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# Analysis of Instagram Content "@Juniata_Siregar" In Online Arabic Language Learning

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**A B S T R A C T**

The advancement of digital technology has transformed the paradigm of language learning, including Arabic, from conventional methods toward a more interactive, social media based approach. Instagram, as one of the most popular platforms, is now utilized by Arabic language educators to deliver learning materials in a creative and engaging way. This study aims to analyze Arabic learning content posted by the Instagram account @juniati_siregar, focusing on content presentation strategies, linguistic aspects, and audience engagement. The research employs a qualitative descriptive content analysis method, with data collected through observation of posts published between January and July 2025. The results indicate that the content produced by Juniati Siregar predominantly features themes of vocabulary (mufradāt), daily expressions (ta'bīrāt), and basic grammar (nahwu-ṣaraf), which are presented attractively through visual illustrations, bilingual captions (Arabic-Indonesian), and pronunciation audios. The strategic use of reels and infographics effectively enhances follower interaction, particularly in posts that demonstrate language use in communicative contexts. In conclusion, the @juniati_siregar account successfully offers an adaptive model for Arabic language learning in the digital era through an edutainment approach, serving as a valuable reference for teachers and learners in optimizing social media as a platform for independent and collaborative learning.

## 1. Introduction

The rapid advancement of information and communication technology in the Society 5.0 era has transformed various sectors of human life, including the field of education. This transformation is visible in the shift from traditional learning models to more flexible, interactive, and collaborative digital-based approaches. As Yusof (2024) emphasizes, technology today does not merely function as an auxiliary tool; it provides a dynamic space that facilitates natural language acquisition through virtual interactions. In the context of foreign language learning,

this shift demands adaptive strategies that integrate digital media, multimodal content, and social engagement to support learner autonomy and motivation. Similar findings are also reported in educational technology research, which highlights that digital learning media promote learner autonomy, engagement, and continuous exposure to learning materials (Edwana et al., 2023; Suarmita et al., 2025).

In the context of foreign language learning, particularly Arabic language education, this digital transformation demands adaptive strategies that integrate visual media, short-form content, and interactive communication. Arabic language learning in Indonesia continues to face persistent challenges, such as limited engaging learning media, monotonous instructional practices, and low student motivation (Habibi, 2021). Teachers' experiences in Indonesian madrasahs further reveal that conventional textbook-oriented approaches often fail to address learners' communicative needs and digital learning habits (Nufus et al., 2025). These challenges necessitate innovative learning media that align with the characteristics of digital-native learners and emphasize accessibility, relevance, and contextual learning. Arabic language learning in Indonesia continues to face persistent challenges, such as limited engaging learning media, monotonous teaching methods, and low student motivation (Habibi, 2021).

These obstacles require innovative solutions that align with the characteristics of today's digital-native learners. Visual-based platforms such as Instagram present a promising opportunity to address this issue, as they offer concise, multimodal, and easily accessible learning resources. Rahman et al. (2023) highlight that Instagram's combination of images, short videos, and caption-based narratives enables educators to deliver foreign language materials in a manner that feels relevant and contextual for modern learners. This aligns with findings from Ratnasari et al. (2022), who demonstrated that Instagram-based learning media significantly increased students' learning motivation due to its visual appeal and familiarity among learners. Furthermore, research on digital module and multimedia development published in the *Journal of Educational Sciences* confirms that interactive digital media enhance learning effectiveness by integrating visual, textual, and auditory elements (Khusnunnisa & Andriani, 2025; Masrukhin et al., 2024).

One notable example within the Indonesian Arabic-learning community is the Instagram account @juniatisiregar, managed by Arabic educator and content creator Juniati Siregar. Her content ranging from vocabulary (mufradat), daily expressions, to short conversation examples is presented through engaging illustrations, simple explanations, and short video formats. This approach has made Arabic learning appear more approachable and meaningful for Indonesian students. The consistency of this content also illustrates how non-formal digital media can foster continuous exposure to the target language, which is essential for language acquisition. Similar strategies have been validated in JES-based studies on augmented reality and interactive media, which emphasize clarity, visual support, and learner engagement as key components of effective instructional design (Jannah et al., 2025; Zahro et al., 2024).

