



## The Effectiveness of @hayfa.academy Instagram Account as Arabic Learning Media in Speaking Skills

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### ABSTRACT

This research is motivated by the increasing use of social media as a language learning tool that is considered flexible, contextual, and close to students' daily lives. Digital-based learning media is considered capable of providing a more interesting and communicative learning atmosphere compared to conventional methods. This study aims to describe: 1) the advantages of the Instagram account @hayfa.academy as an Arabic language learning medium in speaking skills; 2) the views of students who want to be proficient in Arabic, who are also followers of the Instagram account @hayfa.academy, regarding the effectiveness of its use to improve Arabic speaking skills. The research method used is descriptive qualitative. This study involved 15 students who have an interest in being proficient in Arabic and actively follow @hayfa.academy content. The research data sources include primary data obtained through observation, interviews, and documentation, as well as secondary data derived from scientific journals, books, and relevant internet references. Data collection was carried out using triangulation techniques to increase data validity. Data analysis used the Miles et al. (2014) model which includes the stages of data reduction, data presentation, and drawing conclusions. The results of the study show that: 1) the Instagram account @hayfa.academy as a learning medium for Arabic in speaking skills has advantages as a learning medium having superior profiles, learning methods, features and content because it presents interesting visual and audio content, combines Fusha and Ammiyah languages, and offers interactive videos and pronunciation guides; 2) the majority of students feel more confident and fluent in speaking Arabic after using the Instagram account @hayfa.academy.

*Keywords: instagram account, Arabic, learning media, speaking skills*

## Efektivitas Akun Instagram @hayfa.academy sebagai Media Pembelajaran Bahasa Arab dalam Keterampilan Berbicara

### ABSTRAK

Penelitian ini dilatarbelakangi oleh meningkatnya pemanfaatan media sosial sebagai sarana pembelajaran bahasa yang dinilai fleksibel, kontekstual, dan dekat dengan kehidupan sehari-hari mahasiswa. Media pembelajaran berbasis digital dinilai mampu menghadirkan suasana belajar yang lebih menarik dan komunikatif dibandingkan metode konvensional. Penelitian ini bertujuan untuk mendeskripsikan: 1) keunggulan akun Instagram @hayfa.academy sebagai media pembelajaran bahasa Arab dalam keterampilan berbicara; 2) pandangan mahasiswa yang ingin mahir berbahasa Arab, yang sekaligus menjadi pengikut akun Instagram @hayfa.academy terhadap efektivitas penggunaannya untuk meningkatkan keterampilan berbicara bahasa Arab. Metode penelitian yang digunakan adalah kualitatif deskriptif. Penelitian ini melibatkan 15 mahasiswa yang memiliki minat untuk mahir berbahasa Arab dan aktif mengikuti konten @hayfa.academy. Sumber data penelitian meliputi data primer yang diperoleh melalui observasi, wawancara, dan dokumentasi, serta data sekunder yang berasal dari jurnal ilmiah, buku, dan referensi internet yang relevan. Pengumpulan data dilakukan dengan teknik triangulasi untuk meningkatkan keabsahan data. Analisis data menggunakan model Miles et al. (2014) yang meliputi tahap reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa: 1) akun Instagram @hayfa.academy sebagai media pembelajaran bahasa Arab dalam keterampilan berbicara memiliki keunggulan sebagai media pembelajaran memiliki keunggulan profil, metode pembelajaran, fitur dan konten karena menyajikan konten visual dan audio yang menarik, menggabungkan bahasa Fusha dan Ammiyah, serta menawarkan video interaktif dan panduan pelafalan; 2) mayoritas mahasiswa merasa lebih percaya diri dan lancar berbicara bahasa Arab setelah menggunakan akun Instagram @hayfa.academy.

