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TikTok Social Media as an Alternative Learning Medium for Mastering Arabic Mufradat Among University Students

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Abstract:

Along with technological advancements and the increasing use of social media among students, TikTok has become a potential platform for interactive learning. This study aims to analyze the use of TikTok as an alternative tool in vocabulary learning (mufradat) among students of Arabic Language Education. This research employs a descriptive qualitative method, with data collected through participatory observation and semi-structured interviews. The research sample consists of students from the 2022 cohort of the Arabic Language Education program at UIN K.H. Abdurrahman Wahid Pekalongan. Observations were conducted to directly examine how TikTok influences vocabulary learning, while interviews explored students' experiences using the TikTok application. Documentation, including notes and photos, was also gathered to describe the use of TikTok in Arabic language learning, particularly in vocabulary acquisition. The study concludes that the use of TikTok as a social media platform is considered effective as an alternative learning tool for mastering Arabic vocabulary, as indicated by the majority of respondents who viewed TikTok as suitable for such purposes.

Keywords: TikTok Social Media, Mufrodats, Arabic Language Learning

A. Introduction

Rapid advancements in information and communication technology have transformed educational practices by encouraging the integration of digital media into the teaching and learning process (Hadi et al., 2025). In Arabic language learning, one of the major challenges is helping students acquire and retain mufradat (vocabulary), as conventional teaching methods often provide limited opportunities for meaningful practice and engagement (Widiastuti, 2018). Therefore, teachers are expected to utilize digital platforms that are familiar to students and capable of creating interactive learning experiences. Social media has

become one of the most widely used digital platforms that supports communication, content sharing, and active participation among users, making it a potential medium for educational purposes (Cahyono, 2024).

Hasiholan and Pratami (2020) explained that TikTok is a Chinese video-based social media platform that has become highly popular because of its user-friendly interface, which allows people to express their creativity by creating and sharing content with other users (Hasiholan & Pratami, 2020). explain that TikTok is widely used as a communication and campaign medium. If the content created by a creator receives reactions in the form of likes and comments, the creator can gain popularity (Warini et al., 2020). Initially, TikTok was used only for entertainment purposes; however, over time, many creators began producing educational content from various fields. According to KBBI, content refers to information that can be accessed through electronic media, either directly or indirectly. In learning contexts, content refers to materials related to learning objects delivered through media (Putri & Sulistyanto, 2022). TikTok is mostly used by Millennials and Generation Z, and it can function as an entertainment medium for creating and sharing videos with others (Fauziyah et al., 2022).

State that TikTok can be used as a learning medium to increase students' interest in learning in the digital globalization era. TikTok also enables users to create and share videos interactively (Dahlana et al., 2024). Therefore, this application significantly supports the learning process and provides students with greater opportunities to develop their knowledge. TikTok is a short-video content application that is highly popular and commonly used among university students. It can also serve as a platform for teachers and mentors to create Arabic language learning videos in order to improve students' language abilities. As shown in research conducted by Ahmad and Muhammad Jufri Shodiq Zubaidi (2022), 86.9% of respondents considered TikTok suitable for learning mufrodlat. Besides being recognized as an appropriate learning medium, TikTok is also regarded as an effective platform for self-expression. This assessment was supported by Kasin, who evaluated the opinions of material experts, media experts, and students, resulting in an average score of 4.6, which falls into the "very good" category. Qualitative research conducted by Dewanta regarding the use of TikTok in learning contexts also revealed that students responded very positively to the application because TikTok is already familiar and widely used among learners.

Learning media play an important role in supporting the achievement of learning and teaching objectives. Learning media are used to deliver materials effectively and facilitate communication. With appropriate media, the learning process becomes more optimal.

Learning media function to clarify the delivery of messages and information, thereby improving students' understanding and learning outcomes (Sari, 2024). Explains that learning media help improve students' comprehension and academic achievement (Nurrita, 2018). In addition states that learning media can provide similar learning experiences among students regarding events in their environment. Several studies have demonstrated the success of technology-based learning media development. found that TikTok media is effective in the learning process (Suaibah et al., 2020).

TikTok is considered a relevant learning medium because its characteristics align with Generation Z's learning preferences, which tend to favor concise, visual, and interactive content. The platform supports micro-learning through short-form videos that allow students to access learning materials flexibly anytime and anywhere. In addition, TikTok's personalized content algorithm enables users to discover materials based on their interests, creating opportunities for Arabic learning content to reach students in a more engaging and sustainable way. With its interactive features, such as video, audio, text, and subtitles, TikTok can provide an innovative learning environment that encourages students' motivation and engagement in learning Arabic (Marwaji, 2026).

