pendidikan Agama Islam." *Nusantara: Jurnal Pendidikan Indonesia*, 3 no 3 (2023): doi:<https://doi.org/10.14421/njpi.202>

³³ Iriyani dkk, *Pengantar Filsafat Pendidikan*, 96.

³⁴ Asmadewi. "Relevansi Filsafat Perenialisme bagi Pendidikan Islam Kontemporer." *An-Nur* 7 no 1 (2021): Retrieved from <https://journal.an-nur.ac.id/index.php/annur/article/view/42>

gain an understanding of the truth conveyed by the educator. This is in line with the perennialist opinion, they argue that training and developing thinking (mentality discipline) is a very crucial part of the learning process, or what they put at the forefront of the learning process.³⁵ Therefore perennialism is a type of educational philosophy that focuses on developing students's intelligence and personality.³⁶ Hence, it can be concluded that the Arabic Podcasts channel has implemented the principles of learning promoted by the philosophy of perennialism. Where perennialism says that education should be based on noble values, norms, and religion.³⁷

Conclusion

Perennialism is one of the educational philosophies that cling to the cultural values of the past. This school believes that the chaos that occurs in modern times can be restored by instilling early principles that have proven their resilience in the past. The philosophy of perennialism does not mean rejecting technology and the times, but it would be better if the development of technology is accompanied by the application of past cultural values. Perennialism carries four principles of learning including; 1) Truth is universal and does not depend on place, time, and person. 2) Good education involves the search for an

³⁵ Istidamah Nailal Afyah. "Filsafat Perenialisme dalam Kurikulum Pendidikan Anak Usia Dini." *Jurnal Pendidikan Randhatul Athfal*, 3 no 2 (2020): doi:<https://doi.org/10.15575/japra.v3i2.8885>

³⁶ Agil Nanggala and Karim Suryadi. "Analisis Konsep Kampus Merdeka dalam Perspektif Aliran Filsafat Pendidikan Progresivisme dan Perenialisme." *Jurnal Pendidikan kewarganegaraan UNDIKSHA*, 9 no 1 (2021): doi:<https://doi.org/10.23887/jpku.v9i1.31422>

³⁷ Dinny Hariyati Pratiwi. "The Philosophy of Perennialism." *Journal of Innovation in Teaching and Instructional Media*, 4 no 1 (2023), 28-38.

understanding of the truth. 3) Truth can be found in great works. 4) Education is a liberal activity to develop reason.

Arab Podcasts is a YouTube channel that focuses on creating video content related to Arabic language learning. Arab Podcasts has several learning video playlists, one of which is “Belajar Bahasa Arab dari Quran”. The playlist presents Arabic language learning videos using the Quran as a source of material which is in accordance with the learning principles of perennialism philosophy. The concept of Arabic language learning on the Arab Podcasts channel which is in accordance with the learning principles of perennialism philosophy includes; 1) Arabic language learning on the Arab Podcast channel can be accessed anywhere, anytime, and by anyone who wants to learn Arabic. 2) Arab language learning on the Arabic Podcasts channel involves students in gaining an understanding of the truth from Al-Quran. 3) Arab language learning on the Arabic Podcasts channel uses a great source of material Al-Quran. 4) Arabic language learning on the Arab Podcasts channel provides opportunities for learners to develop their reasoning.

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