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Exploring the Potential of Short Videos as a Medium for Independent Arabic Language Learning: A Literature Review

Eksplorasi Potensi Video Pendek Sebagai Media Belajar Mandiri Bahasa Arab: Sebuah Studi Literatur

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Abstract

This study aims to explore the potential of utilizing short videos (such as TikTok, Instagram Reels, and YouTube Shorts) as an independent learning medium for Arabic language acquisition in the digital era. The phenomenon of micro-learning through short-duration visual content has emerged as a new trend favored by language learners due to its accessible and entertaining nature. The research method employed is a literature review (*library research*), examining approximately 30 scientific journal articles published within the last five years (2021–2026). Data were gathered through literature observations across the SINTA and Scopus databases, followed by a descriptive qualitative analysis. The findings indicate that short videos hold significant potential for enhancing vocabulary acquisition (*mufradat*), listening skills (*istima'*), and self-directed learning motivation owing to their contextual and engaging material presentation. This study concludes that integrating short videos as a self-directed learning resource can serve as an alternative solution to overcome the monotony of conventional methods while simultaneously supporting the autonomy of Arabic learners outside formal environments.

Keywords: Arabic Learning; Independent Learning; Micro-learning; Short Videos; Literature Review.

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi potensi penggunaan video pendek (seperti TikTok, Instagram Reels, dan YouTube Shorts) sebagai media belajar mandiri dalam pembelajaran Bahasa Arab di era digital. Fenomena micro-learning melalui konten visual berdurasi singkat telah menjadi tren baru yang diminati oleh pelajar bahasa karena sifatnya yang aksesibel dan menghibur. Metode penelitian yang digunakan adalah studi literatur (library Research) dengan meninjau kurang lebih 30 artikel jurnal ilmiah yang diterbitkan dalam kurun waktu lima tahun terakhir (2021-2026). Data dikumpulkan melalui observasi literatur pada basis data SINTA dan SCOPUS, kemudian dianalisis secara deskriptif kualitatif. Hasil tinjauan literatur menunjukkan bahwa video pendek memiliki potensi besar dalam meningkatkan penguasaan kosakata (mufradat), keterampilan menyimak (istima'), serta motivasi belajar mandiri karena penyajian materi yang kontekstual dan menarik. Penelitian ini menyimpulkan bahwa integrasi video pendek sebagai sumber belajar mandiri dapat menjadi solusi alternatif dalam mengatasi kejenuhan metode konvensional, sekaligus mendukung kemandirian pembelajar Bahasa Arab di luar lingkungan formal.

Kata-kata Kunci: *Pembelajaran Bahasa Arab; Belajar Mandiri; Micro-learning; Video Pendek.*

Introduction

Arabic is an international language that plays a crucial role in religious, academic, and professional career aspects in the era of globalization (Adrian Saputra & Ulin Nuha, 2025). However, in practice, Arabic language learning is frequently perceived as difficult and tedious by some learners (Naqib & Ubaidillah, 2025). Conventional methods that heavily focus on rigid grammar and texts often trigger boredom and a decline in learning motivation, thereby hindering the effectiveness of language acquisition within formal environments (MR et al., 2024).

According to Aminullah et al. (2022) and Fajariyah & Manshur (2025), along with the advancements in information technology, a shift in learning styles has occurred among the digital generation, who tend to prefer short-duration visual content. This phenomenon has given rise to the concept of micro-learning (Syahidah et al., 2024), wherein the learning process is conducted through small, easily digestible units. Short video platforms such as TikTok, Instagram Reels, and YouTube Shorts are no longer merely entertainment media; instead, they have

transformed into self-directed learning resources that offer new insights in an engaging and accessible manner (Fauzan Ilham, Muh Haris Zubaidillah, 2024).

The utilization of short videos in Arabic language learning holds substantial potential, particularly in enhancing vocabulary acquisition (*mufradat*) and listening skills (*istima'*) (Hadiamsyah et al., 2025). This medium provides a more relaxed yet informative learning atmosphere, which implicitly fosters autonomous learning outside of formal classroom hours (Sanjaya et al., 2024).

Although the implementation of social media in education has begun to be widely adopted, most prior studies have predominantly focused on Arabic language learning or general educational digitalization (Rahman et al., 2025) (Hadiamsyah et al., 2025). There remains a significant research gap in studies that systematically synthesize and evaluate the specific impacts of short videos on Arabic linguistic components, such as vocabulary acquisition (*mufradat*) and listening skills (*istima'*). Therefore, this study aims to fill this gap by exploring the potential of short videos as an independent learning medium through a literature review of various research outcomes published over the past five years. The findings of this study are expected to provide a comprehensive overview and a novel contribution for both learners and educators in utilizing digital technology more effectively.

