Implementation Of Instagram For Teaching Arabic Reading Skill To Increase Students Learning Motivation

Ismatul Hidayah Fitriani*[1], Dewi Chamidah[2]

[1,2]UIN Maulana Malik Ibrahim Malang, Indonesia
ismatulhidayahfitriani.05@gmail.com*[1], dewichamidah@pba.uin-malang.ac.id[2]

Abstract
This study aims to analyze the use of Instagram to teach Arabic reading skills (maharah qira'ah), its influence on student learning motivation, and its impact on the learning process. This study uses a quantitative-qualitative approach (mixed method) to obtain comprehensive data. Data was obtained through observations, interviews, and questionnaires to class X Language MAN 2 Malang City, Indonesia, students for the 2023/2024 school year, totalling 34 students. Qualitative data analysis uses the Miles & Huberman model, which involves data collection, reduction, and conclusion. Meanwhile, quantitative data analysis uses the Francis Galton model, which consists of descriptive analysis. The study results show that the use of Instagram as a learning medium has a significant favourable influence on student learning motivation. Instagram features such as interactive visual reels make it easier for students to understand the Arabic reading skill material and increase their interest in actively learning. Students feel more interested because learning is delivered through digital platforms relevant to their interests, so the learning process is fun and effective. As a result, Instagram media has proven effective in increasing students' learning motivation because they are directly involved in learning Arabic reading skills. This study recommends integrating social media such as Instagram as one of the innovative strategies for learning Arabic in the digital era.
Keywords: Arabic; Instagram; Maharah; Qiroah; Motivation

INTRODUCTION

Learning facilities are one of the main elements in supporting an effective educational process, especially in modern education, which emphasises active and collaborative learning. Based on the theory of constructivism developed by Jean Piaget and Lev Vygotsky, students not only become passive recipients of information but also actively build understanding based on their personal experiences, social interactions, and environmental exploration. In this case, the proper learning facilities, such as teaching aids, digital technology, interactive media, and online learning platforms, play an essential role in creating a dynamic and engaging learning environment. This means it allows students to be directly involved in learning, explore new concepts, and connect theory with practice (Wardani & Afriansyah , 2019)(Nurulloh Olla Fransisca et al., 2021)(Tiarma Fitri Malau et al., 2022) Thus, learning technology serves as a means that not only supports the needs of modern learning, but also prepares students to face real-world challenges in the digital era. In this era, skills such as critical, creative, adaptive, and collaborative thinking are becoming increasingly important, and educational technology provides the means to hone these skills effectively and thoroughly. Therefore, the integration of technology in learning facilities is an important investment to create a competent and innovative generation, and one of the effective and

existing media in use is Instagram.(Muhaimin et al., 2024)(Halimah, 2020)(Zahran Dhia et al., 2021)

In the context of education, Instagram can be an innovative platform for students and educators to explore creativity through the creation of content related to learning materials. The use of Instagram encourages a project-based learning approach(Saputra et al., 2021), where students not only passively receive material, but also actively participate in the learning process through the creation and curation of digital content. Interesting visualizations and multimedia media-based content allow students to understand the learning material more deeply, especially in learning (Khoiriya et al., 2023)*maharah qiro'ah* or reading skills. (Wibisono, 2020) This has been done in previous research that utilizes technology in the form of youtube media as a means to facilitate learning.(Fidayani & Ammar, 2023; Wahyu Pratama et al., 2024). As a result, learning through youtube media is effective because educators use media that is commonly used by students to find new things. In addition, learning through Instagram media has also been carried out by researchers who use (Loyal & Rangkasbitung , 2023)*Instagram reels* (short videos) to support PAI learning which results can increase students' interest in learning.(Akbar et al., 2023)

Through platforms such as Instagram, teachers can present reading materials in a more interactive format, such as video reels that bring the reading content to life. For example, in studying Arabic texts, teachers can upload readings about the material in Arabic texts that are equipped with examples from teachers to help students understand the meaning and practice their intonation. This multimedia-based content not only makes learning more interesting, but also provides opportunities for students to learn independently according to their learning style.(Sugiarto & Farid, 2023)(Bery Mokalu et al., 2022)