The use of TikTok as a learning medium has been examined several times by previous researchers. First, a journal article entitled "Efektivitas Pemanfaatan TikTok Sebagai Media Pembelajaran Dalam Meningkatkan Hasil Belajar Peserta Didik" was written by Ericha Tiara Hutany, Andi Naila Quin Azisah Alisyahbana, Nur Arisah, and Muhammad Hasan. The research was conducted in class XI at SMKN 1 Makassar in May 2021, examining students' learning outcomes through the effective use of TikTok as a learning medium, which showed improvement. The initial results indicated that many students obtained scores below the KKM standard; however, after utilizing TikTok as a learning medium, students' scores reached the KKM standard. This shows that the use of TikTok successfully improved students' understanding.

The second study, entitled "Analisis Konten Pembelajaran Bahasa Arab Pada Media TikTok" written by Tiara Nurfingkan Priantiwi and Maman Abdurrahman, examined the analysis of TikTok learning content created and shared by selected TikTok content creators using the hashtag #beljarbahasaarab. The study investigated whether the content they created was liked and appreciated by viewers, especially those interested in learning Arabic. The research found several materials that were frequently created and uploaded, such as mufradat, uslub, nahwu shorof, and Arabic expressions. The results of the study stated that TikTok can

be used as a complementary medium in Arabic language learning through engaging Arabic learning content created by content creators.

Although prior studies have examined TikTok's effectiveness in improving learning outcomes at the secondary-school level (Hutany et al., 2021) and analyzed the content of educational Arabic-learning accounts on TikTok (Priantiwi & Abdurrahman, 2021), less attention has been paid to how university students themselves experience, evaluate, and selectively use TikTok as a self-directed medium for mastering Arabic mufradat. This gap is particularly relevant for students of the Arabic Language Education Department at UIN K.H. Abdurrahman Wahid Pekalongan, whose everyday exposure to Arabic-learning TikTok content had not previously been documented from the students' own perspective. This study addresses that gap by examining the direct experiences, perceptions, and usage patterns of PBA students, rather than the content or its instructional design alone. Based on the background above, this study aims to examine the use of TikTok social media as an alternative learning medium for mastering Arabic mufradat among university students, especially students of the Arabic Language Education Department at UIN K.H. Abdurrahman Wahid Pekalongan. By utilizing social media that is popular and interactive among university students, this research is expected to provide new insights into Arabic language learning methods that are more effective and relevant to current developments.

B. Research Method

This study employs a qualitative descriptive method to describe how TikTok is utilized in Arabic language learning, especially in learning mufradat. The subjects of this study are students of the Arabic Language Education Department class of 2022 at UIN K.H. Abdurrahman Wahid Pekalongan who use TikTok social media, while the object of the study is the TikTok application itself. The population consisted of 89 students from three classes in the 2022 cohort, from which 7 informants were selected using purposive sampling based on the following criteria: (1) actively using TikTok at least three times a week, (2) having followed or engaged with at least one Arabic-learning TikTok account, and (3) being willing to share their learning experience through an in-depth interview. For confidentiality, informants are referred to by initials (DS, MN, FS, RH, AF, HH, and JW) throughout this article. Data were also gathered from literature reviews of previous studies, and data collection techniques were conducted through several stages, namely observation, interviews, and documentation.

The first stage involved conducting participatory observation by directly observing how the use of TikTok social media could influence students' mastery of mufradat. The second stage involved conducting semi-structured interviews with several students from the 2022 Arabic Language Education cohort. The interviews were designed with open-ended questions related to students' experiences in using TikTok, their motivation, and its impact on their mufradat abilities. The third stage involved documentation, such as recording interview results, taking audio recordings, videos, or photographs during interviews and observations. The tools and materials used included a voice recording application and camera during interviews, the TikTok application as an observation platform for students in the learning process by observing the videos produced by students, and observation sheets to record students' activities on TikTok. The collected data were analyzed using Miles and Huberman's interactive model, comprising data reduction, data display, and conclusion drawing/verification, which allowed recurring patterns in students' experiences with TikTok as an Arabic-learning medium to be identified. To ensure the validity of the data, the researcher applied source triangulation by cross-checking interview results with observation notes and documentation, as well as by comparing responses among informants with differing usage patterns.