Research Method

This study employs a literature review (*library research*) method with a descriptive qualitative approach (Ilhami et al., 2024). The literature review was conducted by gathering, reviewing, and synthesizing literature relevant to the utilization of short videos as an independent learning medium for Arabic. The data utilized in this study consist of secondary data obtained from scientific journal articles.

The data collection procedure was carried out through a systematic search across digital databases, specifically SINTA and SCOPUS. The keywords used in the literature search included "Short Video", "TikTok", "Instagram Reels", "Arabic Language", and "Independent Learning". The inclusion criteria for literature

selection required the articles to be published within the last five years (2021–2026), written in either Indonesian or English, and directly relevant to the core focus of this research. Based on the search results, 30 journal articles met the criteria and were selected for further analysis.

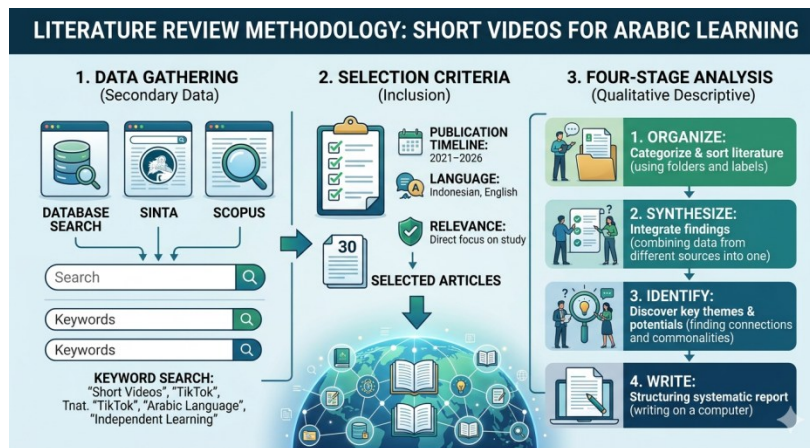


Figure 1. Flowchart of the Literature Review Methodology

The data analysis technique was executed through four main stages, as depicted in the methodology diagram above: (1) *Organize*, categorizing the retrieved literature; (2) *Synthesize*, integrating research findings from various sources; (3) *Identify*, identifying main themes or potentials of short videos; and (4) *Write*, systematically structuring the analysis results into the research report.

Results and Discussion

1. Characteristics of the Literature

Based on the systematic search conducted through the SINTA and SCOPUS databases, a total of 30 scientific journal articles relevant to the research topic were successfully gathered. All utilized literature was published within the last five years (2021–2026). Out of these 30 articles, 15 focused on the utilization of the TikTok application in Arabic language learning, 10 discussed the use of Instagram Reels and YouTube Shorts, and the remaining 5 articles examined self-directed learning and the concept of micro-learning in the digital era. These data characteristics indicate that research on social media as a tool for Arabic language education has experienced rapid development in recent years. This trend is

inextricably linked to a shift in the learning styles of the contemporary generation, who predominantly prefer short-duration visual content that is concise yet information-rich.

Table 1. Focus Distribution of Reviewed Literature (2021-2026).

No.	Platform/ Research Focus	Number of Articles	Percentage (%)
1.	TikTok Application Utilization	15	50.0%
2.	Instagram Reels & YouTube Shorts	10	33.3%
3.	Self-Directed Learning & Micro-learning Concepts	5	16.7%
Total		30	100%

Source: Research Data, 2026

2. Diversity of Arabic Educational Content in Short Videos

According to (Mulidiyah & Mufidah, 2024), Arabic learning through digital media, such as TikTok, exerts a profound impact on enhancing student learning motivation and user engagement within the learning process. Furthermore, (Aini, 2025) as well as (Aminullah et al., 2022) argue that empirical evidence demonstrates the effective utilization of educational TikTok videos in improving learners' capacity to enrich their Arabic vocabulary (*mufradat*). Consequently, these studies recommend the integration of popular digital platforms as an adaptive language learning strategy aligned with technological advancements and the distinct traits of contemporary learners. More specifically, the variety of Arabic educational content on short video platforms does not merely focus on one-way material delivery; instead, it prioritizes dynamic visual and auditory aspects. Based on the literature review, such content can be categorized into several core pillars:

- a. Daily Vocabulary Enrichment (*Mufradat*) Content: (Priantiwi & Abdurrahman, 2023) along with Milah et al. (2025) state that this content typically presents themes closely related to daily life, such as vocabulary

encountered at home, on campus, or conversational Arabic slang. The implementation of on-screen text that synchronizes with pronunciation facilitates users in noting and memorizing words without being overwhelmed by dense textbook material (Aini, 2025).