*Kata kunci: akun instagram, media pembelajaran, bahasa Arab, keterampilan berbicara*

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## INTRODUCTION

Interactions between humans and their environment require communication tools (Ratnasari & Dwisusanto, 2024). Since ancient times, language has been the primary means of communication. Through language, humans exchange necessary information (Mailani et al., 2022; Widiyanti et al., 2024). Language itself is divided into two types: first language, often called the mother tongue, and second language, which is an additional language used for broader communication (Widodo, 2021; Rosiyana, 2020; Widiyanti et al., 2024). Arabic, as an international language, has long been a tool of global communication and continues to attract public interest (Ahmadi & Awaluddin, 2024; Sa'diyah & Abdurahman, 2021). This is evident in the increasing number of educational institutions, including formal schools, training centers, and courses, that offer Arabic language learning. Facts show that current Arabic language learning methods are still dominated by traditional approaches (Abidin et al., 2024; Kurniawan et al., 2023). This approach tends to be less adaptive to the ever-evolving development of Arabic language materials. Traditional learning methods, which emphasize the role of the teacher as the center of learning, are now considered no longer appropriate to the needs of the times (Mansyur et al., 2024). This approach must be shifted towards a more student-centered learning approach, a hallmark of modern education. The slow pace of Arabic language learning, centered solely on the teacher, risks leaving students behind and less able to adapt to changes and advancements in the current era (Ekawati & Arifin, 2022; Zaid et al., 2024).

In today's digital era, students are increasingly facilitated in independent learning. Technological advances have brought significant changes to the learning process, such as the shift from physical classrooms to learning that can be conducted anytime and anywhere, the replacement of paper media by online platforms, and the increasingly frequent replacement of physical facilities by digital networks (Alfalah & Abdurrahman, 2024). According to Endrawati Subroto et al. (2023),

technological developments and widespread access to information have opened up opportunities for educators to create, develop, and design learning media tailored to students' interests and habits, such as through social media. Social media has proven effective in increasing student motivation and interest in learning, while also providing learning flexibility without the constraints of space and time (Rahman et al., 2023; Setyo et al., 2024).

Instagram is a social media platform that remains popular among various groups, including the younger generation. According to Data Reportal in July 2022, Instagram ranked fourth as the social media platform with the most active users in the world, reaching 1.44 billion people (Alfalah & Abdurrahman, 2024). Originally known as a place to share photos and videos, Instagram has now also proven effective as a learning tool. Several studies have shown that its use can improve students' learning motivation and writing skills. A study conducted by Astari et al. (2022) revealed that Instagram encourages students to be more creative and innovative in writing without being bound by time and location constraints. Furthermore, according to Amalia Tauhidah & Arij Abiyah (2024), Instagram makes learning Arabic more engaging and simpler due to its concise presentation of material. Content on Instagram, complemented by creative visual designs such as color combinations, text, and images, provides a more interactive learning experience.

There are several accounts supporting Arabic language learning, one of which is the Instagram account @hayfa.academy, which has attracted considerable attention. This is because the account is an educational platform designed to support Arabic language learning, with a focus on mastering native-like communication. This account offers a variety of interactive content aimed at improving Arabic speaking, listening, and comprehension skills naturally. Through a practical and engaging approach, @hayfa.academy frequently shares videos of everyday conversations, idiomatic expressions,



pronunciation tips, and easy-to-understand grammar explanations. This content is complemented by audio from native speakers, providing users with an authentic learning experience. Furthermore, the account also provides real-life situational exercises, such as communication in markets, hospitality settings, or casual discussions, which help users understand the cultural context of the Arabic language. With its engaging visual design and structured materials, @hayfa.academy is a great choice for Arabic learners who want to speak with native-like fluency and confidence. Based on the background of the problem described, this study has the following research questions:

- 1) What are the advantages of the @hayfa.academy Instagram account as a medium for learning Arabic speaking skills?
- 2) What are students' views on the @hayfa.academy Instagram account as a medium for learning Arabic speaking skills?

Based on the two research questions above, this study has two objectives: (1) to analyze the advantages of the @hayfa.academy Instagram account as a medium for learning Arabic speaking skills, and (2) to explore students' views on the @hayfa.academy Instagram account as a medium for learning Arabic speaking skills.

This research has several benefits, including its theoretical and practical contributions to the field of Arabic language learning. Theoretically, this research enriches studies related to the use of social media, particularly Instagram, as an innovative tool in Arabic language learning. The results of this study can deepen understanding of the application of digital technology in teaching speaking skills and strengthen the concept of interactive learning based on new media. Furthermore, this research is practically beneficial for teachers, students, account managers, and future researchers. For teachers, the research findings can serve as a reference for developing social media-based learning strategies. For students, the findings have the potential to be a

tool for independent and creative speaking learning. Account managers can provide input for improving content quality, and for future researchers, they can serve as a reference for further studies on the benefits of social media in language learning.