Maharah Qiro'ah qiroah (reading skills) is one of the core skills in learning Arabic which includes the ability to read texts correctly, understand their meaning, and interpret them. Maharah Qiro'ah's mastery is an important foundation for other language skills such as writing, speaking, and listening. In this context, (Chalely et al., 2024)(Rahmi, 2022)*maharah qirā'ah* is not only a mechanical skill in reading texts, but also skills related to more in-depth language analysis abilities, such as punctuation recognition, intonation, and understanding of the socio-cultural context contained in the text.(Sungkar et al., 2022). In Maharah Qiro'ah learning, students are trained to read with the right techniques and methods in order to gain a deep understanding of the text read. Students are also trained to read texts with appropriate intonation. This involves understanding punctuation in Arabic, which affects the way of pronunciation and appreciation of the text. In addition, this learning also trains students to read quickly without overriding understanding the meaning of the text. Next, students learn to analyze and interpret the text read. This skill is important, especially in reading religious texts such as the Qur'an and Hadith, which often require a deeper understanding.(Hidayat & Zulvanni Anggraini , 2021)(M. Taufik Arkan et al., 2024)(Jamaludin et al., 2024)(Roji, 2020)(Khoiriyah , 2020)

Based on the results of Ishida et al's research, there are six main factors that affect learning motivation, namely psychological values, cognitive factors, social and environmental influences, demographic factors, academic background and learning habits, and educational interventions or programs. This approach highlights that learning motivation is a complex phenomenon that is influenced by the interaction of various

elements, both intrinsic and extrinsic. The study also reveals a difference in focus on motivational factors between countries in the East and West. In Eastern countries, psychological values are more dominant, while in Western countries, social and environmental influences are more studied.(Rahman, 2022)(Ishida & Sekiyama , 2024)(Palittin   et al., 2019)

Ryan and Deci (2000) provide an in-depth view of what motivates individuals, including students, to learn. According to this theory, learning motivation can be divided into two main types, namely intrinsic and extrinsic motivation Both theories highlight the importance of creating a supportive learning environment. Teachers need to design relevant and engaging learning experiences for students to feel intrinsically motivated, while still providing proportionate external rewards to encourage students who need additional encouragement. This will ensure an effective, meaningful, and sustainable learning process.(Andriani & Rasto, 2019)

Motivation serves as the main driver for students to actively participate in learning activities. With high motivation, students tend to have the energy and passion to explore, understand, and complete academic tasks. Motivated students tend to be more diligent, even when facing learning challenges. This perseverance helps them achieve their learning goals despite experiencing obstacles or difficulties. Learning motivation helps students develop a positive attitude towards the educational process, so that they are more open to intellectual challenges and have an optimistic view of their potential. It is also supported by the environment in which they learn, such as parents, teachers, friends, and adequate facilities.(Dwi Retno Khari , 2024)

Learning Arabic at MAN 2 Malang City, educators use Instagram as a medium to help students understand in receiving the material provided. Instagram, which is usually used to post someone's activity, can now be an important medium to exemplify reading in the creation of descriptive texts for students. At first, educators can make interesting material videos with the help of a video editing application, namely Capcut so that it have good quality.(S. U. Rahmawati et al., 2024)(A. Rahmawati et al., 2023) On the basis of the previous researchcapc, currently the researcher will dig deeper into the implementation of Instagram media for the teaching of maharah qiroah the practice of reading descriptive texts for students at MAN 2 Malang City. Will the researcher review how the implementation process is? How effective is the implementation of Instagram on students' learning motivation? And what impact does learning through Instagram have? In this case, social media has an important role in the sustainability of the student learning process, so that the use of social media is not only a benefit for students but other Instagram social media users will automatically feel the benefits.(Martyrdom & Mufti, 2021)(Fuadah, 2020)