These practices are supported by a strong theoretical foundation. Krashen's Input Hypothesis (1982) states that language acquisition occurs optimally when learners receive comprehensible input (i+1), a principle reflected in Juniati's short, structured videos designed to deliver simple yet challenging linguistic material. Vygotsky's Sociocultural Theory (1987) further supports the use of Instagram as an interactive space where learning occurs through mediated social interaction visible through comment sections, discussions, and direct messages. Bandura's Social Learning Theory (1986) complements these perspectives, asserting that learners acquire new behaviors through observation and imitation. Instagram's audiovisual content enables users to imitate pronunciation, intonation, and conversational patterns, strengthening their linguistic competence through multimodal exposure. Research published in JES also confirms that interactive digital environments promote social engagement and active learning participation (Septiani et al., 2025; Munawarah, 2025).

Mayer's Multimedia Learning Theory (2005) also reinforces the effectiveness of carefully designed visual-verbal content. According to this theory, learning improves when information is delivered through dual channels visual and auditory without overwhelming cognitive processing. Instagram's short, visually guided explanations align with Cognitive Load Theory principles by reducing extraneous load and helping learners focus on essential elements of the linguistic input. Discovery Learning theory additionally highlights the importance of learner autonomy; Instagram's scroll-based, self-directed environment supports exploratory learning, allowing users to engage with content according to their pace and interests. This aligns with findings from multimedia and e-module development studies in JES, which report improved comprehension and motivation when instructional materials are designed according to cognitive load principles (Febriyanti & Andriani, 2025; Hafni et al., 2025).

Previous studies have reported the effectiveness of social media in foreign language learning. Visual and interactive media have been shown to significantly enhance vocabulary acquisition, learner motivation, and cultural understanding (Al-Sharif, 2022; Novitasari et al., 2024).Several scholars found that visual media increased vocabulary recall by up to 40% compared to traditional methods. Al-Sharif (2022) noted that digital platforms help students grasp cultural aspects embedded in the target language. Other studies (Cernicova et al., 2015; Alves & Raposo, 2016) emphasized that social media enhances student engagement and participation. However, most existing research focuses on student motivation or learning outcomes. Few studies have examined the linguistic, structural, and pedagogical strategies employed within the content itself, particularly in the context of local Arabic-language creators. This gap becomes significant when considering the role of local content creators who adapt foreign language materials to cultural, social, and linguistic characteristics unique to Indonesian learners. The absence of systematic analysis regarding how such creators design, structure, and communicate learning materials indicates a research void that needs to be addressed. No prior studies have provided a comprehensive linguistic and pedagogical examination of Arabic educational content created for Indonesian audiences on Instagram, despite its growing popularity and demonstrated relevance.

Research on Arabic education in Indonesia has largely focused on formal classroom settings and curriculum implementation (Uluum et al., 2025; Saifundi et al., 2025), leaving non-formal digital learning environments underexplored.

Recognizing this gap, this research adopts an interdisciplinary approach that integrates language acquisition theories, sociocultural perspectives, and multimedia learning principles to analyze digital Arabic educational content. By examining @juniatisiregar's content, this study offers a novel viewpoint on how participatory and interactive non-formal media can serve as authentic and contextual learning environments, in line with learners' digital habits and 21st-century competencies. The findings are expected to contribute both theoretically and practically to the development of Arabic learning strategies that are more adaptive, accessible, and engaging.

Based on this background, this study is grounded in the growing integration of social media into language education, particularly in the context of Arabic language learning. The research problem formulated in this study focuses on how the form, content, and relevance of Instagram posts published by the account @juniati_siregar contribute to supporting Arabic language learning in the digital era. This issue is important to examine because social media-based learning materials differ fundamentally from conventional instructional resources in terms of structure, delivery, and learner engagement. Instagram posts combine visual, textual, and auditory elements that may influence learners' comprehension and motivation.