C. RESULTS and DISCUSSION

1. TikTok Social Media as a Medium for Arabic Language Learning

In the initial observation, it was found that not all students of the Arabic Language Education Department (PBA) class of 2022 used the TikTok application, especially for learning purposes. This study involved several students from the Arabic Language Education Program (PBA) class of 2022 at UIN K.H. Abdurrahman Wahid Pekalongan as respondents. They came from various classes and had different experiences in utilizing TikTok as a medium for Arabic language learning, particularly in learning mufradat. Approximately 50% of TikTok users in the 2022 cohort used the platform as a supporting learning medium, an online buying and selling platform, and purely for entertainment. The researcher found seven respondents from the interview results who supported TikTok social media as an alternative learning medium for mastering Arabic mufradat. As stated by DS (Informant 1), TikTok media is considered effective for memorizing mufradat because the videos on TikTok can be replayed repeatedly.

Furthermore, MN (Informant 2) also believed that TikTok media can support Arabic vocabulary learning through platforms that provide short videos about specific mufradat,

which can be utilized for independent learning by university students. In line with this opinion, FS (Informant 3) stated that TikTok is an interesting and interactive learning medium, effective in helping students remember mufradat because its content is varied and easily accessible anytime. However, TikTok also has disadvantages, such as limited depth of information and the possibility of distraction from irrelevant content. Even so, TikTok is considered more motivating than traditional methods because of its simple and attractive presentation.

Nevertheless, TikTok media only functions as an additional source of knowledge and a supporting medium in the Arabic language learning process rather than the primary learning method. This means that direct face-to-face learning with a teacher remains the main method for students. As expressed by RH (Informant 4), TikTok is useful and interesting for learning mufradat, but she suggested continuing direct learning for more optimal results. AF (Informant 5) also shared a similar opinion, stating that TikTok is suitable for use in the digital era, although he still prefers direct classroom learning. In contrast, HH (Informant 6) viewed TikTok as a learning medium with advantages such as attractive and varied displays, but considered it less effective because users are easily distracted by other content. She also believed that TikTok is less motivating compared to other learning methods. Moreover, according to Jauhari Wirda, TikTok can also lead to addiction among university students, which becomes one of its weaknesses.

Based on the students' perspectives above, it can be emphasized that TikTok media is indeed needed in the Arabic language learning process so that Arabic learning becomes more modern and relevant to the current era, namely the technology-based learning era that requires the use of platforms relevant to Arabic learning. Learning media continue to develop along with technological advancements, especially with the increasing role of social media, particularly among Generation Z. Social media has become the main medium for communication, collaboration, and creativity, often attracting more attention than learning materials themselves. The use of social media in education enables a more flexible and engaging learning process, thereby effectively supporting learning activities (Ramdani et al., 2021). Therefore, educators can utilize social media as a learning medium because it has an appeal that can motivate students and support academic achievement. Social media also provides up-to-date information explained comprehensively. With easy access anytime and anywhere, social media becomes a relevant and up-to-date learning resource

To address the low level of student engagement in Arabic language learning, more engaging and interactive digital learning media are needed (Makfiro et al., 2022). One

example is the TikTok application, which has become a very popular platform, especially among students, and its use increased rapidly during the COVID-19 pandemic when many people searched for entertainment and new creativity on social media. This application offers various features that make it easier for users to create and edit videos up to five minutes in duration, complete with effects, music, and filters that allow users to express their creativity in different ways. The “FYP” or “For Your Page” feature is one of TikTok’s advantages because it functions as a recommendation algorithm that presents content according to users’ interests while helping increase interaction in the form of viewers and likes for content they enjoy (Lathifah & Zibrija, 2023). With the various features provided by TikTok, content creators channel their creativity by producing interesting content according to their passions. For example, teachers create content about educational materials, doctors create health-related content, and individuals who possess expertise and creativity in Arabic create Arabic learning content.

TikTok helps improve language skills through listening, speaking, and reading features, both while enjoying content and creating content. Besides entertainment, this platform also provides educational content that supports foreign language learning (Karami et al., 2021). TikTok can be utilized by educators as a practical and informative learning medium. Educators have attempted to use TikTok as a learning medium during distance learning (PJJ). Luisandrith and Yanuartuti, as cited in Dewanta, stated that TikTok can improve students’ creativity and help them express themselves through video creation. This reality is based on the fact that TikTok is highly familiar among students. In the context of its use as an Arabic language learning medium, educators can utilize this application to deliver materials in a more interactive way (Dewanta, 2020).