METHOD

This study uses a quantitative-qualitative approach (mixed method) to obtain comprehensive data related to the implementation of Instagram media in learning *maharah qiro'ah* and its influence on the impact and motivation of students. Quantitative approach: Used to measure the influence of Instagram media on student learning motivation through questionnaire questionnaires with adaptation of intrinsic and extrinsic learning motivation theories and qualitative approaches used to explore the experiences of students and teachers during the Instagram media implementation process through interviews and observations. The subjects of this study are students of class X Language

MAN 2 Malang City for the 2023/2024 school year which totals 34 students. Qualitative data analysis uses the Miles & Huberman model which involves data collection, data reduction, presentation, and conclusions drawn. Meanwhile, quantitative data analysis uses the Francis Galton model which involves a type of descriptive analysis. Meanwhile, quantitative data analysis uses the francis galton model which involves a type of descriptive analysis. As a result, the researcher comprehensively elaborated based on the analysis of data obtained from the subjects studied.

RESULTS AND DISCUSSION
Intagram Media Implementation Process
      In making a maharah qiroah project through Instagram, students do various tasks that are relevant to the syntax of the project based learning (PJBL) model:

1. Starting with a question given by the teacher in accordance with the theme, namely about food, the teacher asks how many times students eat in a day and what they eat then the teacher directs students to see an example video on the following Instagram link as a medium for teaching maharah qiroah to students
https://www.instagram.com/arabankuyy/profilecard/?igsh=endvdXYyenRqajBu.
2. The teacher gives rules for working on the project starting from the title listed, the number of paragraphs and the relevance of the text to the student's meal activity for one day.
3. Then the teacher asks students to create a text for 30 minutes with a minimum number of one paragraph, while viewing the video on the teacher's Instagram should not be less than twice.
4. The teacher checks the students' work one by one, by meriview what they have written on the text.
5. The teacher asks the students to come forward one by one to read the results of the texts that have been made, then the teacher asks the other students about what has been read by the students who are advancing in front, for example "what did Azam eat in the morning?"
6. After all the students came forward, the teacher asked the students what difficulties they experienced in making and reading the qiroah maharah text, and reviewed the intonation they used in reading. And finally the teacher asked students to make a video that matched their respective texts as homework assignments which would later be uploaded on the Instagram platform @arabankuyy as a result of *the learning* project.

      Based on the process of the PJBL, initially educators can make material by exemplifying the reading of descriptive texts about the theme that has been spoken with a good and correct Arabic fushah dialect. Then the educator uploads the video to the Instagram reels platform which is attractively named, such as @arabankuyy. After the upload process, educators can ask students to observe existing Instagram reels, as a reference for descriptive text reading examples. In this case, students will understand and study in a fun and exciting way, because they can learn to read descriptive texts through Instagram flexibly. They not only observe, but can also react to the comment column of the Instagram reels (Bery   Mokalu   et al., 2022)

      When watching the video three times, students are asked to make descriptive texts with the qiroah jahriyah model or read clearly using intonation as exemplified in the class x book published by the Ministry of Religion on descriptive text material about food in their respective books. After that, the educator corrected the results of the student's project

and was given a score. As for students who are not correct in pronunciation, they will be asked to revise it until it is in accordance with what is exemplified. At this stage, students learn to observe and analyze existing Instagram reels videos to be implemented through their writing. Students also give them the flexibility to make innovations that are relevant to their lives. The majority of students write down things related to their personalities, because they think that the assignments made can be used to practice speaking Arabic every day.(Anonymous, Muid, 2021)

The last stage is the process of assessing the reading of the qiroah maharah in the form of texts that have been made by students. After the process of observing the form of the dialysis, intonation and how to read descriptive texts are expected to be able to minimize mistakes made by students, such as reading Arabic texts that are almost the same as reading the Qur'an, improper text intonation and other errors. Students are asked to advance one by one in front of the class reading the text that has been made with the intonation exemplified through Instagram reels. In this case, students are taught to appreciate and appreciate their friends who are advancing in front of the class. This is also one of the efforts to train the mental courage of students.