Previous research conducted by Sariroh & Jannah (2024) and Albab et al. (2024) both demonstrated Instagram's significant potential for Arabic language learning, albeit with different focuses. Sariroh & Jannah (2024) emphasized Instagram's function as an engaging vocabulary learning medium through visual and interactive features, while Albab et al. (2024) demonstrated the effectiveness of Instagram in improving students' speaking skills through an experimental approach. Both confirmed that social media can improve motivation and learning outcomes, although they did not examine in-depth user perceptions or content characteristics that support communicative skills.

Meanwhile, Nurdini's (2025) research expanded the study by analyzing various social media platforms, including Instagram, as a means of speaking practice. It found that intensive use of social media can improve speaking fluency, although its effectiveness is still influenced by learning strategies. Based on these findings, this study presents an update by specifically highlighting the @hayfa.academy account as an Instagram-based Arabic language learning medium. The focus is not only on the superiority of the content and the media's role in supporting speaking skills, but also on the perspectives of students as direct users, thus providing a new contribution to understanding the effectiveness of social media contextually and applicably in Arabic language learning.

## METHOD

This study used a descriptive qualitative method to explore the use of the @hayfa.academy Instagram account as a tool for Arabic language learning, particularly in developing speaking skills. Furthermore, this study explored the responses and perceptions of students who aspire to master

Arabic, as well as followers of the account, regarding its effectiveness in the Arabic language learning process, particularly in developing speaking skills.

The population in this study included general university students who aspire to become proficient in Arabic. The sampling technique used was purposive sampling, which selects samples based on specific criteria (Sugiyono, 2020; Razak, 2017). The researchers involved 15 student followers of the Instagram account @hayfa.academy as respondents, consisting of 8 females and 7 males. Data sources in this study included primary data obtained through observation, interviews, and documentation. In addition, secondary data was drawn from relevant research journals, books, and internet references.

Data in this study were collected using triangulation techniques involving observation, interviews, and documentation. Initial observations were conducted to understand the students' situation during online independent learning and to directly observe the activity of the Instagram account @hayfa.academy. Interviews were conducted with 6 student followers as informants, and a 5-point Likert-scale questionnaire was distributed to 15 student followers as respondents. Additional data was obtained through literature review from various relevant sources such as books, journals, and the internet.

In data analysis, this study used an analytical model adapted from Miles et al. (2014), which involved the following stages: (1) Data reduction by sorting and summarizing raw data obtained from observations, interviews, and documentation. (2) Data presentation, which systematically displays data, including the content of the @hayfa.academy Instagram account, the implementation of self-study-based Arabic language learning using the account's features, and the views of students (followers) on the use of the @hayfa.academy Instagram account as a medium for improving Arabic speaking skills. (3) Conclusion, which after analyzing the data through these two stages, the researcher drew conclusions based on the summarized and presented results.

## RESULTS

### 1. Advantages of the @hayfa.academy Instagram account as a medium for learning Arabic speaking skills

#### 1.1 @hayfa.academy Instagram Account Profile

The @hayfa.academy account profile displays key information about the Arabic language learning media presented through the Instagram platform. The profile display includes the account name, profile photo, short bio, and number of followers and posts. This information provides an initial overview of the account's focus and character in developing online Arabic language learning. The image below shows the profile of the @hayfa.academy account.

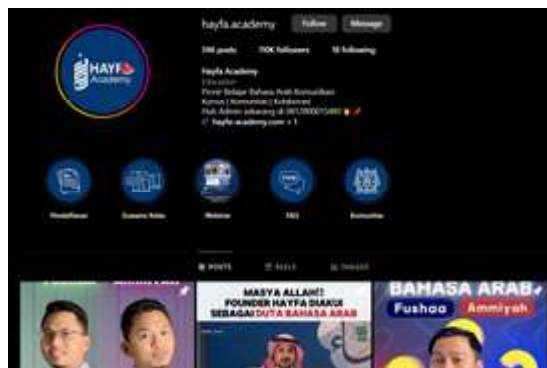


Figure 1  
Profile display of the Instagram account @hayfa.academy

#### 1.2 Learning Methods Used

Learning Arabic on social media requires creative and accessible methods for learners. The @hayfa.academy account is one example of a learning medium that combines various approaches to make the learning process more engaging and effective.

