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### **The Use of Tiktok Based on Audiolingual Method in Arabic Learning at an Islamic Junior High School in Indonesia**

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#### **Abstract**

*There have been various discussions on the use of TikTok in Arabic learning today, and they indicate that it has the potential as an interactive learning media. However, using TikTok in Audiolingual-based Arabic learning needs more attention. Therefore, this research aims to fill the gap by describing the utilization, stages, and supporting and inhibiting factors in using TikTok in Arabic learning based on an Audiolingual approach at an Islamic Junior High School in Indonesia. This study used descriptive qualitative research. The researcher carried out observations and interviews to obtain research data. The research data were analyzed using the Miles and Huberman technique. The results of this study report that 1) the use of TikTok in learning Arabic is based on media support, teaching skills, and variations in delivery. 2) There are three stages in the learning process: preparation, implementation, and evaluation. 3) Supporting factors found are students' ability to understand lessons and adequate school facilities. The inhibiting factor is the limited time available for applying the audiolingual method, which takes quite a long time and makes students feel bored. This study recommends research on the effectiveness of TikTok on interest, motivation, and achievement in learning Arabic.*

**Keywords:** Arabic learning, Audiolingual, TikTok.

#### **Abstrak**

Diskusi mengenai penggunaan TikTok dalam pembelajaran bahasa Arab telah banyak dilakukan dewasa ini dan mengindikasikan bahwa penggunaan TikTok berpotensi sebagai media pembelajaran yang interaktif. Namun, hingga saat ini sangat sedikit perhatian yang diarahkan pada penggunaan TikTok dalam pembelajaran bahasa Arab berbasis Audiolingual. Oleh karena itu, penelitian ini bertujuan untuk mengisi kekosongan tersebut dengan mendeskripsikan pemanfaatan, tahapan, faktor pendukung dan penghambat dalam penggunaan TikTok pada pembelajaran bahasa Arab berbasis Audiolingual di Madrasah Tsanawiyah di Indonesia. Penelitian kualitatif deskriptif digunakan dalam penelitian ini, serta dilakukan observasi dan wawancara untuk memperoleh data hasil penelitian. Adapun data hasil penelitian dianalisis dengan teknik Miles dan

Huberman. Hasil penelitian ini melaporkan bahwa: 1) Pemanfaatan TikTok dalam pembelajaran Bahasa Arab berdasarkan dukungan media, keterampilan pengajar, dan adanya variasi dalam penyampaian. 2) Terdapat tiga tahapan yang dilakukan dalam proses pembelajaran berupa persiapan, pelaksanaan dan evaluasi. 3) Faktor pendukung berupa kemampuan siswa dalam memahami materi dan fasilitas madrasah yang memadai. Faktor penghambat berupa waktu yang tersedia terbatas untuk penerapan metode audiolingual yang memerlukan waktu cukup lama, selain itu siswa juga merasa bosan karena pola drill yang berulang. Studi ini merekomendasikan kajian efektivitas penggunaan TikTok berbasis audiolingual terhadap minat, motivasi, dan prestasi belajar bahasa Arab.

**Kata Kunci:** Audiolingual, Pembelajaran bahasa Arab, TikTok

## INTRODUCTION

As technology and social media become increasingly dominant in daily life, they are also revolutionizing the education sector. However, incorporating innovative and creative strategies for using social media technology in education still challenges some teachers. Their lack of knowledge and skills in using modern technology can limit social media's potential in the learning context, and many may be hesitant to explore its use fully. Consequently, there is a clear need for teachers to develop their technology skills and confidence to leverage social media effectively in teaching. With such skills, educators can create engaging and effective learning experiences for their students and equip them with the digital capabilities essential to thrive in the future. One of the education fields that requires innovation and creativity is Arabic learning.

Arabic is studied as a second foreign language in Indonesia, where the use of technology by the times plays a vital role in the learning process (Mustofa, 2020). For an educator, keeping up with the everchanging times is a necessity that we cannot deny because this is the era of Generation Z and Alpha, which incidentally is a generation that is very close to technology (Audina & Mubarak, 2021; Marsiah et al., 2021; Mubarak et al., 2020; Purnama, 2018). Hence, this situation requires educators to balance learning activities by optimizing digital-based learning media with innovation, creativity, and literacy in educational technology (Azhari, 2021).