Therefore, it is necessary to analyze how linguistic aspects, such as vocabulary selection, sentence structure, and grammatical accuracy, are presented in these posts. In addition, the pedagogical meaning embedded in the content deserves attention, as it reflects how learning objectives are implicitly or explicitly conveyed to learners. Another essential aspect is the strategy used in presenting the content, including the use of reels, captions, and visual illustrations, which may enhance interaction and understanding. Accordingly, the objective of this study is to analyze the linguistic structure, pedagogical meaning, and content presentation strategies applied by Juniati Siregar as an innovative approach to social media-based Arabic language learning. Through this analysis, the study aims to provide insights into the potential of Instagram as an effective alternative learning medium for Arabic language education in the digital era.

## 2. Methodology

This research employs a qualitative approach with a content analysis design. This approach is appropriate for examining educational messages and material delivery strategies on social media in an in-depth and contextual manner. According to Krippendorff (2018), content analysis is a systematic method used to describe the meaning of communication messages, both explicit and implicit. In this study, content analysis is applied to observe how the Instagram account @juniati_siregar

constructs Arabic language learning materials through visuals, written text, and digital interactions that occur within the platform.

The object of this research is the Instagram account @juniati_siregar, which consistently publishes Arabic language learning content aimed at beginner to intermediate learners. This account was selected due to its regular posting frequency, clear focus on Arabic language instruction, and its utilization of various Instagram features to deliver educational content. The study focuses on posts uploaded within the period of January to July 2025, as this timeframe represents sustained content production and active audience engagement. The data sources in this study are divided into primary and secondary data. The primary data consist of all Arabic learning-related materials uploaded on the @juniati_siregar account during the selected period.

These materials include images, videos, reels, carousel posts, captions, pronunciation audios, and audience interactions such as likes and comments. Each post was treated as a unit of analysis to enable a comprehensive examination of its linguistic, pedagogical, and presentational characteristics. Secondary data were obtained from relevant literature, including scientific journal articles, books, and previous studies discussing Arabic language learning, digital pedagogy, and the use of social media platforms in language education. These sources were used to support theoretical frameworks, strengthen data interpretation, and contextualize the findings within existing research.

Data collection was conducted using an online non-participatory observation technique. In this approach, the researcher acted solely as an observer without interacting with the account owner or followers and without influencing the content production process. This method was chosen to ensure the objectivity and authenticity of the observed data. The data collection procedures involved several systematic steps. First, the researcher identified and selected posts that explicitly contained Arabic language learning materials. Second, each selected post was documented by saving screenshots or recording post links to ensure data traceability. Third, the posts were classified based on their format, including images, videos, reels, and carousel posts. Fourth, the researcher recorded quantitative indicators of audience engagement, such as the number of likes, comments, and views, to support qualitative interpretation. Finally, the linguistic themes presented in each post such as vocabulary (*mufradāt*), daily expressions (*taʿbīrāt*), and grammatical explanations (*nahwu ṣaraf*) were noted and organized for further analysis.

Data analysis followed an interactive analysis model consisting of three stages. The first stage, data reduction, involved selecting, simplifying, and focusing on post data that were relevant to Arabic language learning. The second stage, data presentation, involved organizing the data into thematic tables that map content types, linguistic elements, and levels of audience interaction. The third stage, conclusion drawing and verification, involved interpreting the meaning of the findings based on language learning theories and digital communication principles. The analysis was

conducted descriptively and interpretively to highlight the linguistic, visual, and pedagogical characteristics contained in each post.

To ensure data validity, this study employed source triangulation and theory triangulation. Source triangulation was performed by comparing observational data from multiple posts to ensure consistency and accuracy. Theory triangulation was carried out by comparing the findings with several theoretical perspectives related to digital Arabic language learning, educational social media, and visual message interpretation. This research was conducted entirely online using the Instagram platform, specifically focusing on the account @juniatisiregar. The research period lasted for six months, from January to July 2025.

## 3. Results and Discussion

### *Results*

This section presents the results of the research based on a systematic analysis of Arabic language learning content published on the Instagram account @juniati_siregar during the period January to July 2025. The findings are derived from qualitative descriptive content analysis supported by observational data and engagement metrics. The analysis focuses on several key dimensions, including the general characteristics of the account, linguistic aspects, visual and media presentation, pedagogical strategies, and audience engagement. By organizing the results into these thematic categories, this section aims to provide a comprehensive overview of how Instagram-based content functions as a medium for Arabic language learning. The presentation of the findings is supported by visual documentation in the form of figures to strengthen data credibility and clarity. Overall, the results highlight the role of @juniati_siregar as an adaptive and innovative model for Arabic language learning in the digital era.