Several TikTok accounts that discuss Arabic language learning include:

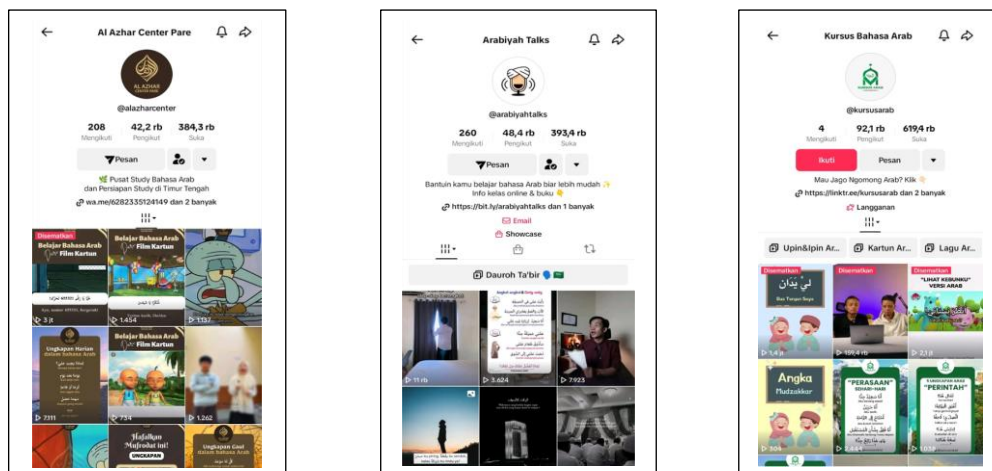


Figure 1, shows the TikTok account “Al Azhar Center Pare,” which has 42.2 thousand followers and a total of 384.3 thousand likes. According to its bio, this account provides interesting and interactive Arabic learning content. Several types of uploaded content include Arabic conversation videos taken from scenes of cartoon movies such as SpongeBob SquarePants and Upin & Ipin. These videos are equipped with Indonesian translations, making it easier for beginners to understand the meanings. In addition, this account also presents content about daily expressions spoken in Arabic. The content is designed to help beginners learn Arabic in a more practical and enjoyable way.

Figure 2 shows the TikTok account “Arabiyah Talks,” which has 48.4 thousand followers and a total of 393.4 thousand likes. This account provides various educational contents focusing on Arabic language learning. Its contents include the introduction of mufradat (vocabulary) and Arabic expressions presented through quotes. Furthermore, this account also explains the proper use of expressions in certain situations and shares practical tips to simplify the process of learning Arabic. The main attraction of this account lies in its creative approach that follows current trends, making the content relevant and appealing to younger generations.

Figure 3 shows the TikTok account “Kursus Bahasa Arab,” which has 92.1 thousand followers and a total of 619.4 thousand likes. This account presents Arabic learning content in creative and engaging ways. Some types of uploaded content include the introduction of mufradat (vocabulary) applied in children’s songs, clips from cartoon movies transformed into Arabic conversations, and various Arabic vocabulary presented in written Arabic text, complete with Indonesian translations. Through its interactive approach, these contents are designed to facilitate the process of learning Arabic, especially for beginners.

Most respondents consider TikTok to have great potential as a supporting tool in Arabic language learning, especially for learning mufradat (vocabulary). TikTok offers easy and quick access to engaging educational content, making the learning process lighter and more interactive. According to DS, a student of the Arabic Education Department class of 2022, TikTok can serve as a practical learning reference source. Meanwhile, MN, also a student of the Arabic Education Department class of 2022, stated that TikTok provides videos that help users understand vocabulary and grammar in a short and clear way. This is highly beneficial in today’s digital era, where the use of technology in education is becoming increasingly important.

2. The Use of TikTok in Learning Mufradat

Mufradat (vocabulary) is one of the important components of language that must be learned by foreign language learners, including learners of Arabic. Mastery of Arabic vocabulary is an inseparable aspect of the language itself. In other words, vocabulary is always closely related to the sentences intended to be conveyed. Mastering mufradat is crucial because communication requires sufficient vocabulary. To master mufradat, learners should not only rely on memorization but also combine it with various methods such as observing, asking questions, practicing, and communicating, or by using interesting learning media such as animations/videos, games, flashcards, pictures, and audio (Yamin et al., 2022).

