

Strategy For Developing Maharah Al-Kalam Through The Use Of Social Media

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Abstract

The development of digital technology and the high use of social media among students demands innovation in Arabic language learning, especially in maharah al-kalam. This study aims to describe strategies for developing maharah al-kalam through the use of social media. This study uses a descriptive qualitative approach with a literature review method. The results show that social media such as Instagram, YouTube, and TikTok are effective in supporting speaking learning because they are flexible, interactive, and contextual. The strategies applied include modelling, shadowing technique, content-based speaking, and project-based speaking, which have been proven to improve students' fluency, vocabulary mastery, and confidence. With proper planning and supervision, social media has the potential to be an effective medium for learning maharah al-kalam in the digital age.

Keywords: maharah al-kalam; social media; Arabic language

Introduction

Learning is a process of interaction between students and teachers with learning resources. This process can be carried out directly or through distance learning. A lack of learning information will slow down the achievement of learning objectives, so strategies are needed in the learning process, including the use of learning media as a means of conveying information. Teachers can use various methods, especially through innovative learning media, to exchange material via learning media, so that learning does not become boring, but the material or content can be communicated well to students. (Azhari & Hilmi, 2022).

The technological advances we are currently experiencing can provide opportunities for the world of education to improve the quality of teaching and learning. It is very important to apply media, especially now that we have entered the era of Industry 4.0, which is based on the internet, enabling the quality of learning to be supported digitally. The advantages of digital learning as a current teaching trend can be utilised in the development of teaching strategies to achieve teaching effectiveness. With the internet as a means of communication, communication will run smoothly.

In this digital age, innovative learning media are a must for educators to ensure that learning is not boring and relevant to the community. Indonesians, especially teenagers, have become inseparable from their smartphones, spending much of their time in the online world or on social media, such as Facebook, Twitter, and YouTube (Tribhuwana Tunggadewi Volume et al., n.d.). According to a survey conducted by Hootsuite on the internet and social media in Indonesia in ٢٠٢٠, it was found that there are ١٧٥,٤ million internet users in Indonesia and ١٦٠ million social media users. The most widely used social media platform is YouTube, which accounts for ٨٨% of the population. This shows that the internet has become a necessity for all segments of society.(Azhari & Hilmi, ٢٠٢٢).

Social media is a popular communication tool today. The function of social media for interaction is growing, especially due to the ease of disseminating information. The fact that information can be accessed quickly and openly by the public on social media has led most Indonesians to be deceived and carried away by emotions regarding issues that are currently trending. Individuals in society can easily share various aspects of their lives, including personal activities, education, family, business, politics, or even venting about problems they are facing on social media. As such, social media is a powerful tool in the development of the times. Therefore, for members of society or students who can use it effectively as a communication tool, it will have a positive impact on both their thinking and behaviour.(Ade Suranto & Gumiandari, ٢٠٢٤).

The use of social media as an alternative learning medium for students in helping them understand material outside of classroom learning makes students more active and independent in their learning. This is in line with the concept of constructivist learning theory, which is a learning theory that gives freedom to people who want to learn or seek their needs with the ability to discover their desires or needs with the help of others, so that this theory encourages people to be active in learning to discover their own competencies, knowledge, or technology and other things needed to develop themselves. This can improve the quality of learning and encourage students to be active and creative in learning according to their respective abilities.(Leli et al., ٢٠٢٥a).

In the context of Arabic language learning, the selection of media is very important considering that reality shows that the process of teaching and learning foreign languages, including Arabic, is difficult and relatively tiring. Learning foreign languages, including Arabic, tends to be more difficult because these languages are rarely used or have never been used before, so learners are unfamiliar with the vocabulary and sentence structures.(Keislaman et al., ٢٠٢٢).

Knowledge about online education began with the impact of e-learning developments discovered by various schools through computer-based education. International networks provide alternative education, which is the main environment and provides opportunities for students to interact with others. This type of education involves the delivery of networked instruction and the provision of knowledge resources that are available without space and time limitations.(Nafi'ah Muamaroh & Fikri, ٢٠٢٢).

Based on the above arguments, it is clear that the problem faced today is that many students are very lazy when learning Arabic maharotul kalam in class, spending more time on their mobile phones watching TikTok, Instagram, YouTube, etc. This serves as clear evidence of the importance of developing a social media-based strategy for Maharotul Kalam. This would allow students to learn Maharotul Kalam even when not in class, but rather through the use of social media.

