

Instagram as a Digital Learning Medium: An Analysis of @timenzah's Content Quality for Arabic Language Learning at UMM

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Abstract

The rapid development of social media has created new opportunities for language learning, including Arabic. However, systematic analysis of the quality of educational content on digital platforms remains limited. This study aims to evaluate the quality of Arabic learning content on the Instagram account @timenzah as a learning medium for Arabic Language Education students at the University of Muhammadiyah Malang. Using a quantitative survey design, the study involved 24 students who actively accessed the account. Data were collected using a Likert-scale questionnaire based on the five dimensions of Jefferson and Tanton's Digital Learning theory: helpfulness, entertainment, authenticity, relevance, and timeliness. The results of descriptive analysis indicate that the overall content quality falls into the very good category, with an average score of 4.3. Authenticity and helpfulness obtained the highest scores, while entertaining received the lowest, though still positive. Students also perceived the content as effective in improving their comprehension of Arabic vocabulary. However, learning engagement scored lower than cognitive aspects, suggesting the need for more interactive content elements.

Keywords: Arabic Learning, Content Quality, Digital Learning, Instagram

INTRODUCTION

The development of digital technology over the past two decades has brought significant changes to the world of education (Sukmaningsih & Hidayat, 2025), including in foreign language learning (Damara & Dharma, 2022). Among the increasingly widespread uses of digital technology in foreign language learning is social media. Initially used solely for communication and entertainment, social media is now being utilized as an innovative learning tool (Fitriani, 2021). One of the most popular social media platforms among the younger generation is Instagram (Cahyaningrum et al., 2024), with its primary strengths being visual content, interactivity, and ease of access. Research (Sulfikar & Nurul Fawzani, 2023) shows that Instagram has significant potential to increase learning motivation, strengthen vocabulary comprehension (Salamah & Mayasari, 2025), and foster students' interest in foreign languages (Hankam et al., 2025).

In the context of Arabic language learning, social media is increasingly considered relevant, in line with students' need for practical, fast, and contextual language learning (Elis et al., 2024). Arabic, as a foreign language, especially for students in Indonesia, is often considered difficult due to differences in language systems and limited access to engaging learning media (Farihana & Mufidah, 2024). Therefore, the use of digital media, particularly Instagram, is a promising alternative (Karmila Azzahra et al., 2025). The @timenzah account is a creative initiative that provides Arabic-language learning content through vocabulary-based posts,

visual illustrations, and brief explanations. However, to date, no scientific study has comprehensively evaluated the quality of this account's content based on a clear pedagogical framework.

The University of Muhammadiyah Malang (UMM) has an active student population on social media and offers an Arabic study program. UMM students have the potential to use educational Instagram accounts as additional learning resources (beyond the classroom). However, the adoption of non-formal learning resources raises questions about content quality: the appropriateness of the material (scientific validity), depth (its relevance to student needs), presentation methods (whether they encourage language practice/production), and other pedagogical and linguistic aspects. Several local studies have also examined the use of Instagram for language learning (e.g., English, Indonesian). Still, the specific focus on Arabic-language learning accounts and the analysis of content quality remain relatively limited.

In this study, Jefferson & Tanton's theory was used to analyze the content of the Instagram account @timenzah. Jefferson & Tanton's theory is widely used in digital content evaluation studies because it offers comprehensive indicators for assessing the quality of learning media. This model emphasizes five important aspects: (1) helpfulness, (2) entertaining, (3) authenticity, (4) relevance, and (5) timeliness (Ratten, 2023). These five aspects are considered capable of representing the needs of 21st-century learning, which emphasizes the integration of content, technology, and learning experiences (Ismail et al., 2023).

The use of Jefferson & Tanton's theory in this study has several fundamental reasons. This theory provides a systematic framework for evaluating content in a structured manner, rather than solely on subjective impressions (Milia & New, 2025). Furthermore, the indicators offered by this theory are relevant to Instagram's visual and interactive characteristics (Sampe Litha & Kreshan, 2024), enabling them to assess whether @timenzah's content meets pedagogical and digital aesthetic standards. This theory is also highly suitable for measuring the balance between educational function and visual appeal, two key elements that determine the success of social media-based learning (Wang & Yulia, 2025). It also provides a strong academic foundation for linking analysis results to language-teaching practices (Nursabila et al., 2025), resulting in more applicable recommendations aimed at improving content quality.

Based on these problems, this study aims to analyze the quality of @timenzah's Instagram content as an Arabic language learning medium for students of the Arabic Language Education Study Program at the University of Muhammadiyah Malang. This analysis examines how the published content meets learning quality standards according to Jefferson & Tanton's theoretical framework. This study also aims to explore students' perceptions of the effectiveness of @timenzah content in supporting Arabic language learning, focusing on vocabulary comprehension, learning motivation, and engagement. Several previous studies have highlighted the use of social media in foreign language learning.

METHODS

Design and Approach

This study employed a quantitative approach with a survey. This approach was chosen because it allowed the researcher to systematically collect empirical data from respondents representing a specific population and to conduct statistical analysis of students' perceptions of the quality of Arabic language learning content via the Instagram account @timenzah. The survey design was used to describe and analyze student perceptions of digital content quality in terms of helpfulness, entertainment, authenticity, relevance, and timeliness, based on Jefferson & Tanton's Digital Learning Theory, which emphasizes the importance of interaction, emotional and cognitive engagement, and contextual relevance in the digital learning process (Sherlina, 2024).

Population and Sample

The population in this study was all students of the Arabic Language Education Study Program at the University of Muhammadiyah Malang (UMM) who actively use Instagram as a learning support medium. The sampling technique used was purposive sampling, which involves selecting the sample based on specific considerations. The sample criteria included (a) being an active student in the 2024/2025 academic year, and (b) following or interacting with @timenzah content for at least the past three months. Based on these criteria, 24 respondents met the requirements to participate in this study.