In addition to observing, educators also immediately correct the results that have been displayed by students. This is intended so that other classmates can listen well so that mistakes that occur do not recur. This method has proven to be effective, judging from the increasing scores of students before and after the study through Instagram reels. The majority of students who request learning can always be correlated with digitalization so that it can be seen again in the future. At this stage of the project, students are asked to make a video of their descriptive text reading which will later be uploaded on the Instagram platform @arabankuyy. Not only the scope of their class is watching, but millions of Instagram users can witness their descriptive text practice which can certainly have a positive impact.

The majority of students interviewed revealed that the implementation of Instagram as an Arabic language learning medium provides significant convenience, especially for those who are at the beginner level and are just starting to learn and know Arabic. The features provided by Instagram, such as *reels*, are considered to be very helpful for them in understanding the material in a more in-depth and practical way. *Reels* allow the delivery of material in the form of short videos that are interesting and informative, so that it is easier for students to understand the basic concepts of Arabic, especially at the stage of practicing reading texts.

In addition, the flexibility of material access offered by Instagram is one of the main advantages. Students can access the material anytime and anywhere without being limited by time and place. This gives them the opportunity to learn at their own pace and needs. With the ability to replay videos and practice the material independently, the learning process becomes more effective and enjoyable. Ultimately, the integration of Instagram as a learning medium not only helps students understand the material, but also increases their interest in continuing to learn Arabic in a more modern and relevant way to their daily lives.

The Instagram platform provides a great opportunity to disseminate Arabic learning more widely through engaging and accessible material posts. This post not only benefits the students who are the main targets, but also has the potential to influence millions of other Instagram users who indirectly participate in learning Arabic through

the content. This impact shows how technology, if managed and utilized properly, can be an effective educational tool as well as a means to disseminate knowledge more widely.

In addition, the use of Instagram as a learning medium also has another positive impact, namely teaching students the courage to appear in public. The practice videos uploaded by students are part of the learning process, where they not only practice Arabic skills but also hone their confidence. The videos can be seen by many people, including individuals they don't know yet, thus training them to be more open and confident in demonstrating their abilities. This approach not only improves Arabic language competence, but also provides added value in the development of communication and presentation skills, which are crucial to face challenges in the digital age

The implementation of Instagram as a learning medium encourages teachers to create creative and interesting content, such as *reels*, that are relevant to *the maharah qiro'ah*. This process inspires teachers to take advantage of modern technology in delivering material in an interactive and flexible manner. The use of Instagram in teaching requires teachers to master digital skills, including video editing. This increases the digital competence of teachers, which is one of the important needs in the modern world of education. Instagram media also opens opportunities for teachers to collaborate with other educators and other Instagram users in sharing ideas or developing learning materials. This enriches the teaching methods applied and creates a more inclusive learning community. Overall, the use of Instagram media in learning *maharah qiro'ah* has a significant positive impact on teachers, both in improving teaching competence, building relationships with students, and utilizing technology as an effective means of learning.

The Effectiveness Of Instagram For Teaching Maharah Qira'ah On Students' Learning Motivation Based On Intrinsic And Extrinsic Motivation Theory

Apakah penggunaan Instagram sebagai media pembelajaran Maharah Qiro'ah telah meningkatkan motivasi belajar anda?
8 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak setuju

In this first question, 100% of students agree that the Instagram platform can increase the learning motivation of all students.


Apakah fitur reels Instagram efektif dalam memfasilitasi pembelajaran Maharah Qiro'ah?
8 jawaban

- Sangat setuju
- Setuju
- Netral
- Tidak Setuju
- Sangat Tidak setuju
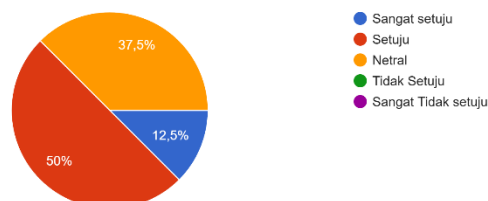
In this second question, 50% of students agreed that the Instagram platform is effective in facilitating the learning of maharah qiroah. 37.5% of students are neutral and 12.5% of students strongly agree.