### *Overview of the @juniatisiregar Instagram Account*

The @juniat_isiregar account is an educational account focused on disseminating Arabic language learning content with a modern and engaging approach. Based on observations during the period January-July 2025, this account actively uploaded materials with an average of 3-5 posts per week. The number of followers has reached 175 thousand followers, with a high level of interaction on each upload, especially on content in the form of reels and infographics (Figure 1).

The content shared is categorized into several types, namely:

1. Vocabulary learning (mufradāt) displays words and their equivalent meanings in Indonesian.
2. Everyday expressions (ta‘bīrāt yaumiyyah) provides simple communication expressions.
3. Grammar material (nahwu and sharaf) briefly explains basic sentence patterns.

Motivation and tips for learning Arabic presented in the form of quotes or short videos.

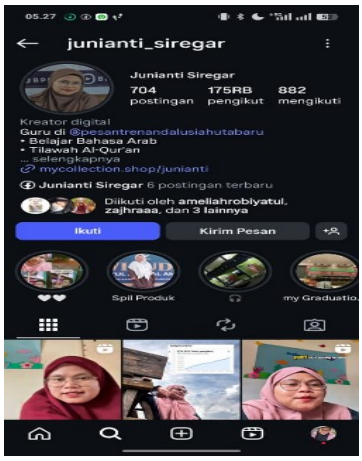


Figure 1. Instagram Account

### *Language Aspect Analysis*

An analysis of 30 posts during June 2025 showed that the majority of content used fushā Arabic with Indonesian transliteration and translation.
This bilingual presentation helps beginner audiences understand meaning contextually. Some of the linguistic patterns found include:

1. The use of thematic vocabulary, for example, school themes (مدرسة، قلم، كتاب) and family themes (أب، أم، أخت).
2. Introduction to simple sentence structures (number of ismiyyah and number of fi‘liyyah).
3. Explanation of basic verbs (fi‘l māḍī and fi‘l muḍāri‘) through practical sentence examples.

This linguistic strategy demonstrates a communicative, rather than merely theoretical, learning orientation, thus aligning with the principles of Communicative Language Teaching (CLT) in foreign language learning (Figure 2).

Figure 2. Language Aspect Analysis

### *Visual and Media Analysis*

From a visual perspective, this account prioritizes aesthetics and readability. Each post is designed using soft colors like pastel green and cream, giving an Islamic and educational feel. The Arabic font used is clear and easy to read. There is a combination of Arabic text, Latin transliteration, and translation. The use of illustrations such as object icons, facial expressions, and symbols helps reinforce visual comprehension. The 30-60 second reel format is accompanied by audio narration reciting the mufradāt with correct pronunciation (Figure 3). Observations show that reels have three times greater reach than static image posts, with an average of 1,500-2,000 likes per post.

Figure 3. Visual and Media Analysis

### *Pedagogical Aspect Analysis*

Pedagogically, the Arabic learning content developed by Juniati Siregar reflects a well-structured microlearning approach, in which learning materials are intentionally segmented into short, focused units that address a single linguistic objective in each post. This design is particularly suitable for social media environments, where users typically engage with content for limited durations. Each post follows a clear instructional sequence, beginning with the introduction of key vocabulary items (*mufradāt*) that are visually highlighted to capture learners' attention. This is followed by the presentation of example sentences that demonstrate the use of the vocabulary in meaningful and communicative contexts, enabling learners to understand not only lexical meaning but also functional usage. The learning sequence is then reinforced through simple exercises or interactive prompts, such as asking learners to translate words, complete sentences, or construct their own examples in the comments section.