The learning methods used by the @hayfa.academy account are practical and tailored to the needs of Arabic learners on social media. This is evident in the presentation of simple, easily applicable material in everyday life. Furthermore, this account incorporates the use of Fusha and Ammiyah languages so that learners can understand Arabic forms in various contexts.

Furthermore, the use of visual and audio media makes the learning process more engaging and aids in understanding the material. The content presented encourages independent learning at one's own pace and pace. Thus, the learning methods implemented on this account demonstrate an effort to create Arabic language learning that is engaging, accessible, and relevant to the needs of today's learners.

### 1.3 Features and Content of the @hayfa.academy Instagram Account

The @hayfa.academy account offers various features and content that can support Arabic language learning in an engaging and interactive way. The content includes vocabulary and daily expressions, interactive videos, and Arabic cultural content that introduces Arab customs and values. Furthermore, the account also features a Q&A feature, giving followers the opportunity to interact directly with the account manager. With this diverse content, learning seems fun, easy to understand, and relevant to the daily lives of social media users.

## 2. Students' Perceptions of the @hayfa.academy Instagram Account as a Medium for Learning Arabic Speaking Skills

The researchers in this study collected data through a questionnaire completed by 15 students, distributed online using Google Forms. To complement the questionnaire results, the researchers also conducted in-depth interviews with six Arabic language students selected as informants. The questionnaire consisted of two questions using a Likert scale, with the following response options: strongly agree (SS), agree (S), somewhat disagree (KS), disagree (TS), and strongly disagree (STS). In addition, the interviews included two questions designed to delve deeper into the reasons behind the respondents' responses.

The following is a questionnaire designed to measure students' satisfaction with the use of the Instagram account @hayfa.academy as a medium

for learning Arabic speaking skills, accompanied by a diagram showing the respondents' responses: 2.1 The content presented by the Instagram account @hayfa.academy helps them understand how to speak Arabic more confidently

The content presented by the account @hayfa.academy contributes to growing students' understanding and confidence in speaking Arabic. The material presented is practical and focuses on language used in real-life contexts. This makes it easier for students to apply it in everyday conversations. To demonstrate the extent to which students perceived this, the results of respondents' responses to this statement are presented in the following this figure.



ults for

Based on the responses recorded in the diagram, it can be seen that the majority of students, 87% (13 students), responded "strongly agree" to the effectiveness of the content presented by the @hayfa.academy Instagram account in helping them learn to speak Arabic more confidently. Meanwhile, 13% (2 students) responded "agree." The most significant aspect of this data is the absence of negative responses, such as "neither agree nor disagree," "disagree," or "strongly disagree." This indicates that the content presented by this account is well-received and considered useful by the majority of students.

The content provided by the @hayfa.academy Instagram account has successfully delivered relevant and effective learning. By emphasizing correct pronunciation and providing directly applicable conversational examples, this account

helps students feel more confident and comfortable using Arabic in everyday conversations, contributing to their increased confidence.

Based on the overwhelmingly positive student feedback, it can be concluded that the content presented by the @hayfa.academy Instagram account is highly effective in helping students learn how to speak Arabic with greater confidence. The majority of respondents felt the content improved their speaking skills, both in mastering correct pronunciation and in applying Arabic in everyday contexts. With no negative feedback, this account has proven to be highly useful as an Arabic language learning tool, particularly in improving speaking skills and building confidence in communicating in Arabic.

## 2.2 Interactive Videos and Pronunciation Guides on the @hayfa.academy Instagram Account are Effective in Improving Arabic Speaking Skills

Interactive videos and pronunciation guides on the @hayfa.academy Instagram account play a crucial role in helping students develop their Arabic speaking skills. Through a combination of engaging visuals and audio, the content makes it easier for students to understand correct pronunciation and apply the language in everyday contexts. To determine the effectiveness of this content, the following presents student responses to the influence of the interactive videos and pronunciation guides on the account in improving Arabic speaking skills.