Apakah anda merasa lebih tertarik belajar Maharah Qiro'ah menggunakan Instagram dibandingkan
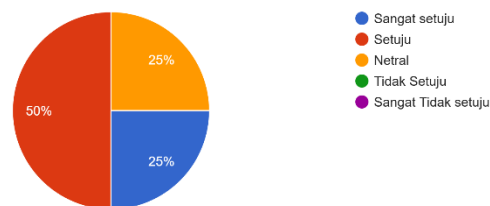dengan metode tradisional?
8 jawaban
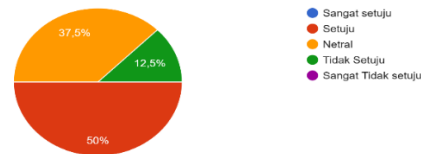
In this third question, 50% of students are more interested in learning Maharah Qiro'ah
using Instagram compared to traditional methods. 37.5% of students were neutral and
12.5% of students disagreed.

Apakah Instagram mampu meningkatkan daya ingat dan pemahaman anda dalam pengajaran
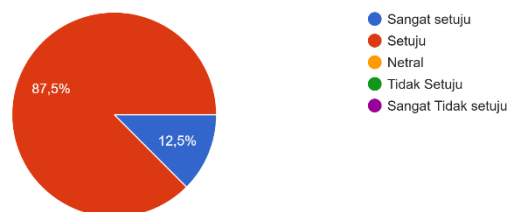Maharah Qiro'ah?
8 jawaban

In this fourth question, 50% of students felt that Instagram was able to increase the
interaction between teachers and students in teaching Maharah Qiro'ah. 25% of students
are neutral and 25% of students strongly agree.

Apakah konten pembelajaran yang disampaikan melalui Instagram mudah dipahami oleh anda?
8 jawaban

In this fifth question, 87.5% of students felt that the content conveyed through
Instagram was easy for students to understand while 12.5 other students strongly agreed.

Apakah anda merasa senang jika pembelajaran maharah qiroah ditampilkan melalui reels
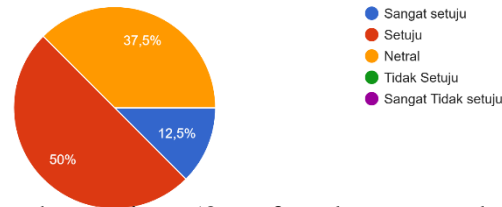instagram?
8 jawaban
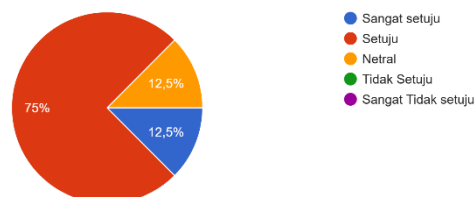
In this sixth question, 75% of students felt happy if the learning of mahara qiroah was
displayed through Instagram reels. 12.5% of students are neutral and 12.5% of students
strongly agree.

Apakah penggunaan Instagram membantu anda menguasai keterampilan membaca teks Arab lebih cepat?
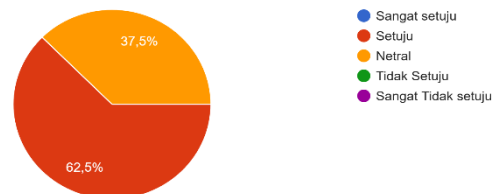8 jawaban

In this seventh question, 50% of students agreed that the use of Instagram helps students in mastering the skills of reading Arabic texts faster. 37.5% of students are neutral and 12.5% of students strongly agree

Apakah penggunaan Instagram membantu anda menguasai intonasi membaca teks Arab lebih baik?
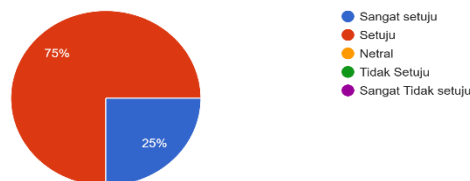8 jawaban

In this eighth question, 62.5% of students agreed that the use of Instagram helped students master the intonation of reading Arabic texts better, while the other 37.5% of students were neutral.