The purpose of this study is to describe social media strategies in improving speaking skills and to identify the extent to which social media can be used as an effective language teaching tool, especially in speaking practice. In addition, this study will also examine various types of Arabic content on social media that can help improve their speaking skills. Therefore, it is hoped that the results of this study can provide an understanding of the potential of social media as a tool that supports the language learning process, especially in the aspect of speaking. (Rahmah Hidayah et al., ٢٠٢٥a).

The benefits of this research are to provide a deeper understanding of social media development strategies in Arabic speaking skills. This research can also provide practical advice to teachers or educational institutions to utilise social media as a tool in the language learning process. In addition, the findings of this study can motivate students to interact more actively in Arabic through digital platforms, which will ultimately increase their confidence and speaking skills. Thus, students will be better prepared to face communication situations in Arabic, both in academic and professional environments.

Overall, this study is expected to contribute significantly to improving the quality of Arabic language teaching among university students, school students, and workers. Furthermore, this study is also expected to add to the knowledge base regarding the use and development strategies of social media in language education, particularly in terms of speaking skills. By exploring the potential of increasingly advanced social media, it is hoped that students will find it easier to obtain relevant and useful learning resources and make the best use of social media to improve their language skills.

Research Methodology

This study applies a descriptive qualitative approach using a literature review method. The characteristics of this study are descriptive, and the data collected are in the form of words and images. (Bireuen, n.d.). The data sources in this study were obtained from books and several scientific articles relevant to the Maharah Kalam learning method. The purpose of this study was to describe strategies for developing Maharah Kalam learning through the use of social media and modern applications that can help teachers create learning media, one of which is through the TikTok, Instagram, and YouTube applications. The main focus of this study is the use of Arabic conversation videos in the Maharah Kalam learning process, which are packaged on the TikTok, Instagram, and YouTube applications. The methods used in this study include explanations of the type of research, data collection methods, subjects or objects studied, and data analysis methods, which are presented clearly.

Research Results and Discussion

١. Definition of Social Media

According to Kottler and Keller, social media is a medium used by consumers to share text, images, sound, video and information with others. Taprial and Kanwar define social media as a medium used by individuals to be social, or to gain social connections online by sharing content, news, photos and other items with others. Social media is a process of interaction between individuals by creating, sharing, exchanging and modifying ideas or concepts in the form of virtual communication or networks. Social media is something that can create various forms of communication and information for all who use it. Social media always provides various conveniences that make it comfortable to spend time on social media. (Leli et al., ٢٠٢٥b).

Social media is an online medium that supports social interaction. Social media uses web-based technology that transforms communication into interactive dialogue. Some popular social media sites today include: WhatsApp, Facebook, YouTube, Instagram, TikTok, Telegram, Wikipedia, blogs, etc. Another definition of social media is explained by Antony Mayfield, who states that social media is a medium where users can easily participate, share and create messages, including blogs, social networks, online wikis/encyclopaedias, virtual forums and virtual worlds.(Leli et al., ٢٠٢٥b).

Essentially, social media enables various two-way activities in the form of exchanges, collaborations, and introductions through writing, visuals, and audiovisuals. Social media began with three things: sharing, collaborating, and connecting.

Based on the various opinions of the experts mentioned above, it can be concluded that social media is a means of interaction that includes activities such as sharing information, writing, images, videos, and various other forms. Through this method, individuals can interact with others on social media who are connected to each other via the internet.

١. Definition of Maharotul Kalam

In communication, language plays a crucial role as a tool for interaction that can strengthen relationships between people and support a creative, innovative and adaptable life in understanding the values and norms that exist in society. The process of learning a language is the first step in mastering a particular language. One of the skills that needs to be mastered in learning Arabic is the ability to speak. Speaking is the ability to express ideas, opinions, desires, or feelings to others through sounds or words.(Rahmah Hidayah et al., ٢٠٢٥b).

Maharah al-kalam is the ability to utter words or sounds with the aim of conveying thoughts in the form of ideas, opinions, hopes, or emotions to others. In addition, the essence of maharah al-kalam is the skill of using language in a complex manner. (Annes et al., n.d.). According to Tarigan, speaking involves a

combination of several physical, psychological, neurological, semantic, and linguistic factors, which together make it the most vital tool for humans in social interaction.

Maharah kalam is one of the important skills in language learning that focuses on speaking ability. In Arabic, maharah kalam encompasses more than just technical speaking skills, such as pronunciation and grammar, but also the ability to interact well in social situations. Several factors that influence maharah kalam are understanding of language rules, mastery of vocabulary, and level of confidence when speaking.