Furthermore, the pedagogical framework integrates the principle of edutainment, combining educational content with entertaining elements such as expressive narration, attractive visuals, and a friendly communication style. This approach

helps reduce learner anxiety, particularly among beginners, and increases motivation to engage with Arabic, which is often perceived as a challenging foreign language. Interactivity is deliberately embedded through caption-based instructions and questions that invite active learner participation, transforming followers from passive content consumers into active language users. In addition to cognitive engagement, affective and motivational dimensions are addressed through the inclusion of inspirational and spiritual messages, such as the notion that learning Arabic is an act of worship. These messages not only strengthen learners' emotional connection to the learning process but also align language learning with cultural and religious values relevant to the target audience. Collectively, these pedagogical strategies have demonstrated effectiveness in enhancing learner engagement and participation, as evidenced by the increasing frequency of meaningful, content-related comments that reflect learners' understanding, curiosity, and desire for further learning.

### *Audience Engagement*

The insight analysis of the @juniati_siregar Instagram account demonstrates a strong and sustained level of audience engagement, indicating the effectiveness of the content in attracting and retaining learners' attention. Quantitatively, each post receives an average of approximately 1,200 likes, which reflects a high level of audience approval and interest in the Arabic learning materials presented. Furthermore, the average number of comments per post ranges from 60 to 90, suggesting that followers are not merely consuming the content passively but are actively engaging in dialogue and interaction related to the learning objectives. This level of interaction is particularly significant in the context of language learning, as it provides opportunities for learners to practice comprehension, vocabulary recall, and sentence construction through written responses in the comments section.

In addition to likes and comments, there is a noticeable increase in the number of shares and saves, especially in daily *mufradāt* content delivered in reel format. This trend indicates that followers perceive these materials as highly practical and reusable learning resources, suitable for repeated viewing and independent study. The preference for short video-based vocabulary content also suggests that learners value concise explanations combined with audio pronunciation, which supports both receptive and productive language skills. A qualitative examination of the comment sections reveals that most responses originate from Arabic language learners and teachers who express appreciation for the clarity, simplicity, and relevance of the content (Figure 4). Moreover, many followers actively request additional themes, such as conversational Arabic for everyday situations including markets, schools, and airports. These requests reflect learners' desire for functional and communicative language use, aligning with real-life contexts. Overall, this pattern of audience engagement indicates that the content successfully meets the authentic needs of learners and reinforces Instagram's potential as an effective platform for interactive and learner-centered Arabic language education.

Figure 4. Audience Engagement

### *General Findings*

Based on the overall analysis, several significant findings can be identified regarding the role of the @juniati_siregar Instagram account in supporting Arabic language learning. First, the account functions effectively as an informal learning medium in the digital environment, offering flexible and accessible learning opportunities beyond formal classroom settings. The content is designed to accommodate self-directed learning, allowing learners to engage with Arabic language materials according to their own pace and time constraints. Second, the consistency of posting, combined with simple explanations and visually appealing designs, plays a crucial role in sustaining audience attention and fostering continuous engagement. Clear visual layouts, readable Arabic fonts, and supportive illustrations contribute to learners' ease of comprehension and motivation to interact with the content.

Furthermore, the application of microlearning principles and bilingual presentation strategies significantly accelerates vocabulary comprehension and retention, particularly for beginner learners. By delivering focused learning units supported by Indonesian translations and transliterations, the content reduces cognitive load and facilitates contextual understanding. Finally, the use of Instagram as a learning platform demonstrates its potential in supporting the development of digital literacy among Arabic language learners, as users are encouraged to navigate, evaluate, and interact with educational content in a digital space. This finding aligns with the educational paradigm of Society 5.0, which emphasizes the integration of technology and human-centered learning to enhance knowledge acquisition and skill development. Overall, these findings highlight the relevance of social media as an innovative and pedagogically meaningful tool for Arabic language education in the digital era.

## *Discussion*

This discussion section aims to interpret and contextualize the research findings by linking them with relevant theories and previous studies on digital pedagogy, social media-based learning, and Arabic language education. The discussion focuses on how the integration of Instagram as a learning platform contributes to linguistic comprehension, pedagogical effectiveness, and learner engagement in the digital era. By examining the roles of visual media, edutainment, microlearning strategies, and audience interaction, this section highlights the educational value of social media in supporting Arabic language learning. Furthermore, the findings are discussed within the broader framework of 21st-century education and the Society 5.0 paradigm, emphasizing the importance of adaptive, learner-centered, and technology-integrated instructional practices.