Apakah konten reels Instagram untuk pembelajaran maharah qiroah bermanfaat bagi anda?
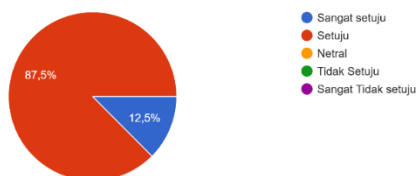8 jawaban

In this ninth question, 75% of students agreed that Instagram reels content for learning maharah qiroah was beneficial for students and another 25% of students strongly agreed.

Apakah anda lebih semangat belajar maharah qiroah mealui reels Instagram karena dapat memudahkan anda memahami materi dengan waktu yang fleksibel?
8 jawaban

In this tenth question, 87.5% of students agreed that they were more enthusiastic about learning maharah qiroah through Instagram reels because it can make it easier for students to understand the material with flexible time and another 12.5 students strongly agreed.

CONCLUSIONS

This study concludes that using Instagram as a learning medium significantly positively affects students' learning motivation in teaching maharah qiro'ah. Instagram's interactive features, such as visual reels, make it easier for students to understand the material better, increase interest, and encourage active involvement in learning. Using digital platforms relevant to students' interests makes learning more interesting, fun, and effective. Thus, Instagram media has proven to be an innovative and effective learning tool in increasing students' learning motivation. This study recommends integrating social media such as Instagram as one of the strategies for teaching Arabic in the digital era, especially for teaching qiro'ah skills more interactively and contextually.

REFERENCES

Akbar, S., Salminawati, S., & Rakhmawati, F. (2023). Pengembangan media pembelajaran pai berbasis reels instagram untuk meningkatkan minat belajar siswa. *Jurnal EDUCATIO: Jurnal Pendidikan Indonesia*, *9*(2), 733. https://doi.org/10.29210/1202323204

Andriani, R., & Rasto, R. (2019). Motivasi belajar sebagai determinan hasil belajar siswa. *Jurnal Pendidikan Manajemen Perkantoran*, *4*(1), 80. https://doi.org/10.17509/jpm.v4i1.14958

Bery Mokalu, Y., Wowor, E. C., & Tumewu, W. A. (2022). *Developing Instagram Application-Based Media To Optimize Student Learning Outcomes Of The Natural Science Education Department Unima Pengembangan Media Pembelajaran Berbasis Aplikasi Instagram Untuk Optimalisasi Hasil Belajar Mahasiswa Jurusan Pendidikan Ipa Unima* (Vol. 5, Issue 2).

Chalely, L. M. U. H., Siti Durotun Naseha, & Izzah Nur Hudzriyah Hasan. (2024). Studi Implementasi dan Efektivitas TPACK dalam Pembelajaran Maharah Qiro'ah. *DAARUS TSAQOFAH Jurnal Pendidikan Pascasarjana Universitas Qomaruddin*, *1*(2), 129–137. https://doi.org/10.62740/jppuqg.v1i2.144

Dwi Retno Kharian. (2024). *Hubungan Motivasi Dan Minat Belajar Dengan Hasil Belajar Peserta Didik Kelas V Sdn No 100311 Palsabolas Pada Mata Pelajaran Ips T.A 2023/2024*.

Fidayani, E. F., & Ammar, F. M. (2023). The Use of Azhari Curriculum in Arabic Language Learning at Islamic Boarding School. *Nazhruna: Jurnal Pendidikan Islam*, *6*(1), 25–45. https://doi.org/10.31538/nzh.v6i1.2866

Fuadah, S. (2020). Penggunaan Media Instagram @Nahwu_Pedia dalam Mahārah Al Qira'ah dan Mahārah Al Kitabah Mahasiswa Bahasa Arab. *Studi Arab*, *11*(2), 137–151. https://doi.org/10.35891/sa.v11i2.2513

Halimah, 'Aqif. (2020). Talim Maharat Alqira'at Lilnaatiqin Bighayriha. لساننا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *9*(2), 249. https://doi.org/10.22373/ls.v9i2.6744