Diagram of Google Form questionnaire results for question 3

Based on the questionnaire results described above, the majority of students, 89% (14 students), responded very positively to the effectiveness of the interactive videos and pronunciation guides provided by the Instagram account @hayfa.academy. Only one student (11%) responded "agree," while no students provided negative responses such as "neither agree nor disagree," "disagree," or "strongly disagree." This indicates that the majority of students felt that the content provided was very helpful in understanding how to speak Arabic more fluently and eloquently.

The interactive videos and pronunciation guides provided by this account provide significant added value for students seeking to master Arabic speaking skills. By presenting real-life conversation examples and correct pronunciation, the @hayfa.academy account allows learners to directly see and hear the correct way to pronounce Arabic words, which in turn improves their speaking skills.

Based on respondents' responses, it can be concluded that the interactive videos and pronunciation guides provided by the @hayfa.academy Instagram account are highly effective in improving Arabic speaking skills. The majority of students felt more fluent and helped in understanding correct pronunciation and using Arabic in everyday conversational contexts. Therefore, this account is a very useful learning tool for Arabic language learners, particularly in improving speaking skills.

The following is a list of interview questions examining the reasons (strengths and weaknesses) for student satisfaction with the use of the @hayfa.academy Instagram account as a medium for Arabic language learning, particularly in improving speaking skills, along with the interviewees' answers:

1. What are the advantages gained from using the @hayfa.academy Instagram account in the Arabic language learning process, particularly in improving speaking skills?



Based on the interviews conducted, the majority of respondents provided positive responses, including several advantages of using the Instagram account @hayfa.academy in Arabic language learning, particularly in speaking skills. These are summarized as follows:

Instagram @hayfa.academy offers various advantages in Arabic language learning, particularly in improving speaking skills. These include:

- a) Interactive content, including videos and pronunciation, which facilitate understanding.
- b) Provides a comparison between Fusha and Ammiyah Arabic.
- c) Accurate pronunciation guides are provided.
- d) Introduces Arab culture for more effective communication.
- e) Content is accessible anytime and anywhere.
- f) Uses the familiar Instagram platform.
- g) Promotes enthusiasm for learning.
- h) Learners share tips and experiences.
- i) Engaging content with visual elements that aid comprehension.

2. What are the weaknesses found in using the Instagram account @hayfa.academy for Arabic language learning, particularly in developing speaking skills?

Although this platform is not perfect, some students provided less than positive feedback. These responses include several weaknesses in using the Instagram account @hayfa.academy for Arabic language learning, summarized as follows:

- a) Lack of direct interaction with the instructor.
- b) Limitations in explaining the material in depth.
- c) Difficulty for some students understanding the material without direct guidance.

These weaknesses include aspects of direct interaction and guidance, as well as the depth of the material.

## DISCUSSION

### 1. The Advantages of the @hayfa.academy Instagram Account as a Medium for Learning Arabic Speaking Skills

#### 1.1 @hayfa.academy Instagram Account Profile

The @hayfa.academy Instagram account is a digital platform managed by a team of professionals in the field of Arabic language learning. The short description or bio on the account profile reads, "Pioneers of Arabic Communication Learning." Its primary objective is to help Arabic learners master communicative and natural speaking skills, both in Fusha (formal) Arabic and Ammiyah Arabic (everyday Arabic or dialect).

This account began its social media presence in 2019, started by a team of experienced Arabic educators and practitioners, with a primary focus on teaching native-like speaking skills. The management team has a strong background in Arabic, both in formal learning and practical communication, so the content presented is designed to meet the needs of learners in the digital age. The account's management team consists of Arabic language teachers, content creators, and digital education practitioners who were born and experienced in the Arab world.

The Instagram account's primary focuses include: (1) teaching Arabic speaking skills through a communicative approach, (2) combining standard Arabic (Fusha) with everyday language (Ammiyah), and (3) helping learners understand Arabic culture to support more effective communication.

