



Utilization of Social Media to Find Arabic Learning Resources: A Use and Gratifications Theory Analysis on Students of MAN 1 Yogyakarta

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Abstract:

This research aims to determine how MAN 1 Yogyakarta students use social media to search for Arabic language learning resources and how the Use and Gratifications theory which states that media cannot influence the content someone chooses, including as supporting media for learning, can explain students' behavior in using it. social media for learning Arabic can explain students' behavior in using social media to learn Arabic. This research also aims to find out how MAN 1 Yogyakarta students benefit from using social media to find Arabic language learning resources. This research uses a qualitative-descriptive method to understand other people's understanding of a phenomenon. Data collection in this research was by questionnaire and then the data was analyzed thematically. The results of this research found several ways for students to obtain and use learning information on social media. Students are influenced by the teacher to follow content related to learning Arabic, then the algorithm on social media used by students directs students to related content according to students' interest in content in the form of images or videos, students carry out their own searches, especially on social media Instagram and YouTube. The use and gratification theory can explain students' behavior in using social media as a medium to search for Arabic language learning resources, students have full control over the choice of social media used to search for learning resources, so that social media can be used as a learning medium to help students in independent learning

Keywords: use, gratification, social media, Arabic language, learning

Abstract

مستخلص

البحث

**Keywords**

كلمات

أساسية

INTRODUCTION (مقدمة)

Arabic is a language that grew in Arab countries and has developed in its surrounding countries, especially in the Middle East region. Arabic is known as the language of Islam because the holy book of Islam is the Qur'an. The Qur'an itself contains Arabic which needs to be translated into the mother tongue of each region. In addition to the Qur'an, Islam has a source of teaching that explains a matter in the Qur'an or a matter that has not been explained in detail in the Qur'an, namely hadith. Hadith is a source of law that has a position in second place after the Qur'an, of course the hadith originally uses Arabic. Therefore, it is important for Muslims to learn Arabic because basically the source of Islamic teachings is through the Qur'an and hadith, both of which are in Arabic. (Haq, 2023).

The United Nations has named Arabic as an international language on December 18, 1979, in its development as a form of recognition of its role and consistency as a language of culture and unity of the people. (Lintang, 2023). The coronation is proof that Arabic is a language that is actively used as a regular medium of communication in national gatherings at all levels. Arabic is the second most widely studied foreign language in Indonesia because the majority of the population is Muslim. Many Islamic boarding schools and schools are scattered in Indonesia so that Arabic becomes a language that is widely studied by students studying in Islamic schools.

Arabic is one of the languages that has strategic value in various fields, such as religious sciences, social sciences, and humanities. In Indonesia, Arabic is already quite widespread and is widely studied in schools, especially Islamic schools. In relation to Arabic, the language skills that need to be achieved are the mastery of adequate vocabulary. The quality of one's language both orally and in writing can be measured one of them by the mastery of vocabulary or mufrodāt. (Hermawan, 2014). It has an important role in education, especially in Islamic-based schools such as MAN 1 Yogyakarta. The language is not only taught as a compulsory subject, but also as a tool

to understand the rich Islamic literature. The curriculum that continues to evolve according to the digitalization era is a driving factor for the continuity of the educational process by utilizing technology as much as possible. Technological advances now give rise to new ideas that are oriented to the needs of learners, cell phones and the internet that are always at their fingertips do not limit them to learning only in the classroom. Student center in the learning process directs learners to seek wider learning resources. An interesting, interactive, and relevant learning experience for students can be obtained from the use of technology as a learning medium that can increase their satisfaction in learning Arabic. One of the media that is closest to students is social media. (Hidayah, 2023).

Social media has become one of the popular and easily accessible sources of information, so students can use social media to find Arabic learning resources according to their respective needs. The use of social media in Indonesia has become part of lifestyle trends, based on a survey from the Global Web Index Data in 2014, it was recorded that Indonesia had 79.7% of active media users with the average time used by users to access social media was 2 hours 54 minutes every day. (Aprinta, 2017). The data shows that the intense use of social media shows that they continue to develop following the digital era as it is today. Social media utilization has become an integral part of daily life, including in the learning process. (Herlanti, 2016). In recent years, social media has become an important source of information for students to acquire knowledge and skills. (Budiman, 2022).