Language is a verbal tool used for communication. It is difficult to master a language without having sufficient vocabulary mastery. Learning Arabic cannot be separated from what is called mufradat learning, where mufradat learning is one of the essential elements in language learning itself. Mufradat in Arabic language learning is very important because it functions as the basis for constructing expressions, sentences, and discourse. Due to the importance of vocabulary, some argue that Arabic language learning, as a foreign language, should begin with introducing and teaching mufradat itself (Sunarko et al., 2018).

Initially, the TikTok application was only used for entertainment purposes. However, over time, more content creators began using it to teach various fields of knowledge. According to the Kamus Besar Bahasa Indonesia (KBBI), content refers to information that can be accessed through media or electronic products. Content can be delivered directly through face-to-face interaction or indirectly through media. According to Putri and Sulistyanto, content is information available in media that originates from human thought and observation in the form of skills and knowledge in general (Putri et al., 2022).

The positive and negative impacts of technology depend on how well it is used (Aprilian et al., 2020). TikTok provides various types of content for learning Arabic, and several content creators use the platform to share their expertise and teach Arabic learning materials to the general public, including pronunciation, writing, vocabulary mastery, and other aspects, which will be discussed in the following subchapters (Aminullah et al., 2022):

1. If viewers do not know the username of a content creator, they can search by typing hashtags (#) in the search column. To find Arabic learning videos, users can use hashtags such as #belajarbahasaArab, #belajarbahasaArabfushah, and #learningArabic. In addition to learning fushah Arabic, users can also independently learn ‘ammiyah Arabic on TikTok by typing “belajarbahasaArabammiyah”.

If viewers already know the username of a TikTok content creator, they can directly type the account name into the search column. The findings show that TikTok provides features that make content searching easier. Viewers who want to learn Arabic independently will certainly find this feature very helpful.



Figure 4. list of Mufrodat

Figure 4 presents an example of Arabic learning content that displays a list of mufradat (vocabulary). The purpose of this content is to help TikTok viewers read and understand the vocabulary, enabling them to improve their reading skills and enhance their mastery of Arabic mufradat.

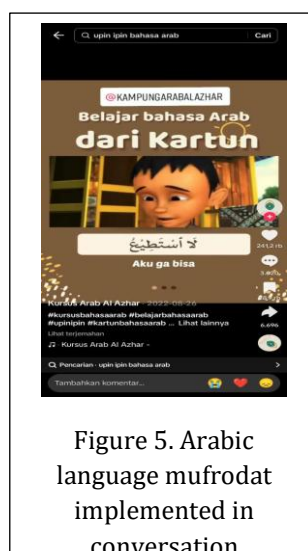


Figure 5. Arabic language mufrodat implemented in conversation

Figure 5 presents Arabic educational content that uses the cartoon Upin & Ipin as a learning medium. This content utilizes cartoons to make learning Arabic easier and more

engaging, so that TikTok viewers become interested in learning Arabic through the content. When the video is watched repeatedly, viewers are more likely to memorize the mufradat (vocabulary) presented in the video.

Several respondents, such as DS (Informant 1) and RH (Informant 2), have utilized TikTok to learn Arabic mufradat. They stated that TikTok is effective because it allows them to easily access relevant videos, while also interacting with content such as pronunciation practices and quizzes that can support the memorization process. However, there are also respondents, such as JW (Informant 7) and AF (Informant 5), who have not fully utilized TikTok for this purpose, although they acknowledge the application's potential in supporting learning.

3. The Advantages and Disadvantages of TikTok as a Medium for Learning Mufradat

The use of TikTok as a medium for learning Arabic, especially in learning mufradat (vocabulary), certainly has several advantages and disadvantages. As expressed by several interview respondents, the use of TikTok as a medium for learning mufradat offers both strengths and weaknesses. Some of the advantages of TikTok in learning mufradat are as follows:

a. Attractive and Interactive Visualization.

The various features available on TikTok make it an interactive learning medium, especially in Arabic language learning. Venom explained that the use of video technology in learning can increase learning effectiveness by up to 50% compared to learning without video media. The TikTok display format, which combines videos, images, and audio, makes it a learning tool that is widely used and favored by today's students. By utilizing audio-visual elements, students feel that learning becomes more meaningful and enjoyable (Syafri & Kulsum, 2021). TikTok has characteristics that can captivate students through repeatedly played videos accompanied by various musical backgrounds (Rinanda & Firamadhina, 2020).