#### 1.2 Learning Methods Used

The Instagram account @hayfa.academy implements several learning methods designed to maximize effectiveness and flexibility in mastering Arabic language skills, particularly in speaking (kalam). These methods reflect a good understanding of the needs and characteristics of today's learners, as well as optimal utilization of digital technology. The following is an analysis of each approach.

## 1. Practical and Contextual Approach

The learning method applied is oriented towards the use of Arabic in real-life contexts. The material presented focuses on phrases and sentence structures that can be directly applied in everyday conversations, such as when shopping, introducing oneself, or engaging in social interactions. This approach accelerates the process of language internalization because learners are exposed to real-life situations, not just theoretical language structures. This also aligns with the principles of communicative language teaching (CLT), which emphasize the function of language as a means of communication. This is supported by Jundi et al. (2023), who stated that language learning content on Instagram: short videos focusing on vocabulary, expressions, grammar, and pronunciation effectively increases learning participation.

## 2. Integration of Fusha and Ammiyah Arabic

One of the main strengths of this account is the combination of Fusha (standard) Arabic and Ammiyah (local dialect). Fusha is introduced in formal contexts such as speeches, academic discussions, or writing, while Ammiyah is used for informal purposes and everyday communication in various Arab countries. Thus, learners acquire not only academic linguistic competence but also contextual communicative competence relevant to actual needs in the field. This approach reflects an understanding of sociolinguistic variation in Arabic and bridges the gap between classroom learning and the reality of communication in the Arab world.

## 3. Utilization of Interactive Visual and Audio Media

The content presented through short videos, infographics, and audio recordings is not only visually engaging but also supports various learning styles (visual, auditory, and kinesthetic). Through this multimodal approach, learners can understand pronunciation, intonation, facial expressions, and body language accompanying an expression. This use of digital media is particularly relevant in the context of the digital native generation, which is more responsive to

information presented visually and quickly. Additionally, short and concise formats also help increase user retention and engagement. Even an approach like this, Keysha Shira Zafirah et al. (2025) proves that it can increase learner motivation.

## 4. Independent and Flexible Learning

This account provides open access to materials that can be accessed anytime and anywhere, thus strongly supporting independent learning. Learners have full control over the pace and intensity of their learning, according to their own time and circumstances. This model is particularly suitable for adult learners or those with limited time, as it is not tied to a specific schedule or location. This flexibility makes the learning process more inclusive and oriented to the learner's needs.

## 1.3 Features and Content of the @hayfa.academy Instagram Account

First, daily vocabulary and expressions, which focuses on introducing important vocabulary and expressions frequently used in everyday life. The material is presented through practical conversational examples, so learners can immediately understand how to use them in various situations. Furthermore, the pronunciation of words and phrases is delivered clearly to help learners improve intonation and articulation. Comparison of Fusha and Ammiyah. One of the unique features of this account is its ability to explain the differences between standard Arabic (Fusha) and everyday Arabic (Ammiyah). Through this content, learners are encouraged to understand the variations in sentence structure, vocabulary, and pronunciation that are unique to each language form. Examples of usage relevant to everyday life are also provided, allowing learners to adapt their language style to the context of the conversation.

Second, interactive Video. Video content is the main attraction because it is designed to provide an interactive and enjoyable learning experience. This material includes short dialogues with correct pronunciation, allowing learners to imitate natural

speech. Furthermore, creative animations are used to make learning more engaging and engaging.

Third, Arabic Cultural Content. To support effective communication, this account also provides content that introduces the traditions, customs, and traditions of the Arab world. This cultural information is crucial for building cross-cultural understanding and helps learners use Arabic more appropriately and contextually in conversations with native speakers.

Fourth, question and Answer Session. Another interactive feature is the question and answer session, conducted via the Q&A feature or live broadcast. Through this session, learners can directly ask questions to the account administrator, get answers to any difficulties they encounter, and discuss various aspects of learning Arabic.

Fifth, motivation and learning tips. This account also regularly shares inspiration and tips for learning Arabic. This motivational material is designed to provide fun and effective learning guidance, while also encouraging learners to continuously improve their skills.