The learning of maharah al-kalam aims to convey clear and meaningful verbal messages. The main objective is for students to be able to communicate effectively using spoken Arabic. In the process of learning maharah al-kalam, the desired outcome is for students to be able to speak Arabic fluently (Yunita & Pebrian, ٢٠٢٠). Lecturers encourage students to practise speaking Arabic directly, as this practical method allows students to understand more quickly and control the correct use of grammar.

١. Social Media in Maharotul Kalam Learning

Technology for learning media is a way to organise communication media and content with the aim of effectively conveying knowledge between teachers and students. The design process involves designing a product so that it can be used and is appropriate for a certain level of education. There are various types of media designed and developed in the context of learning, one of which is the TikTok, WhatsApp, and YouTube applications that can assist in teaching kalam and hiwar in Arabic lessons.

a. There are three levels in maharah kalam, namely:

١) Basic level, where students only focus on memorising conversation patterns. The topics discussed are limited to introductions, jobs, and other topics. ٢) Intermediate level, for students who have completed the previous level, are given broader themes such as analysing the main ideas of texts, both written and spoken. At this level, the teacher's role is to remind students of important things related to the names of people in the conversation and to provide assistance with vocabulary that may be difficult for students. ٣) Advanced level, which is the highest level. At this stage, the teacher guides the students more and listens to the conversation. (Amir et al., n.d.).

b. There are several steps that can be taken to apply speaking skills, including:

١) The first step is stimulation. Before speaking, a person needs to have an understanding of what they want to convey, such as listening to an audio recording and then being asked to explain the content of the audio in their own words, especially in Arabic. ٢) The second step is thinking, where students gather the ideas they have obtained and apply them. ٣) The third step is word processing. At this stage, students begin to translate their ideas into Arabic by following the correct rules. Vocabulary mastery at this stage is crucial, because with a large vocabulary,

students will find it easier to construct sentences that are relevant to the theme. ٤) The fourth step is speaking. This stage is a continuation of the previous steps. At this stage, it will be apparent whether someone speaks well or not. Here, teachers first pay attention to the speech delivered by students, as it is the educator's job to correct any inappropriate words. (Hajar et al., n.d.).

c. Applications that Support Maharatul Kalam Learning

١. YouTube

YouTube is the most famous website in cyberspace and is the largest video sharing platform. YouTube serves as a means for asking questions and discussing, searching for, watching, and sharing videos among people from various parts of the world via the internet. The YouTube platform is considered capable of providing more extensive information. The advantages of YouTube, due to its large number of visitors, have led educational institutions to utilise it as a learning tool, particularly in maharah kalam. YouTube is seen as an effective learning tool for teachers to attract the attention of teachers and students, so that they can use videos to enrich teaching materials by listening to the information presented and then representing it clearly using maharah kalam.

٢. TikTok

The TikTok application is a social platform that was introduced in September ٢٠١٦. TikTok allows its users to create short videos. This platform provides videos ranging from ١٥ seconds to ١ minute in length, which can be accompanied by selected music and other interesting features that allow users to use various variations in the appearance of their videos. Many individuals are attracted to this application because it can be a source of entertainment as well as a means to enhance creativity in video editing, which can then be shared. In line with the times, the number of TikTok users in Indonesia alone has reached around ١٠ million, making TikTok a very popular application among millennials. Therefore, TikTok can be used as an interactive learning tool in the digital age for students who may feel bored with monotonous teaching methods.

٣. Instagram

Instagram is a social media platform in the form of an application for uploading images, videos, and also live streaming. Thus, users can easily take, save, or view content anytime they want. One of the advantages of the Instagram application is that content creators in various fields can showcase their creativity and skills. This also applies to the field of language, where there are now many Instagram accounts that specialise in language learning, such as Arabic. To access them, we can choose official accounts that usually offer Arabic language courses. There, through the Feeds feature, they provide new vocabulary every day. (Ade Suranto & Gumindari, n.d.-b).

٤. Strategies for Developing Maharatul Kalam on Social Media

١. Strategies for Developing Maharotul Kalam on Instagram

Instagram can be used as a tool for learning Arabic. Through online learning, teachers and students can carry out the learning process both inside and outside the classroom. The concept applied outside the classroom is:

١. The teacher asks students to download the Instagram application.
٢. The teacher instructs students to follow the account that will be used to deliver Arabic learning materials.
٣. The teacher shares Arabic materials, which can be song videos, film videos, or recordings of conversations in Arabic, as well as photos accompanied by Arabic vocabulary.
٤. The teacher asks students to regularly open and study the material that has been shared at the specified time.
٥. For evaluation, the teacher can apply assessments in class based on the material that has been shared through the Instagram application.