Social media is one of the evidences of technological advancement, social media is increasingly attracting attention in the context of education as a learning medium, especially in Arabic language learning. Communicative context in Arabic language learning involves students to participate in dialog, role-playing, and project-based activities that allow them to use Arabic practically. (Aprilia, 2023). Judging from the large number of social media users and the nature of social media that is easy to use and access with its various features, social media has great potential to be developed in education in Indonesia. According to Bosman & Zagencyk, social media has the nature of connecting, sharing, and collaborating which provides several advantages, namely increasing the quantity of communication between teachers and learners, opening up opportunities for discussion and collaboration in completing tasks, and increasing

participation and involvement of learners in various action programs at school. (Morissan, 2013).

In digital era, social media has become an integral part of everyday life, especially among teenagers and students. Platforms such as Instagram, YouTube, Facebook and Twitter not only serve as a means of communication and entertainment, but also as a source of information and learning. In the context of education, the utilization of social media as a learning resource has grown rapidly, including in Arabic language learning. Technological advances are now giving rise to new ideas that are oriented to the needs of learners, cellphones and the internet that are always at their fingertips do not limit them to learning only in the classroom. The use of social media can be utilized as learning media with accounts that contain learning content, especially in Arabic. Features in social media that are easy to use and algorithms that can direct learners in choosing content that is relevant to their needs.

The use of social media as a medium for finding learning resources focuses on students as users of social media because they have a purpose in using it. (Handayani et al., 2024). This goal encourages students to use social media to find learning resources in order to achieve the expected goals. This statement is in accordance with the Use and Gratifications theory which originated from three scientists, namely Elihu Katz, Jay G. Blumler, and Michael Gurevitch. The initial phenomenon of the emergence of the Use and Gratifications theory was because the three scientists saw that a user had a desire both from a psychological and social perspective to choose what they wanted from the media. (Kuswandi, 2021)

Gratifications contains three assumptions used according to Katz (1973), the first is that there are many media choices offered to users as an effort to meet their needs. Second, there are many kinds of user needs so that the media tries to identify each user's needs. Third, there is competition between one media and other media to compete in meeting the needs of its users. (Agustini, 2021). Use and Gratifications theory considers that the media cannot influence users' choices in choosing which media they use to fulfill their needs or satisfaction. (Dwinta et al., 2023).

The challenges in learning Arabic are considerable, especially in terms of the limited learning resources available in formal environments such as schools. Social media offers an alternative solution to overcome this limitation. With easy access and a

variety of content available, students can utilize social media to enrich their learning resources. From learning videos, podcasts, to discussion groups, all can be accessed quickly and efficiently through social media platforms. This allows students to learn Arabic independently outside the classroom, adjusting to their own learning style and pace.

The use of social media as a learning resource cannot be separated from the Use and Gratifications theory which explains how individuals actively seek media that can fulfill their information, education and entertainment needs. MAN 1 Yogyakarta students, like other teenagers, tend to use social media for various purposes, including finding learning materials relevant to the school curriculum. Given the important role of social media in supporting Arabic language learning, this study aims to analyze how MAN 1 Yogyakarta students utilize social media to find Arabic language learning resources. Using the Use and Gratifications Theory approach, this study will explore the motivations, preferences, and effectiveness of using social media as a learning tool.

This study aims to analyze the motivation of MAN 1 Yogyakarta students in utilizing social media as Arabic learning resources. In addition, this study also aims to identify the types of social media that are most frequently used by students in finding Arabic learning materials, as well as measuring the effectiveness of the use of social media in improving students' understanding and skills. Furthermore, this research will explore the factors that influence students' choice in using social media for learning purposes. Ultimately, this research is expected to produce useful recommendations for optimizing the use of social media in Arabic language learning in formal education settings.

METHOD (طريقة \ منهج البحث)

This study uses a qualitative approach to deeply understand how MAN 1 Yogyakarta students utilize social media as an Arabic learning resource. The qualitative method was chosen because it allows researchers to explore students' perceptions, experiences, and motivations in using social media more deeply and contextually. The qualitative approach used in this research is an approach that is carried out through data collection, analysis, then interpretation. (Rijal Fadli, 2021). Qualitative research is research conducted by anthropology and sociology scientists who seek to understand how people give meaning to the universe or their environment with a focus on wanting

to state that the universe and the environment can be studied scientifically (Neolaka, 2016).