The incompatibility of the methods used in learning Arabic is also an obstacle that causes a gap between expectations and reality in learning Arabic. In essence, the method is the teacher's path to deliver lessons to students. Teaching Arabic language depends on how a teacher wants to teach it and what they want the students to learn from it. Different methods can match the teacher's teaching style and learning goals. According to Purwanto in his book "Theoretical and Practical Education Sciences", Arabic language learners in Indonesia can apply the Audiolingual method (Purwanto, 2000). This method is assessed according to the variety of students' learning styles which are audio, visual, and kinesthetic. In addition, this method also combines the innate talents of students in the form of hearing (audio), sight, or reading texts (visual), as well as involving students in language experience (kinesthetic) (Ansor, 2008). The use of learning media in applying this method makes learning activities more enjoyable. One type of media that can be used and currently exists in Arabic learning is TikTok.

This application is a social network and video-sharing platform accompanied by music and synonymous with a short duration of up to 10 minutes (Ramdani et al., 2021). This application allows users to express various feelings, styles, movements, and dances (Susilowati, 2018). Its features include video creation tools, a home feed, a discover page, private messaging, hashtag challenges, live streaming, and a yellow basket. The most exciting and sought-after feature by users in learning is the "Add Text & Add Sound" feature (Putri & Astutik, 2021) because it can enhance the appeal of the video and provide support for a foreign language.

The demographics of TikTok users, when viewed in terms of age, are still in education (Aji & Setiyadi, 2020). However, all ages and circles now use TikTok as a platform for entertainment, education, and friendship. In addition, there are also various video topics in the application. One of the most popular topics on TikTok is education because it provides information or a lesson that makes users learn something new and increase their knowledge (Aminullah et al., 2022). One popular type of educational topic on TikTok is Arabic language learning.

The essential components of Arabic language learning are the form of learning objectives, material or content, learning process, and learning evaluation (Desrani & Aflah Zamani, 2021). The purpose of learning Arabic is based on KMA no. 183 of 2019: 1) developing language skills as a communication tool and 2) raising awareness about the importance of Arabic for studying Islamic teachings (Ali et al., 2022). There are currently three types of learning materials: knowledge (cognitive), values (affective), and skills (psychomotor), so it is not only as a collection of information but as a unit of knowledge needed for students and the environment (Rohman, 2014).

The learning process is also an important component which includes methods and sets of activities designed to achieve the objectives of learning Arabic (Desrani & Aflah Zamani, 2021). Then an evaluation is carried out as a measuring tool for achieving learning objectives. We choose the right tool for measuring progress to ensure we get the correct information. There are several things to consider when selecting a measurement tool, and it is critical to choose one that is accurate to ensure we obtain the correct data and information. (Dachliyani, 2019). Moreover, supporting factors affecting the development are divided into internal and external factors. Furthermore, inhibiting factors cause the implementation to be disrupted and not carried out properly, which is also divided into internal and external factors (Slameto, 1995).

Learning Arabic using the TikTok application can provide benefits for the development of learning and student talents. As Susanti revealed in her research results, this application could be used to practice listening (*istima'*) and writing (*kitabah*) skills, but the drawback is that TikTok uses a random video page system, so students need to search for Arabic videos manually (Susanti & Rahmadhania, 2021). Zubaidi also concluded from his study that *Maharah Kalam* learning using TikTok is very feasible, with a percentage of 86.9% consisting of eligibility for media, materials, and operations (Zubaidi et al., 2021). Karami, et al. also expressed that using audio-visual media in learning Arabic would attract students' attention so that they were energized and able to understand the material presented (Karami et al., 2021).

Aligned with the research result mentioned previously, Hanani revealed that applying the Audiolingual method for many years in learning Arabic in educational institutions produced several students with qualified Arabic skills (Hanani, 2016). The application was conducted through the teacher asking students to listen to the vocabulary and then imitate it (Maziyah et al., 2019). The similarity found in this study with previous studies mentioned is the use of audio-visual media, such as TikTok application, and the utilization of audiolingual method in Arabic language learning. The novelty offered by this study is a new approach to Arabic language learning using the TikTok application, including the audiolingual method implementation.

Learning Arabic using the audiolingual method and accompanied by interesting and appropriate learning media by the conditions of students in the current era will improve learning activities. We choose one educational institution in Indonesia that implements Audiolingual-based TikTok media in learning Arabic named QITA (Qur'ani, Science, Technology, Akhlakul Karimah) Islamic Junior High School Malang.

Based on the explanation above, the authors are interested in researching the utilization, stages, supporting, and inhibiting factors of using TikTok social media based on an audiolingual approach in vocabulary learning at QITA Islamic Junior High School Malang. This research is expected as a reference for educators in the digital era to begin to look at the potential of TikTok media and use it in learning Arabic.