Hidayat, A. F. S., & Zulvanni Anggraini, F. (2021). Alalaqat Bayn Alqudrat Ala Qira'at Alquran Bilqudrat Ala Maharat Alqira'at. *Shaut al Arabiyyah*, *9*(1), 78. https://doi.org/10.24252/saa.v9i1.20830

Ilmiani, A. M., & Muid, A. (2021). Bi'ah Lughawiyyah Era Society 5.0 Melalui Penggunaan Media Sosial Mahasiswa. *Arabi : Journal Of Arabic Studies*, *6*(1), 54. https://doi.org/10.24865/ajas.v6i1.348

Ishida, A., & Sekiyama, T. (2024). Variables influencing students' learning motivation: critical literature review. In *Frontiers in Education* (Vol. 9). Frontiers Media SA. https://doi.org/10.3389/feduc.2024.1445011

Jamaludin, M. J., Munir, D. R., Luthfi, T., & Fajar, A. (2024). Tatbiq Atariqat Atarkibiat Watahliliat Fi Ta'lim Allughat Alarabiat Litahsin Maharat Alqira'at Ladaa Talabat Almadrasat Adiyniat Atakmiliat 'Iieanat Almubtadi Darunujdan Purwakarta. *Ta'limi | Journal of Arabic Education and Arabic Studies*, *3*(1), 25–35. https://doi.org/10.53038/tlmi.v3i1.94

Khoiriya, U., Alamsyah Kusumadinata, A., Hasbiyah, D., & Kusumadinata, A. A. (2023). Marketing Communication of Indigenous People's Products Through Instagram Social Media @Gerainusantara_Aman. *Indonesian Journal of Applied and Industrial Sciences (ESA)*, *2*(5), 507. https://doi.org/10.55927/esa.v2i5.6008

Khoiriyah, H. (2020). Metode Qirā'ah Dalam Pembelajaran Keterampilan Reseptif Berbahasa Arab Untuk Pendidikan Tingkat Menengah. لسانـنـا *(LISANUNA): Jurnal Ilmu Bahasa Arab Dan Pembelajarannya*, *10*(1), 32. https://doi.org/10.22373/ls.v10i1.7804

M. Taufik Arkan, Bernan Dwi Atmojo, Tiara Pelangi Arafah, Ahmad Hudaebiah, Fadly Alfarissy, Muhamad Zakariya, & Humairo Azizah. (2024). *Efektivitas Media Kincir Angin untuk Melatih Maharah Qiro'ah dalam Pembelajaran Bahasa Arab Siswa PAUD dan Pembelajaran BTQ (Baca Tulis Qur'an) Siswa TPA serta Pentingnya Literasi Ekonomi Islam terhadap Usaha Mikro Kecil dan Menengah (UMKM)*.

Muhaimin, R., Tinggi, S., Negeri, A. I., & Natal, M. (2024). *Peran Sarana Prasarana dalam Meningkatkan Efektivitas Pembelajaran di SD Negeri 161 Bangun Purba*.

Nurulloh Olla Fransisca, Novitaria Arti Pujiastuti, Pupung Puspita Ningrum, Almira Dini Khairina, & Edy Suprapto. (2021). *Pembelajaran Matematika Berbasis Pendekatan Konstruktivisme Berbantuan Media Bagi Siswa di Sekolah Inklusi*.

Palittin, I. D., Wolo, W., & Purwanty, R. (2019). Hubungan Motivasi Belajar Dengan Hasil Belajar Fisika. *Magistra: Jurnal Keguruan Dan Ilmu Pendidikan*, *6*(2), 101–109. https://doi.org/10.35724/magistra.v6i2.1801

Rahman, S. (2022). *Pentingnya Motivasi Belajar Dalam Meningkatkan Hasil Belajar*.