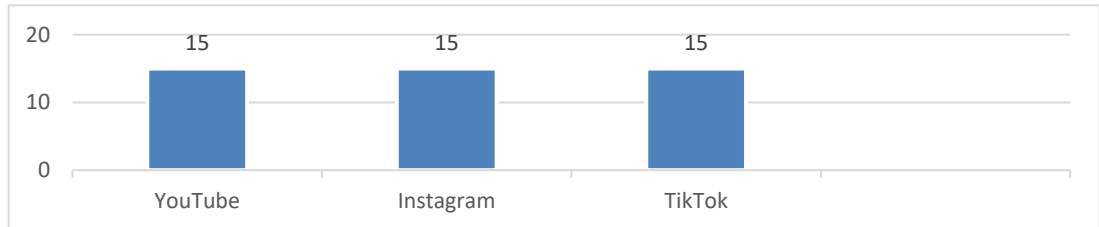
The subjects of this study are MAN 1 Yogyakarta students who actively use social media to find Arabic learning resources. The selection of subjects is done by purposive sampling method, where students who are considered to have experience and knowledge relevant to the research topic are selected as respondents. The number of research subjects will be adjusted as needed to achieve data saturation

The main instrument used in this research is a questionnaire which is structured with open and closed questions. This questionnaire is designed to explore information regarding the type of social media used by students, frequency of use, motivation behind the utilization of social media, and students' views on the effectiveness of social media in supporting Arabic language learning. The questions in the questionnaire were developed based on the Use and Gratifications theory to ensure relevance to the theoretical framework used.

Data collection was conducted in several stages. First, questionnaires were distributed to research subjects through online platforms to facilitate respondents who are more comfortable with digital formats. Once the questionnaires are collected, the data will be analyzed descriptively to identify patterns of social media use and the motivations behind them. The data collected from the questionnaire will also be used to identify students who can provide deeper insights through additional interviews if needed.

The data obtained from the questionnaire will be analyzed using the thematic analysis method, which involves coding the data to identify the main themes that emerge from the respondents' answers. Researchers chose this thematic analysis method because of its effectiveness in analyzing qualitative data obtained through questionnaires. (Aggitu & Setiawan, 2018). With this method, researchers can find out how students benefit from using social media in finding Arabic learning resources. The subject of this research is that the researcher takes from class XI students of MAN 1 Yogyakarta. This analysis will focus on revealing students' motivations, types of social media used, and their perceptions of the effectiveness of social media as Arabic learning resources. The results of the analysis will be compared with the Use and Gratifications

theory to understand how this theory is applied in the context of learning Arabic through social media.



FINDINGS & DISCUSSION (بحث ومناقشة)

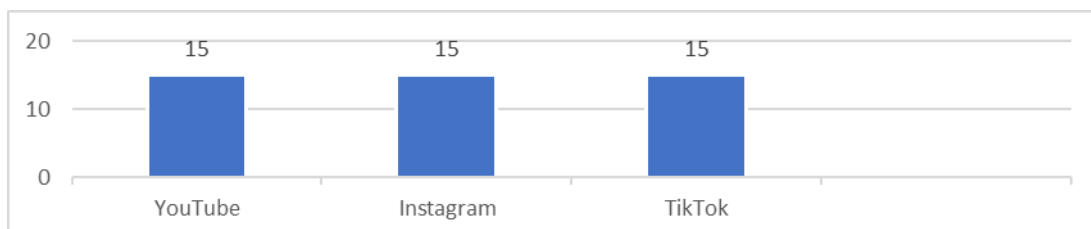
After collecting and analyzing the data, several themes and categories were found in using social media as a medium for finding Arabic learning resources, from the research results can be seen in the following table:

Tabel A1. Research Results

Theme	Category
Student behavior	Social media used
	How to obtain information
	Content type
	Length of time using social media
Student reason	Reasons for using certain social media
	Reasons for choosing related content
	Reference material
	Ease of use
Motivation	Effective use of social media
	Drivers of social media use