Visual media play an important role in helping learners understand and retain vocabulary. The presentation of learning materials through images, illustrations, audio, animations, and other visual forms can facilitate the comprehension of abstract language concepts. Therefore, the use of TikTok, which integrates video, audio, text, and visual elements, can help university students master of mufradat in a more contextualized and engaging manner (Zuhriyah et al., 2025).

The repeated playback of TikTok videos encourages viewers to continuously observe what they see and hear. For example, videos presenting Arabic learning

materials with durations ranging from 15–60 seconds that discuss mufradat can gradually help viewers memorize what they watch and listen to because the content feels engaging and non-boring. Therefore, the use of TikTok for mastering Arabic vocabulary is considered quite effective for modern students, including beginners, because it helps them remember various vocabularies (mufradat), whether previously learned vocabulary that is difficult to recall or completely new vocabulary. Thus, TikTok, which was initially used only for entertainment, can now also be utilized as a learning medium, including for learning Arabic mufradat.

b. Easy Accessibility

TikTok has highly flexible characteristics, making it easy for users to access the application anytime and anywhere. This is due to the ease of access offered by TikTok, both in terms of devices (available on smartphones, tablets, and other devices) and internet connection requirements, which only require minimal speed to access content (Rosiana et al., 2023). This flexibility provides major advantages for students and university learners, particularly in the context of learning. TikTok is not restricted by specific times or locations, allowing learning activities to take place according to each user's convenience. For instance, students can learn through educational TikTok videos while resting, traveling, or staying at home, without being limited by schedules or particular places.

In addition, TikTok is easy to use for various groups of people, especially millennials and Generation Z, who are already familiar with technology. With its intuitive interface and algorithm system that prioritizes content according to user interests, students can easily find relevant learning resources, such as short videos about Arabic vocabulary, interactive dialogues, or creative and entertaining language-learning tips. This ease of access makes TikTok an alternative learning platform that is not only innovative but also inclusive for all groups, especially in today's fast-paced digital era.

c. Enhancing Creativity and Self-Confidence.

TikTok has a strong appeal to today's generation. Through its various features, students are able to improve their creativity, either by watching educational videos on TikTok or by generating ideas for the content they want to create on the platform. The use of TikTok in online learning can also help develop students' self-confidence through various teaching approaches, such as assigning students to create videos

(Fadlilah, 2020), In this way, students are able to explore their knowledge, abilities, and creativity.

Some of the disadvantages or weaknesses of TikTok as a medium for learning mufradat are as follows:

1) Potential Distractions and Lack of Focus

TikTok is primarily an entertainment platform, which can create distractions if students are tempted to watch content unrelated to learning. TikTok strongly attracts users' attention through its fast, interactive, and highly visual content. This becomes a challenge when it is used as a learning medium, especially in Arabic language learning. Students who use TikTok for learning can easily become distracted by irrelevant content, such as entertainment videos, viral trends, or advertisements appearing on their feed.

TikTok's infinite scrolling feature also encourages users to continuously watch videos without stopping, causing students to lose focus on their initial purpose, namely learning Arabic materials. These distractions can reduce learning effectiveness because students may spend more time consuming unrelated content rather than studying the material itself. In addition, TikTok is not specifically designed to support a conducive learning environment like formal learning platforms. When accessing the application, students must make greater efforts to stay focused on educational videos instead of being tempted by other content. Therefore, using TikTok productively as a learning medium requires a high level of self-discipline from students

The unrestricted nature of TikTok, where anyone can access and upload any type of video, also makes it difficult to supervise whether students are genuinely learning or merely consuming unrelated content. The abundance of non-educational content can easily shift students' attention from studying to pure entertainment (Firda, 2024). As stated by the respondent Diva Syaharani in her interview, learning through TikTok can easily lead to distractions from entertainment content.

Although TikTok has great potential as a learning support tool, guidance from lecturers or teachers is still necessary to ensure that students use the application wisely and according to learning objectives. Another possible solution is creating a special TikTok account dedicated only to educational purposes and following educational content exclusively, thereby reducing distractions from irrelevant videos.