## **METHOD**

### ***Research Design***

This study used a descriptive qualitative approach. This study was conducted to describe the use of TikTok in learning Arabic. This research took place at QITA Islamic Junior High School Malang. This school is a leading madrasah under the auspices of the Raudhatul Ma'arif As-Syafi'iyah Foundation of Malang and the Ministry of Religious Affairs of Malang. The researchers chose this institution because the facilities support the use of internet-based learning media in the classroom, such as Wi-Fi and projectors. The executor in this study is one of the authors, a teacher who teaches Arabic to eighth-grade students using TikTok.

### ***Data Collection Technique***

The data collection in this study was conducted through observation and interviews. The researchers used participant observation, which means they actively engaged in the observed activity or situation (Kawulich, 2005). The observed activity was the process of learning Arabic language using TikTok based on the audiolingual method. Meanwhile, the interviews were in the form of unstructured or open-ended interviews related to the learning process that was carried out for the informants, who were eighth-grade students. This interview format was chosen to allow respondents to freely provide information that may not be covered by a list of questions (Mulyana, 2004).

### ***Data Analysis Technique***

The data analysis in this study used a model by Miles & Huberman (Miles et al., 1994), which was a reduction of data related to audiolingual-based TikTok that

was still considered raw. The next step was to proceed with the presentation of the data. The last is data verification by concluding the research results.

## **RESULT AND DISCUSSION**

The description of the data in this research is divided into three parts: first, the TikTok media in learning Arabic at QITA Islamic Junior High School, second, the step of learning Arabic using audiolingual-based TikTok, and third, the supporting and inhibiting factors in learning Arabic using audiolingual-based TikTok.

### **TikTok Media in Arabic Learning at QITA Islamic Junior High School**

The use of TikTok by teachers in vocabulary learning at QITA Islamic Junior High School is based on the media's support for learning activities. TikTok media can become an intermediary in conveying vocabulary material well to students. It is also because of a variety of interesting features on TikTok. In addition, teachers use TikTok based on their skills in making teaching materials in the form of videos. It can be seen in several posts on the social media accounts of teachers who are concerned with the field of learning Arabic. Then, there are variations in the use of TikTok videos in the form of teaching styles when presenting video teaching materials, such as: adjusting to video trends or initiatives from teachers in making video teaching materials by considering interesting teaching materials for students.

Ramadhan said that TikTok is an excellent platform for people of all ages to learn new information, expand their knowledge, and even improve their language skills. It is crucial in today's digital age, where technology plays a significant role (Ramadhan, 2020). The competence of Arabic language teachers in developing teaching materials is also needed, such as referring to specific learning objectives and learning strategies (Syaifullah & Izzah, 2019) while still adjusting the preparation steps in developing teaching materials based on available models. Hence, the teaching style becomes one of the things that can stimulate and grow students' interest in learning.

Since the teacher's teaching style is monotonous or rigid, it causes a tedious and less conducive learning atmosphere. However, if the way the teacher presents the information is engaging and enthusiastic, it will make the students more interested in learning (Faiqah, 2017). Thus, effective learning media cannot be separated from the selection of media, which must lead to increased interaction in teaching and the wrong selection of media will impact the information provided.

The teacher chooses TikTok videos and the Audiolingual method as a teaching tool because this approach can make it easier for students to understand and participate in class activities. The conclusion of interviews with several eighth-grade students shows that the vocabulary material in TikTok videos is interesting, fun, easy to remember and to understand. In addition, there are suggestions from students to add vocabulary guessing games for group teams. It is in line with what was expressed by Macheasy that teachers need to consider the application of active learning strategies that involve students so that individual and group competencies are created through both competition and collaboration (Machmudah & Rasyidi, 2008).

## Steps to Learn Arabic Using Tiktok Based on Audiolingual at QITA Islamic Junior High School

Based on the explanation in the introduction, the learning steps taken by the teacher cannot be separated from the existing Arabic learning components. The author arranged the steps teachers take in teaching vocabulary using TikTok at QITA Islamic Junior High School into three steps: preparation, implementation, and evaluation. The explanation is as follows.

### **Preparation**

This step is the stage carried out before the learning process takes place. The teacher first determines the vocabulary material according to the theme in the student's textbook. In this study, the vocabulary learning material is about **يَوْمِيَّتْنَا**. After that, it was continued by looking for video footage material on the Internet according to each vocabulary being taught. The teacher records a video of himself reading the vocabulary aloud twice, and then edits the teaching material video by combining the teacher's video and the downloaded video footage and adding Arabic text to each displayed vocabulary. When finished, the video is uploaded on the TikTok account owned by the teacher.