1. Social media used:

Tabel A.2 Results from social media used by students

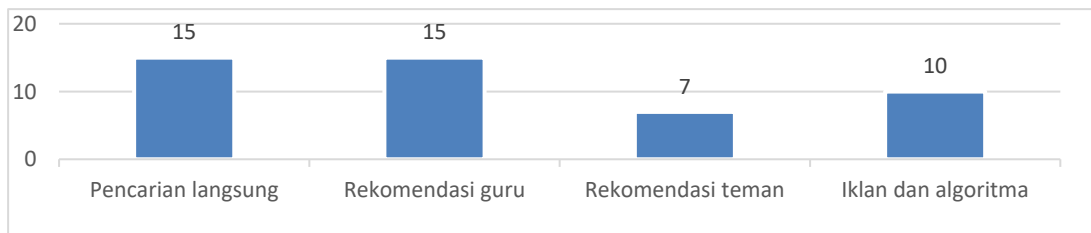


The questionnaire data collected shows that all of the student samples use YouTube, Instagram, and TikTok social media as learning media to find Arabic learning

resources. The three social media are the most frequently used social media by students. Based on the data obtained above, it shows that students are very enthusiastic about the existence of social media platforms such as YouTube, Instagram, and Tiktok. Because the era and the times also require students to utilize social media to find Arabic learning resources.

2. How to obtain information:

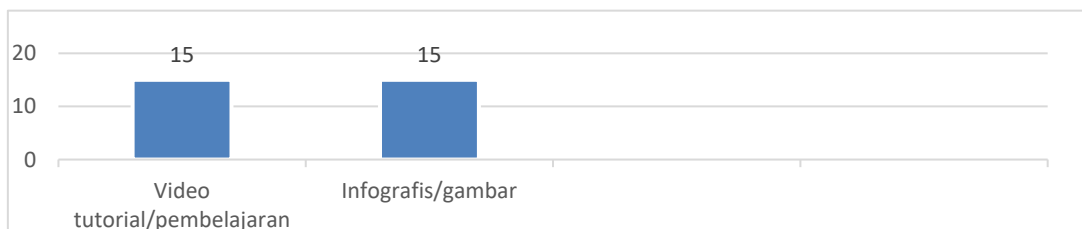
Tabel A.3 Results of how students obtain information



From the learning obtained by students through social media, all students from the entire sample used direct search and teacher recommendations, 7 students obtained information from friends, and 10 students obtained information from advertisements and algorithms. Teachers provide learning resource references to students not only in the form of textbooks or reading articles on the internet, but also through social media. From the accounts suggested by teachers and friends, students will get a recommendation feature on the social media platform used and through connections on social media obtained from passing activities on social media timelines or commonly called algorithms. This feature can be utilized by students to learn independently according to their needs, independently searching for more information related to the material needed.

3. Content type:

Tabel A.4 Results of Content Type

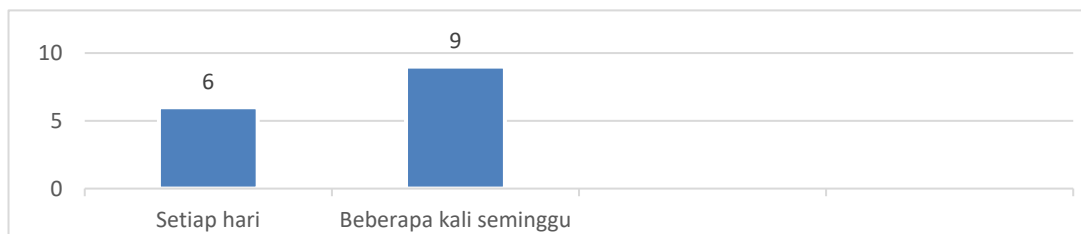


The data above shows that all students from the entire sample chose video tutorials and infographic images as their preferred content types. Short videos that

directly explain the information needed by students so that students immediately get answers to the material needed. Interesting infographic images contain brief explanations of information accompanied by relevant images so that they are attractive to students. Learning videos and infographics are types of content that are often found on social media such as YouTube, Instagram, and TikTok. With the content in it can make an alternative for students in finding reference sources because it is easier to understand and can also be accessed anytime and anywhere. So that students can learn in any condition.

4. Length of time students use social media:

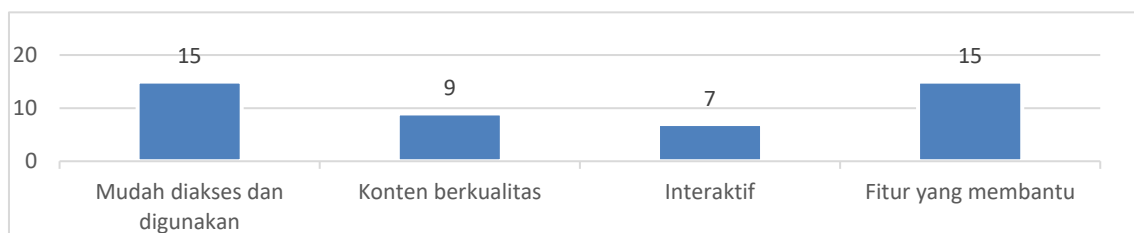
Tabel A.5 Results of the length of time students use social media



From the whole sample, the results show that from the whole sample there are 6 students who use social media every day as Arabic learning media, and 9 students use it once a few weeks. So that in the use of Arabic learning media 6 students use social media for learning media every day and 9 people several times a week.