2) Fast-Paced and Short-Lived Content

TikTok videos are generally short in duration, which can become a weakness in deep learning because not all mufradat materials can be explained completely. Video durations, usually ranging from 15 to 60 seconds, are one of TikTok's main limitations in in-depth learning, especially in teaching vocabulary. The fast-paced nature of the content requires materials to be summarized briefly, making it difficult to explain all aspects of mufradat in detail. For example, explanations regarding meaning, context of use, pronunciation, and word variations are often difficult to present comprehensively within such limited time. As a result, learning through TikTok tends to function only as an introductory medium or a tool to attract students' interest in the material, rather than replacing more structured learning.

If the material is delivered too briefly, students may only gain superficial understanding without truly comprehending or being able to apply the mufradat in broader contexts. On the other hand, short durations may also hinder repetition and direct practice, which are actually very important in mastering new vocabulary. Students may therefore require additional media or strategies, such as written exercises, discussions, or supporting applications, to deepen their understanding.

To maximize learning through TikTok, educational content must be designed strategically. Teachers can utilize short videos to introduce new vocabulary creatively, but these should be complemented with other methods, such as providing detailed explanations through other platforms or assigning additional tasks that reinforce students' understanding. In this way, the limitations of TikTok's short video duration can be minimized, and the process of learning mufradat can become more effective.

3) Varying Quality of Content

Not all content on TikTok is created by professionals, which means there is a possibility that some mufradat information may be inaccurate or inappropriate. Therefore, students are required to be selective and wise in choosing which content is educational, appropriate, and beneficial for them as learners. For example, the pronunciation of mufradat may be incorrect, the context of usage may be unsuitable, or the explanations provided may be too superficial. This can confuse students, especially beginners who are still learning Arabic. Furthermore, non-educational content that uses Arabic carelessly may worsen students' understanding of the language.

Students therefore need to ensure that the content they follow comes from reliable sources, such as professional teachers, educational institutions, or creators with relevant backgrounds. Guidance from lecturers or teachers is also important to

help students select educational and appropriate content according to their needs. As a solution, lecturers may recommend high-quality TikTok accounts or even create their own educational content to ensure the accuracy of the materials. In this way, students can maximize the benefits of TikTok as a learning medium without becoming trapped by inaccurate or irrelevant information.

4) Limited Facilities for Formal Learning

TikTok does not provide special features for formal learning, such as curriculum management, learning progress tracking, or evaluation modules. These limitations become one of the main challenges in using TikTok as a learning medium, including for Arabic language learning. TikTok was designed primarily as an entertainment and social media platform focused on delivering creative, short, and engaging content. However, these characteristics make it less suitable for meeting the needs of formal learning, which usually requires a more systematic and organized structure.

In formal learning environments, such as Arabic language learning, supporting features are needed, including clear curriculum arrangements, systems for tracking learning progress, and evaluation modules to measure students' understanding of the material taught. TikTok, with its short video format and relaxed interactive nature, does not provide tools to fulfill these needs. As a result, users who utilize TikTok as a learning medium must rely heavily on the creativity of teachers to design relevant content and additional methods to compensate for these shortcomings.

For example, in learning mufradat, TikTok can be used to introduce new vocabulary through engaging short videos. However, there is no built-in system to help students practice the vocabulary deeply or monitor how well they understand and remember the material. Lecturers must therefore seek other methods, such as supporting applications or additional assignments, to ensure effective learning. These limitations may also lead to inconsistency in learning. Without a formal structure, students may find it difficult to follow the material sequentially or in depth because TikTok content is often random and unorganized. Therefore, although TikTok has potential as an alternative learning medium, its use in formal learning, including Arabic language learning, requires additional strategies to overcome these limitations and ensure that learning objectives are achieved.

D. Conclusion

This study concludes that TikTok functions as a viable supplementary medium for learning Arabic mufradat among PBA students, whose experiences reveal three distinct usage patterns: informants who found it directly effective for vocabulary retention, those who valued it as a supporting tool alongside direct instruction, and those who remained cautious about its motivational value and potential for distraction. This pattern suggests that TikTok's effectiveness is not uniform but depends on how deliberately students integrate it into their learning routines. Accordingly, Arabic language lecturers are encouraged to curate or create dedicated educational TikTok accounts, pair short-video exposure with structured follow-up tasks such as written exercises or vocabulary quizzes, and guide students toward selective, purposeful use of the platform rather than passive scrolling. Future researchers may build on these findings by examining the long-term retention effects of TikTok-based mufradat learning or by comparing usage patterns across different cohorts and other Arabic language skills beyond vocabulary.

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