According to Marzano (2007), proper planning can make it easier for teachers to design learning strategies by considering the characteristics of students, learning objectives, and effective media to use. Some educational experts agree that planning is essential for learning success in this information age, but too much planning can hinder spontaneity and attention to students' individual needs (Tomlinson, 2014).

### **Implementation**

Implementation is an essential step since it is the core of learning. The following is the implementation of learning that is carried out offline based on the results of observations. At this stage, the teacher connects the computer to the Internet to open TikTok Web, then connects the computer to a projector to display TikTok videos. After connecting the device, the teacher opens the lesson, then shares a vocabulary about **يَوْمِيَّتْنَا** the previously prepared TikTok video while the students listen to it.

The teacher recites the vocabulary from the video and then asks the students to imitate and pronounce it simultaneously. After that, the teacher asked the students one by one to recite the vocabulary so that they would memorize it better and give positive reinforcement to each student if they had succeeded in pronouncing the vocabulary correctly. Then the teacher interprets each vocabulary by not directly mentioning the translation but by stimulating students by giving demonstrations through video footage that has been shown or direct explanations that lead to the translation of the vocabulary. Furthermore, the teacher also recites the number of *mufidah* related to vocabulary **يَوْمِيَّتْنَا** which must be listened to by students first. After that, it is pronounced together. The teacher asks students to record the vocabulary and the number of *mufidah* in the notebook.

In line with the explanation above, Effendy explained that the characteristics of the Audiolingual method are divided into 5. 1) Students must listen, speak, read, and finally write. 2) Grammar must be presented in the form of sentence patterns or dialogues with topics of everyday situations. 3) Exercise (*drill/at-tadribat*) must

follow operant conditioning as described. In this case, a reward is given. 4) All elements of grammar must be presented from easy to difficult gradually. 5) The possibility of making mistakes in responding must be avoided because positive reinforcement is more effective than negative reinforcement (Effendi, 2002).

In an era of increasingly advanced technology, educators have also made progress in delivering learning materials. One of the examples is using digital platforms such as TikTok in school learning activities. However, what teachers need to pay attention to is doing supervision and ensuring that the posted content is safe and appropriate for students. In addition, teachers should actively monitor student accounts during the class. In line with this, Engkoswara (2010) stated that supervision is carried out to ensure that activities are following the plan and to detect deviations.

### ***Evaluation***

This step is the final step. This activity is a systematic and continuous process. The object of evaluation is a program that has been completed or is currently running or being implemented (ongoing) (Suranto, 2019). Based on the results of observations, the evaluation of Arabic learning with audiolingual-based TikTok media uses an evaluation with a formative model. According to Supriyanto (in Bako et al., 2018), this model is an evaluation carried out at the program implementation stage to change or improve ongoing programs based on relatively short-term activities.

The formative evaluation instrument used by the teacher is a written test of multiple-choice, where it inquires the meaning of the vocabulary that has been distributed, and the matching test between column a and column b, which contains pairs of sentences with jumble translations. The evaluation results show that the average grades obtained by the students were categorized as good. It is indicated by the number of correct answers provided by the students when choosing vocabulary translations in multiple-choice questions and matching tests with jumble sentences. Hence, it indicates that implementing TikTok media in vocabulary learning was successful.

The researchers chose multiple-choice formative tests because of the limited teaching time and the small number of lecturers who taught, so it is expected that it will facilitate students to answer easily. However, it is opposed to what Isnaini & Hitu revealed in their research that giving formative tests in descriptions is better than giving formative tests in multiple choices. Based on the students' given formative test treatment in the form of descriptions, they understand and are accustomed to pouring ideas and thoughts. It is easier to answer correctly and clearly. Through this habit, students will always focus on the question, and the answer will be relevant. When students take a test, they must write out their answers. However, they do better when they take a test where they have to choose from a list of answers. (Isnaini & Hitu, 2017).

### **Supporting and Inhibiting Factors of Learning Arabic Using Tiktok Based on Audiolingual at QITA Islamic Junior High School** ***Supporting Factors***

From the results of the preparation and implementation of Arabic learning using TikTok media with the Audiolingual method at QITA Islamic Junior High School, there are supporting factors as follows.