5. Reasons students use certain social media

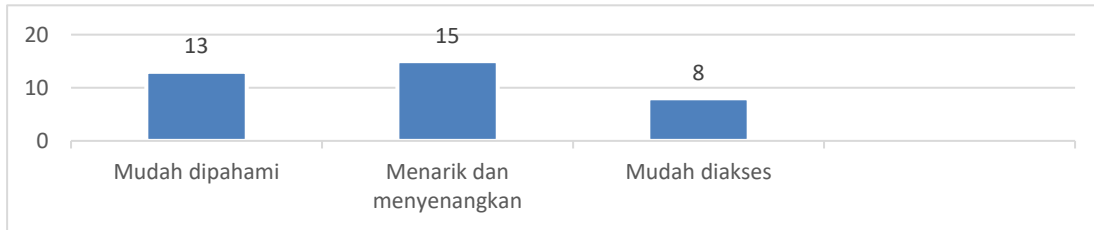
Tabel A.6 Results of students' reasons for using certain social media



From the social media used by students, all students from the sample chose the reason that the social media used was easy to access and had quite helpful features, 9 children chose the reason for quality content, and 7 children chose the reason for being interactive.

6. Reasons for choosing related content

Tabel A.7 Results of students' reasons for choosing related content



The content chosen by students was in the form of videos and images, 15 students chose because it was interesting and fun, 13 students chose because it was easy to understand, and 8 students chose because it was easily accessible. The data above shows that the reason students choose social media as a source of finding references is interesting and fun because the existence of social media can stimulate students to go deeper and look for material in the social media. So that there is a desire for students to export more in-depth material. And also some have reasons that are easy to understand because the social media contains material that is easy to understand with the simplest context possible, so that it is not convoluted in the delivery of the material in it.

7. Motivation

Students' motivation in using social media for Arabic language learning is to make it easier to understand difficult material, get additional information, a fun way to learn, and keep up with the latest developments. As well as the convenience of social media with an attractive appearance and complete features.

In the learning process, students are very enthusiastic because nowadays many students have smartphones. with this opportunity, it is hoped that students can use it properly so that it can increase motivation in learning to achieve learning goals.

8. Satisfaction

Students' satisfaction in using social media as a medium for finding Arabic learning resources is as a reference material for the material that has been delivered in class and the ease of use.

With the existence of social media as a step to find Arabic learning resources, students are very satisfied because it can make it easier to learn and also not feel bored, because with learning videos and infographics it makes it easier for students to capture the material to be learned. So that students are satisfied with the social media used to

find Arabic learning resources.

الخلاصة / الخاتمة (CONCLUSION)

Based on the results of the research that has been conducted, it can be concluded that the utilization of social media as a source of Arabic language learning among MAN 1 Yogyakarta students shows positive and significant results. The majority of students actively use social media platforms such as YouTube, Instagram, and TikTok to search for Arabic learning materials. They tend to utilize social media to get additional information that is not available in class, facilitate understanding of difficult material, and find more interesting and interactive ways of learning.

In the context of the Use and Gratifications Theory, this study shows that MAN 1 Yogyakarta students utilize social media with various motivations that are in accordance with this theory. students show a preference for content that allows them to interact with online learning communities or groups, so that they can exchange knowledge and experiences with friends or experts in the field of Arabic. and also MAN 1 Yogyakarta students realize the potential of social media as a powerful and valuable learning tool.

Overall, this study indicates that social media has made a significant contribution to Arabic language learning at MAN 1 Yogyakarta. With proper utilization, social media can be a very effective tool in supporting the teaching and learning process, increasing students' learning motivation, and producing more meaningful and contextual learning. Analysis based on the Use and Gratifications Theory shows that social media successfully fulfills various student needs, both in terms of cognitive, affective, and social, thus improving the overall quality of Arabic language learning.

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