There are several steps that a teacher needs to take in utilising learning media, including:

١. Teachers need to try and master the learning media that will be used.
٢. Adjust it to the curriculum from the syllabus or lesson plan (RPP), methods, and strategies.
٣. Always provide guidance and supervision to students.
٤. Provide assessments as a form of student responsibility during the use of learning media

When selecting online-based learning media, teachers must also consider the principles of learning media use, including:

١. Adapting learning media to the objectives and material being taught.
٢. Media can explain a learning concept.
٣. Media is engaging and can increase student motivation and creativity.
٤. Learning media must be safe for teachers and students.
٥. It must be flexible and easy to use. (PENGUNAAN INSTAGRAM SEBAGAI MEDIA PEMBELAJARAN DALAM MENINGKATKAN PRESTASI BELAJAR BAHASA ARAB MAHARAH KALAM MTs SABILUL MUTTAQIN MOJOKERTO, ٢٠٢٠).

Instagram features that can be utilised in maharotul kalam learning:

a. Instagram Feeds

Instagram Feed is one of the features available on the Instagram application. This feature has a specific use for sharing photos and videos. Within it, we can add music and upload videos. Additionally, we can tag other Instagram users, so that the post will appear on the home page of the tagged person. Edits to these posts are permanent and will only disappear if the user in question deletes them.

This is an example of an account used for learning Arabic. It is clear that this Arabic learning account is well managed. The images displayed are attractive and organised. Typically, this account contains new vocabulary accompanied by

images, beautiful quotes, and the correct use of sentences with explanations on how to use them. (Ade Suranto & Gumiandari, n.d.-b).



Figure ١. Example of Instagram feed taken from account @bahasaarablughotiy

a. Instagram Story

Instagram Story is a feature available on Instagram that allows users to upload photos or videos with a duration of between ١٥ and ٣٠ seconds. After that time has elapsed, the upload will automatically disappear. In the context of Arabic language learning, this feature is often used to convey material related to polls. Therefore, quizzes are the right choice to use in Instagram Story. In the quiz, there is a question that requires us to choose several correct answers. The questions generally relate to the meaning of words, sentences, correct sentence structure, and several other exercises. This serves as a tool to evaluate the material that has been learned previously. Here is an example of a quiz display on Instagram Story.



Figure ٢. Contor Story feature on Instagram, taken from the account @ofc_markazarabiyah

٢. Maharotul Kalam Development Strategy on YouTube

a. Modelling Strategy

YouTube is used as a source of correct and natural conversation models.

Steps:

١. Lecturers/teachers select Arabic dialogue videos (vlogs, interviews, short conversations).
٢. Students listen (intensive listening).
٣. Imitate pronunciation, intonation, and expression (imitative speaking).
٤. Repetition drill.

Impact: improves fluency and pronunciation accuracy.

b. Shadowing Technique Strategy

Students speak along with the YouTube video.

Steps:

١. Play a short video (١-٣ minutes).
٢. Students repeat the words simultaneously.

٣. Record the results of the exercise and compare them with the original video.

Impact:

- a. Improves fluency
- b. Improves rhythm and stress & intonation
- c. Content-Based Speaking Strategy

YouTube is used as a trigger for speaking topics.

Implementation:

١. Watch themed videos (daily life, education, preaching, light news).
٢. Learners:
 - a. Summarise the content of the video orally.
 - b. Comment on the content of the video.
 - c. Express personal opinions.

Impact:

- a. Practise argumentative speaking skills.
- b. Develop contextual vocabulary.

D. Project-Based Speaking Strategy (Video Production)

Project examples:

- a. Daily vlog in Arabic
- b. Storytelling
- c. Thematic dialogue
- d. Monologue presentation

Impact:

- a. Boosts confidence
- b. Reduces anxiety when speaking (speaking anxiety)(Pendidikan & Konseling, ٢٠٢٣).

The advantages of YouTube as a learning tool are as follows: (١) Potential, where YouTube is currently the most popular platform on the internet that can add value to education; (٢) Practical, because YouTube is easily accessible and can be used by everyone, including students and teachers; (٣) Informative, where YouTube provides information about advances in education, technology, culture, and so on;

(٤) Interactive, because YouTube allows us to interact, discuss, or ask questions and review learning videos; (٥) Shareable, where YouTube provides HTML links and embedding codes for learning videos that can be shared on social media such as Facebook, Twitter, and also on websites; and (٦) Economical, because YouTube can be accessed for free by everyone.