Rahmawati, A., Astuti, D. M., Harun, F. H., & Rofiq, M. K. (2023). Peran Media Sosial Dalam Penguatan Moderasi Beragama Di Kalangan Gen-Z. *J-ABDI: Jurnal Pengabdian Kepada Masyarakat*, *3*(5), 905–920. https://doi.org/10.53625/jabdi.v3i5.6495

Rahmawati, S. U., Aisyah, S. N., Mufidza, S., & Umbar, K. (2024). Analisis Konten Instagram @alazharcenterpare dalam Pembelajaran Bahasa Arab Online. *Ukazh: Journal of Arabic Studies*, *5*(1), 20–30. https://doi.org/10.37274/ukazh.v5i1.895

Rahmi, S. (2022). Istikhdam Wasaili Nas Alqisat Litarqiyati Maharat Alqira'at. *JURNAL AL-IHDA : Media Ilmiah Bahasa Arab*, *10*(1), 15–37. https://doi.org/10.58645/alihda.v10i1.119

Roji, F. (2020). Tatbiqu Tariqati Attamyiz Fi Ta'limi Maharat Alqira'at Bimadrasati Atsanawiyati Alislamiyat Alhukumiyat Alula Jakarta. *Al-Tadris: Jurnal Pendidikan Bahasa Arab*, *8*(1), 170–200. https://doi.org/10.21274/tadris.2020.8.1.170-200

Saputra, H., Marsiah, M., & El Bilad, C. Z. (2021). Analisis Kualitas Instagram @kursus_arab_alazhar Dalam Pembelajaran Bahasa Arab Online. *El-Tsaqafah : Jurnal Jurusan PBA*, *20*(1). https://doi.org/10.20414/tsaqafah.v20i1.3107

Setia, U., & Rangkasbitung, B. (2023). *Pengaruh Penggunaan Media Youtube Pada Materi Teks Ceramah Terhadap Hasil Belajar Siswa Kelas Xi Otkp 1 Smk Negeri 1 Bayah Reni 1) , Elih Solihatulmilah 2) , Eka Nurul Mualimah 3)* (Vol. 4).

Sugiarto, & Farid, A. (2023). Literasi Digital Sebagai Jalan Penguatan Pendidikan Karakter Di Era Society 5.0. *Cetta: Jurnal Ilmu Pendidikan*, *6*(3), 580–597. https://doi.org/10.37329/cetta.v6i3.2603

Sungkar, A., Raden, U., & Lampung, I. (2022). *Problematika Linguistik Dalam Pembelajaran Mahārah Qirā'ah Pada Jurusan Pendidikan Bahasa Arab Uin Raden Intan Lampung* (Vol. 11, Issue 1).

Syahid, A. H., & Mufti, M. A. (2021). Using Instagram On Arabic Learning In The Post-Pandemic Era: Students' Voices. *Arabiyat : Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban*, *8*(2), 241–254. https://doi.org/10.15408/a.v8i2.22909

Tiarma Fitri Malau, Kurnia Novita Harianja, Yesiana Simarmata, & Helena Turnip. (2022). Pentingnya Administrasi Sarana Dan Prasarana Pendidikan. *Dewantara : Jurnal Pendidikan Sosial Humaniora*, *1*(4), 186–195. https://doi.org/10.30640/dewantara.v1i4.462

Wahyu Pratama, A., Mahliatussikhah, H., & Murtadho, N. (2024). Opportunities and Challenges of Common European Framework of Reference for Language (CEFR) Standardization in Arabic Language Learning. *Journal of Arabic Studies*, *9*(1), 33–42. https://doi.org/10.24865/ajas.v9i1.774

Wardani, A., & Afriansyah, H. (2019). *Pentingnya Sarana dan Prasarana Pendidikan*. https://doi.org/10.31227/osf.io/39dqy

Wibisono, D. (2020). Pengaruh Penggunaan Instagram Terhadap Eksistensi Diri Remaja (Studi Pada Mahasiswa Di Lingkungan Fisip Unila). *SOSIOLOGI: Jurnal Ilmiah Kajian Ilmu Sosial Dan Budaya*, *22*(2), 145–164. https://doi.org/10.23960/sosiologi.v22i2.65

Zahran Dhia, H., Khoiriyatunnisa Program Studi Bahasa dan Kebudayaan Arab, L., & Ilmu Pengetahuan Budaya, F. (2021). *Pemanfataan Platfrom Instagram Sebagai Media Pembelajaran Bahasa Arab Untuk Pemula*.