### 1. Students' ability to understand the presented material

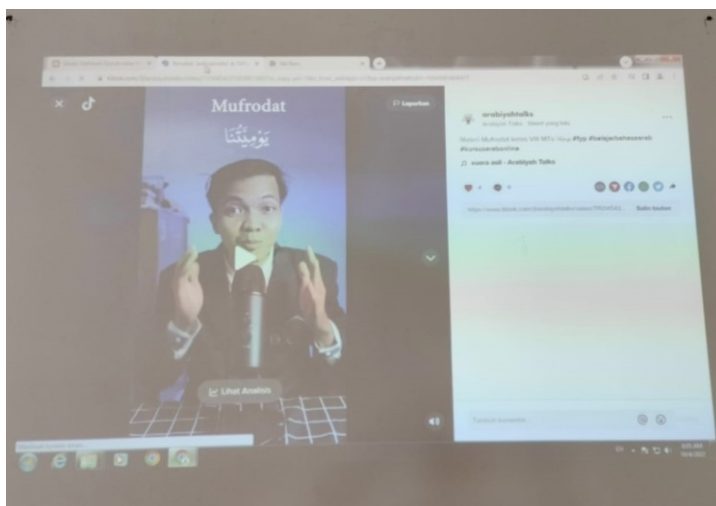
This internal factor becomes a must achieved in the learning process. The data from the interview results with several students revealed that the use of audiolingual-based TikTok in delivering Vocabulary **يَوْمِيَّتُنَا** material is quite interesting, fun, easy to remember, and understandable.

It indicates that students' understanding is sufficient to apply audiolingual-based TikTok media. According to Winkel (1996), student understanding is the ability to capture the meaning and significance of the material being studied. In line with this, Bloom in Winkel (1996) also revealed that understanding is included in the classification of the cognitive domain level 2 after knowledge. Thus, understanding does not only memorize something that is learned but also grasp the meaning and the concept of something being studied.

### 2. Adequate school facilities

This external factor involved adequate facilities in an educational institution which are necessary to facilitate the mobility of teachers and students. The following is an example of documentation data:

**Picture 1.**  
**TikTok Web Video Display**



The picture above indicates that the Vocabulary **يَوْمِيَّتُنَا** learning material in the form of an audiolingual-based TikTok video is displayed through a projector and is supported by a functioning Internet. According to Barnawi and Arifin, functional learning facilities assist the implementation of learning activities at schools (Barnawi & Arifin, 2013). It is also a trigger for students' interest and attention to facilitate the delivery of material (Syah, 1999). Thus, learning activities will be more accessible and potentially increase students' learning motivation if supported by adequate facilities.

### ***Inhibiting Factor***

An inhibiting factor also occurs in the implementation of learning using audiolingual-based TikTok at QITA Islamic Junior High School Malang:

#### 1. Limited learning time available



Learning materials will be more readily accepted and understood by students if the teacher can optimize the available time. This external factor happens when the application of the audiolingual method to the Vocabulary **يَوْمِيَّتْنَا** material takes a long time, while the duration of the lesson is limited. The data obtained from the interview with several students show that the students expressed boredom because of the drill pattern the teacher continuously used.

It indicates that availability and time management is required when applying audiolingual-based TikTok media. Slavin (2009) sa having enough time is essential for students to learn effectively. When students have enough time, they can study and understand what they are learning better. In line with this, Mulyasa (2007) also reveals that classroom management is a skill teachers must master to create a conducive learning climate and control it if a disturbance occurs in learning. Thus, good classroom management by the teacher, notably the effectiveness of the available time, triggers students' success in understanding the material and minimizing students' disinterested experience.

## CONCLUSION

Based on the research presented, we can conclude that: 1) using TikTok as a tool for Arabic language learning at QITA Islamic Junior High School Malang can improve the quality of the learning experience for students, as it combines the audiolingual method with engaging and interactive content. 2) The learning process involves preparation, implementation, and evaluation. The teacher is responsible for selecting the material, uploading it to their TikTok account, and then using the platform to deliver lessons through videos. 3) Positive reinforcement and stimulation are crucial for supporting students' learning. Students' ability to grasp the content and adequate facilities are critical factors for the success of this approach. At the same time, time constraints and potential boredom due to repetition can hinder it.

The research results above are expected to be a reference for teachers or lecturers to use TikTok in implementing Arabic language learning in this digital era. The researcher also hopes that other researchers can examine more deeply the effectiveness of using audiolingual-based TikTok in increasing students' interest, motivation, and achievement in learning Arabic in the digital era.

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