However, there are several drawbacks to YouTube as a learning medium, namely: (١) There is still a lot of HOAX (fake news) information. This often occurs on YouTube, where irresponsible parties spread false information. Perhaps YouTube needs to take action to address this issue; and (٢) There is content that may not be suitable for children to watch. There are still videos with unverified adult content that can be accessed by anyone. This is a concern because it can be accessed by children, either intentionally or unintentionally. (Pendidikan & Konseling, n.d.).

٣. Maharotul Kalam Development Strategy on TikTok

Considering the current facts about the TikTok application in Indonesia, which has around ١٠ million users, it is not surprising that TikTok has become very popular and loved by school children and the millennial generation. Therefore, TikTok can also be used as an interactive learning tool for students in an era that is very close to digital technology. The following are the features available on the TikTok application and their functions:

١. The voice recording feature is used to save sounds using a device and then use them in interactions on a personal TikTok account.
٢. The video recording feature is used to record videos made using a device, which are then used in interactions on a personal TikTok account with additional background music to make them more interesting.
٣. The editing feature is used to enhance or perfect videos and photos.
٤. The sharing feature is used to distribute edited videos or photos.
٥. The duet feature is used for collaboration between TikTok users.

Considering the various features available on TikTok, it can be used as a tool for learning Arabic, and it is very possible to design different and interesting Arabic learning tools, especially in the aspect of speaking (maharah kalam). For example, by utilising the voice recording feature and then sharing it through the network, TikTok can function as an interactive medium for students. (Taubah Universitas Yudharta Pasuruan, ٢٠٢٠).

Speech, often referred to as the ability to speak, is the ability to utter sounds, pronounce words, or speak in order to express, communicate, and convey intentions, ideas, views, thoughts, and emotions, which are then developed so that they can be understood well by the listener. In general, speaking means conveying ideas that can be expressed through visible and audible signs, using the system found in the human body.

The communication process varies from individual to individual, so when teaching maharah kalam, it is very important to design methods that enable students to clearly understand the material provided by the educator. In relation to learning maharah kalam (speaking skills), the use of the TikTok application can provide flexibility for each user. Examples of using the TikTok application include retelling narrative texts determined by the teacher, sharing limited free themes, conducting short dialogues between students, singing or chanting, and translating songs from Indonesian into Arabic. All of this can be explored using the TikTok application or other learning media. In addition, for use in the TikTok application, background music can be added, and it can be practised through the features available on TikTok. (Abdurrahman & Pekalongan, n.d.-b).

Based on the above explanation, it can be concluded that the TikTok application meets the standard criteria as an effective and engaging learning medium for students, especially in Arabic language lessons focusing on maharah kalam (speaking skills).

The following are several reasons that reinforce the position of the TikTok application as an interactive learning medium:

١. The TikTok application is able to meet the needs and support the learning process of students.
٢. The TikTok application can quickly attract students' attention due to its novelty and features that can be applied in learning activities.
٣. The TikTok application is highly relevant to the maturity, experience, and characteristics of today's students or young people who are very familiar with the digital world, especially on smartphones. (Taubah Universitas Yudharta Pasuruan, ٢٠٢٠).

Conclusion

Based on the results of the literature review and discussion presented above, it can be concluded that the use of social media is a relevant and effective strategy in developing maharah al-kalam (Arabic speaking skills) in the digital age. Social media such as Instagram, YouTube, and TikTok provide a flexible, interactive, and contextual learning environment, thereby addressing the challenges of low motivation and interest among students in learning Arabic, especially in terms of speaking.

The strategy for developing maharah al-kalam through social media can be carried out through various approaches, including modelling, shadowing technique, content-based speaking, and project-based speaking. Through these strategies, students do not only act as recipients of information, but also as active participants who produce language orally. This is in line with the principles of constructivist learning, which emphasises the activity, independence, and creativity of students in constructing their own knowledge.

The use of social media features—such as feeds and stories on Instagram, videos and comment columns on YouTube, and recording, duets, and video editing on TikTok—can support continuous speaking practice, improve contextual vocabulary mastery, improve pronunciation and intonation, and build students' confidence in communicating in Arabic. In addition, social media also allows maharah al-kalam learning to take place without being limited by space and time, so that the speaking practice process can be carried out outside the classroom more intensively.

However, the use of social media as a learning medium still requires careful supervision and planning from educators, especially in terms of content selection, distraction control, and learning evaluation. With the right and focused strategy, social media not only functions as a means of entertainment, but can also be optimised as an effective learning medium in improving Arabic speaking skills.

Thus, the strategy of developing maharah al-kalam through the use of social media has great potential to improve the quality of Arabic language learning and is worthy of being used as an alternative or complement to conventional learning, both at school and university level.

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