- b. Short Conversation (*Hiwar*) Content via Duet Features: (Sayang et al., 2025) observe that several creators utilize the duet feature to invite users to interact directly in two-way conversations. This aligns with the perspectives of (Nurfazri & Hidayat, 2025) and (Nur Afdhilah & Miftakhul Jannah, 2024), asserting that this feature provides an avenue for independent learners to practice speaking skills (*Maharah Kalam*) in a relaxed yet measurable manner. The resulting learning atmosphere becomes more inclusive and less intimidating compared to conventional classroom practices.
- c. Simplified Grammar (*Qawaid*) Tips Content: According to (Novel & Mahliatussikah, 2025), unlike textbook explanations that are frequently perceived as complex, short videos repackage *Nahwu* and *Sharaf* rules into concise points. This is highly consistent with the concept of micro-learning, where complex information is broken down into small, easily digestible units absorbed by the brain in under 60 seconds.

This diversity of content proves that short videos are capable of accommodating various learning style preferences, both visual and auditory. Consequently, learners do not only receive formal material input but also gain cultural insights and exposure to a more vibrant, living language (Astuti & Malleleang, 2022).

3. The Effectiveness of Short Videos in Fostering Self-Directed Learning

The utilization of short videos as a self-directed learning medium offers a level of flexibility not found in formal classrooms. In this context, self-directed learning emerges due to the complete autonomy learners maintain over the materials they access. According to (Fajariyah & Manshur, 2025) and (Ritonga et al., 2025), the ability to replay videos repeatedly (looping) without the feeling of being monitored by an instructor establishes a psychologically safe space for

learners to experiment with their pronunciation. This reinforces the theory that media digitalization fosters a personalized, adaptive learning environment capable of minimizing language anxiety, which frequently occurs in conventional classrooms (Novel & Mahliatussikah, 2025).

Aprilia Fridayanti (2021) discovered that the effectiveness of this medium also lies in the optimization of fragmented time. Learners can utilize intervals between daily activities to absorb small units of the Arabic language. This phenomenon is corroborated by research from Yusuf et al. (2025), which states that brief yet consistent language exposure is far more effective in maintaining long-term memory compared to cognitively exhausting, long-duration study sessions. Moreover, engaging visual content serves as a stimulus that enhances learners' intrinsic motivation. As expressed by Azahra et al. (2024) and Nurfazri & Hidaya (2025), the edutainment (education-entertainment) aspect successfully shifts the perception of Arabic from a rigid subject into an enjoyable daily insight. This is crucial because autonomous motivation is the primary driver for sustainable learning outside the formal curriculum.

4. Potential Analysis of Short Videos on Language Skills (*Maharah*)

In a more profound sense, the integration of short videos yields distinct yet interconnected impacts on each aspect of Arabic language skills (*al-maharat al-lughawiyah*):

- a. Enhancement of *Maharah Istima'* (Listening) and Pronunciation: Through clear audio and diverse dialects (*lahjah*) demonstrated by content creators, independent learners can train their hearing with authentic Arabic sounds. Researchers Rosyida & Makinuddin, (2025) and Hafi et al., (2025) explain that audio-visual features on TikTok and Reels assist learners in identifying correct intonation and word emphasis. The synchronization between the creator's lip movements and the on-screen text provides a visual guide that accelerates semantic comprehension without requiring constant dictionary lookups. This aligns with the findings of Nur Annisa et al., (2023),

emphasizing that audio repetition within short durations significantly enhances the accuracy of learners' *makharijul huruf*.

- b. Acceleration of *Mufradat* (Vocabulary) Acquisition: The limited duration of short videos paradoxically serves as a primary advantage in vocabulary delivery. Focusing on a single specific theme per video (such as transportation vocabulary, emotions, or daily expressions) prevents information overload (Liu, 2024). Based on a review of literature by Ayu Safitri & Huda (2025), Nisar et al. (2024), and Suranto & Gumiandari (2026), students tend to memorize 3–5 creatively packed vocabulary words in a 60-second video much more easily than memorizing word lists in a textbook. Visualizations of objects or actions accompanying the words strengthen learners' mental associations, thereby making the memory recall process faster and more efficient.

Conclusion

This study concludes that short videos on platforms such as TikTok, Instagram Reels, and YouTube Shorts possess significant transformative potential as an independent learning medium for the Arabic language. Through the concept of micro-learning, this medium is capable of delivering specific materials, including vocabulary enrichment (*mufradat*), practical conversations (*hiwar*), and simplified grammar (*qawaid*), in a more accessible manner. The dynamic visual characteristics and short durations are proven effective in overcoming learner boredom caused by conventional methods that tend to be rigid.

Functionally, the integration of short videos supports an inclusive self-directed learning ecosystem by providing a safe space for learners to engage in audio-visual repetition without psychological pressure. Maximizing fragmented time through consistent language exposure is demonstrated to enhance intrinsic motivation and long-term memory retention. A tangible impact is observed in the acceleration of *maharah istima'* through authentic audio and the acquisition of *mufradat* via visualizations that strengthen learners' mental associations. The practical implication of this study encourages educators to begin integrating short

video-based content as a supplement to formal instruction, while future research is recommended to empirically test the effectiveness of this medium in classrooms through experimental methods.

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