Based on the combination of the various features mentioned above, the @hafya.academy Instagram account creates an Arabic learning experience that is more practical, communicative, and relevant to the needs of modern Arabic learners.

#### 1.4 Advantages of the @hayfa.academy Instagram account

This account has several advantages that make it a leading platform for learning Arabic, particularly speaking skills. These include:

##### 1. Real-life context

One of the unique features of this account is its focus on real-life situations relevant to everyday life. The content is designed to help learners understand and apply Arabic in various scenarios, such as having a dialogue with a native speaker, explaining everyday needs, and understanding expressions commonly used in informal conversations.



Figure 5  
Screenshot from a video with a real-life context in Arabic language learning

The image above is a video demonstrating one of the key characteristics of an effective learning approach: its ability to relate material to real-life contexts. In the analyzed learning videos, this aspect is consistently implemented through the presentation of vocabulary and expressions in relevant and applicable situations.

The material presented focuses on basic expressions used in daily interactions, such as expressing desires, showing ownership, or referring to routine activities like eating, drinking, or reading. Vocabulary is not taught as a list detached from meaning, but rather embedded in mini-scenarios that resemble authentic conversations.

Furthermore, the use of visual media, such as hand gestures, facial expressions, and concrete objects, serves to strengthen meaning associations and provide contextual stimuli that accelerate comprehension. This allows learners not only to memorize word forms but also to understand when and how these expressions are used in real-life communication, including informal conversations. This strategy aligns with the communicative principle of language learning, where language is viewed as a tool for social interaction, not simply a grammatical system. By relating it to everyday needs and using functional expressions, the video content provides a contextual and meaningful learning experience, and encourages students to become more confident in using Arabic in real life.

## 2. Flexibility

This account offers high flexibility in the learning process. All materials can be accessed anytime and anywhere, without being tied to a specific time or location. This feature is highly supportive for learners with busy schedules or who require a learning approach that can be tailored to their individual needs. One image illustrates this:



Figure 6  
Screenshot from a video showing flexibility in Arabic learning

This image shows a clip from a learning video uploaded to a social media platform. The material is presented concisely and communicatively, with a visual format that allows learners to understand the content without requiring direct guidance from a teacher. This content can be accessed anytime and anywhere, allowing for flexibility in the learning process. The replay feature and relatively short video duration also make it easy for users to adjust the pace and learning time to suit their individual needs. Therefore, this image reinforces the finding that this account supports adaptive learning that is not bound by time or location constraints.

## 3. Creativity

The content presented by this account is creatively designed and oriented towards visual-based learning. Elements such as interactive videos, engaging illustrations, and innovative graphic designs make the learning process more

enjoyable and easier to understand. This creativity also helps learners stay focused and motivated in learning Arabic.



Figure 7  
Screenshot from a video showcasing creativity in Arabic language learning.

This image combines popular visual elements from the world of sports, including the Indonesian national football team, with bilingual text (Indonesian and Arabic), supported by striking and dynamic graphic design. This strategy creates an emotional and cognitive connection with learners through themes close to their daily lives and interests. Simple questions like "What do you think?" and their Arabic equivalents stimulate interaction and active participation from the audience, while introducing relevant and contextual forms of Arabic.

The use of contrasting text colors, effective typography placement, and cross-language content integration demonstrate that the material is structured with educational design principles in mind. This reflects a visual-kinesthetic approach that supports memory and focus while simultaneously preventing monotony.

Overall, this content demonstrates that the hayfa.academy account not only delivers informative material but also utilizes creativity as a powerful pedagogical tool. This visual innovation encourages learner engagement and makes the Arabic language learning process more contextual, enjoyable, and meaningful.

#### 4. Active Community

The existence of an active community of followers who support each other in their Arabic learning journey. Through the comments section, live discussions, or Q&A sessions, followers can share experiences, exchange tips, and motivate each other to continue growing. This community support creates an interactive and inspiring learning environment.



Figure 8

Screenshot from a video showing active communication in Arabic learning

This screenshot from the video shows community engagement in the form of interactive activity in the comments section. The presence of numerous comments from other users responding to questions or topics raised in the content demonstrates an active social dynamic surrounding the account. The comments displayed not only consist of linguistic responses to the Arabic content but also include support, additional questions, and exchanges of personal experiences in learning Arabic.