### *Integration of Social Media in Arabic Language Learning*

The results of the study show that the @juniatisiregar account reflects the principle of technological integration in education as explained by Koehler and Mishra (2009), who emphasize the importance of incorporating digital tools into the teaching and learning process. Through social media platforms, learning is no longer confined to formal classrooms but can occur within flexible and interactive digital environments. In the context of Arabic language learning, Instagram functions as an informal learning space that provides students with contextual exposure to the target language. Juniati Siregar utilizes features such as reels, bilingual captions, and visual illustrations to present learning materials that align with the characteristics and preferences of digital native learners.

### *Effectiveness of Visual Content on Language Comprehension*

Visual content has been shown to significantly enhance language comprehension. According to Dual Coding Theory proposed by Paivio (1987), the combination of text and images enables the brain to process information through two cognitive channels verbal and nonverbal thus strengthening memory formation. On the @juniati_siregar account, each post integrates Arabic text, transliteration, and contextual visuals that reinforce the association between words and their meanings. This strategy makes learning more memorable and helps reduce cognitive load, particularly for beginners. This finding is in line with Almutairi (2022), who reported that the use of interactive visual media in Arabic language learning can increase vocabulary retention by up to 35 percent compared to conventional instructional methods.

### *Edutainment and Microlearning Strategies*

Juniati Siregar's edutainment approach successfully integrates educational and entertaining elements in a balanced and coherent manner. Her light and friendly presentation style supported by music, expressive visuals, and simple explanations creates a learning experience that is enjoyable while still maintaining pedagogical value. The concise structure of each post and the focus on a single topic also reflect

the principles of microlearning as described by Hug (2005). This strategy is particularly effective for digital learners who tend to have shorter attention spans. For instance, 30-60 second videos that concentrate on one theme, such as al-mat‘am (restaurant) or al-maktab (office), are easier for users to understand, remember, and repeat. This approach aligns with the Blended Learning 5.0 model, in which digital technology supports personalized and adaptive learning experiences. Instagram content, therefore, can serve as a supplementary learning resource for madrasah students or Islamic boarding school learners who wish to enhance their Arabic proficiency independently and flexibly.

### *Audience Engagement as an Indicator of Success*

Engagement analysis shows that user interaction with the content is very high, particularly on reels that feature sample conversations. This strong level of engagement reflects the effectiveness of the communication strategy implemented by the creator. According to Social Media Engagement Theory proposed by Vivek et al. (2012), active audience participation is a key indicator of successful digital communication. Users not only enjoy the content but also leave comments, request new topics, and express appreciation. Such interactions indicate the emergence of a digital learning community that strengthens learners’ intrinsic motivation to study Arabic. In the context of 21st-century learning, this is essential because learning is no longer one-directional but collaborative and participatory.

### *Relevance to Arabic Language Learning in the Society 5.0 Era*

The findings of this study indicate that the use of Instagram by educators such as Juniati Siregar is in line with the educational vision of Society 5.0, which emphasizes the integration of humans and technology within the learning ecosystem. Social media functions as a bridge that connects linguistic theory with everyday communication practices. Through simple, visual, and communicative content, Arabic language learning becomes more accessible to a wider audience, including madrasah students, university learners, and the general public. This is consistent with the view that digital literacy and the adaptation of technological pedagogy are essential for improving the quality of foreign language learning in the modern era.

## 4. Conclusion

Based on the research results and discussion, it can be concluded that the Instagram account @juniatisiregar plays a significant role in developing a digital-based Arabic language learning model that is engaging, interactive, and easily accessible. Through an edutainment and microlearning approach, the content presented is able to simplify Arabic language material, particularly in aspects of mufradāt, ta‘bīrāt yaumiyyah, and basic nahwu ṣaraf. The engaging visual design, bilingual language (Arabic-Indonesian), and audio pronunciations help users better understand and retain vocabulary. Furthermore, the high level of engagement demonstrates that Juniati Siregar's presentation strategy has successfully created a participatory and

collaborative digital learning community. Therefore, this account can serve as an inspiring model for Arabic educators and learners to integrate social media as part of the learning process in the digital era and Society 5.0.

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