Visually, the platform interface (such as the display of comments, the number of likes, and the names of interacting accounts) is a crucial element in illustrating the power of the digital community. This demonstrates that learning is no longer a one-way street between teacher and learner, but rather an open, two-way, and participatory one. This image also reflects how social media is being utilized as a social and collaborative learning space, not just an informative one.

The interactions in the comments section also reflect a supportive learning environment, where learners do not feel alone in their learning process. This is especially important in the context of online learning, where a sense of connectedness is often a determining factor in learning success.

## 2. Students' Perceptions of the @hayfa.academy Instagram Account as a Medium for Learning Arabic Speaking Skills

### 2.1 The Content Presented by the @hayfa.academy Instagram Account Helps Students Understand How to Speak Arabic More Confidently

The survey results shown in Figure 1 show respondents' perceptions of the statement, "The content presented by the @hayfa.academy Instagram account helps students understand how to speak Arabic more confidently." Most respondents responded very positively. A total of 87% of respondents stated "Strongly Agree," while 13% stated "Agree." Not a single respondent chose a negative category such as Neither Agree, Disagree, or Strongly Disagree.

These findings indicate that the content presented by the @hayfa.academy account is considered highly effective in helping users increase their confidence in speaking Arabic. The dominance of the "Strongly Agree" category reflects the account's success in presenting learning materials in an engaging, easy-to-understand manner, and in a way that is relevant to learners' needs.

Furthermore, these results reinforce previous findings that social media, particularly visual platforms like Instagram, can be an effective alternative medium for supporting informal language learning (Al-Mahrooqi & Denman, 2018; Wang & Vásquez, 2012). The power of visualization, an interactive approach, and the consistent presentation of educational content play a crucial role in building user motivation and confidence, particularly in speaking skills.

With no negative responses from any respondents, it can be concluded that the content

from @hayfa.academy has a very high level of acceptance and is worthy of being used as a model for developing digital-based Arabic language learning content.

## 2.2 Interactive videos and pronunciation guides on the @hayfa.academy Instagram account are effective in improving Arabic speaking skills

Figure 3 presents the results of respondents' responses to the statement:

"The interactive videos and pronunciation guides on the @hayfa.academy Instagram account are effective in improving Arabic speaking skills." 89% of respondents stated "Strongly Agree," and 11% answered "Agree." Meanwhile, no respondents chose the options "Neither Agree, Disagree, nor Strongly Disagree."

These findings indicate that the interactive video features and pronunciation guides offered by the @hayfa.academy Instagram account have received very high acceptance among users. Most respondents felt that these visual media were not only informative but also significantly contributed to improving Arabic speaking skills.

The use of interactive videos allows users to better understand authentic Arabic intonation, rhythm, and expression. Furthermore, the live pronunciation guides encourage more accurate phonetic practice, a crucial aspect of speaking skills.

Pedagogically, these results align with Vygotsky's (1978) view of the importance of visual and social support in language learning and support previous research findings that social media can be an effective tool for autonomous and contextual foreign language learning (Jones, 2018; Apoko & Waluyo, 2025).

Given the absence of negative responses in this diagram, it can be concluded that the audiovisual content from the @hayfa.academy account is highly effective in helping learners significantly improve their speaking skills.

## CONCLUSION

The @hayfa.academy Instagram account has proven to be an effective learning tool for developing Arabic speaking skills, with various advantages that facilitate learners' practical and communicative understanding of Arabic. Through an interactive approach, a combination of standard Arabic (Fusha) and everyday Arabic (Ammiyah), and engaging visual and audio content, this account successfully creates a fun learning experience. Survey results indicate that the majority of students feel more confident and fluent in speaking Arabic after using this account, with interactive videos and pronunciation guides being key features. However, despite these many advantages, there are some drawbacks that should be considered, such as the lack of direct interaction with the instructor and limited in-depth explanations of the material. These shortcomings are more related to the limited interaction and guidance in online learning.

Overall, the @hayfa.academy Instagram account can be considered a very useful platform for helping students improve their Arabic speaking skills, although there is still room for improvement in terms of direct interaction and depth of material.

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