Research Instrument

The main instrument in this study was a closed-ended Likert-scale questionnaire ranging from 1 (strongly disagree) to 5 (strongly agree). The questionnaire was structured based on the main dimensions of Jefferson & Tanton's Digital Learning Theory (Badawood, 2025), namely:

Table 1. Research Indicators

No	Criteria	Indicator
1	Helpful	a) The message of the content provides a detailed explanation of the information being sought. b) The caption of the content helps answer the question being asked.
2	Entertaining	a) The message contained in the Reels provides a sense of entertainment. b) The headline/thumbnailed of the content arouses curiosity after a brief.
3	Authentic	a) The content contains original information (not plagiarized). b) The content is unique and different from other media companies.
4	Relevant	a) The content presented is relevant to the audience's interests. b) The content packaging follows current trends.
5	Timely	a) The information contained can be used as a reference media for finding currently trending (viral) information. b) The information contained is guaranteed to be credible.

The instrument's content validity was assessed through expert assessment by three lecturers specializing in Arabic language education and digital learning media. Furthermore, a reliability test was conducted to assess item clarity and consistency. The reliability test used Cronbach's alpha, with a significance value of 0.70, which is the minimum acceptable value.

Data Collection Procedure

The data collection procedure was carried out through three main stages: (a) Preparation Stage: This included the development of research instruments, validity and reliability testing, and the preparation of informed consent forms. (b) Implementation Stage: Data collection was conducted online using Google Forms. The questionnaire link was distributed to respondents through student groups and private messages. Respondents were informed of the research objectives, the voluntary nature of participation, and the guarantee of data confidentiality. (c) Data Processing Stage: The collected data were downloaded, coded, and scored to facilitate statistical analysis. In addition, researchers documented @timenzah's content during the period January–September 2025 to provide empirical context for student perceptions.

Data Analysis Techniques

Data analysis was conducted in two stages: descriptive and inferential analyses using SPSS version 26. Descriptive analysis was used to describe the distribution of respondents' answers for each indicator, presenting averages (means), percentages, and standard deviations. Meanwhile, inferential analysis was conducted using a one-sample t-test to determine whether students' perceptions of the quality of @timenzah content were above the neutral value (3.0).

RESULTS AND DISCUSSION

Results

This study involved 24 Arabic Language Education students at the University of Muhammadiyah Malang who actively use Instagram and follow the account @timenzah. A descriptive analysis was conducted to explain respondents' conditions based on their Instagram usage time. Twenty-four participants qualified to complete the survey.

This study presents several data sets, including interview data and questionnaire results. The interview data is presented descriptively, while the questionnaire data is presented through several explanations, such as: (a) Duration of content usage on the @timenzah account; (b) Respondents' assessment of content quality; and (c) Respondents' assessment of the Arabic language learning process.

Duration of Content Utilization Time

Table 2. Respondents' Duration of Time in Learning Arabic Through @timenzah Account Content

No	Duration	Amount	Percentage (%)
1	About 2 hours per day	7	29.16
2	More than 2 hours per day	17	70.84
Total		24	100

Based on Table 2, the majority of respondents (17) spent more than 2 hours per day studying Arabic through the @timenzah account, representing 70.84%. Meanwhile, 7 respondents (29.16%) reported studying for approximately 2 hours per day.

Respondents' Assessment of Content Quality

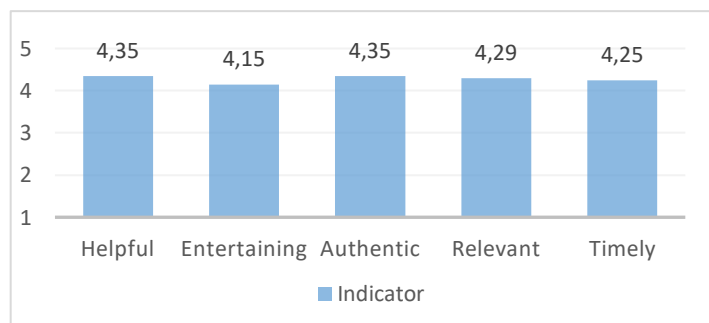


Figure 1. Respondents' Assessment of Content Quality Variables

Respondents' average rating for the content quality variable was 4.3, placing it in the "Very Good" category. Based on the descriptive analysis of the variables in Graph 1, the Entertaining indicator had the lowest average score of 4.15. Meanwhile, the Helpful and Authentic indicators had the highest average score of 4.35.

Respondents' Assessment of the Arabic Language Learning Process

Respondents' assessment of the Arabic language learning process comprises three aspects: vocabulary understanding, learning motivation, and involvement in learning.

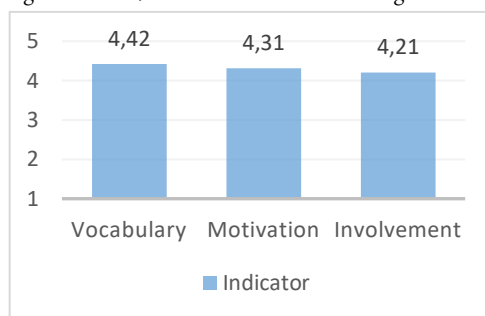


Figure 2. Respondents' Assessment of the Arabic Language Learning Process

Respondents' assessment of the Arabic Language Learning Quality variable averaged 4.3, placing it in the "Very Good" category. Based on the descriptive analysis of the variables in Graph 2, the Learning Engagement indicator had the lowest average score at 4.21. Meanwhile, the Vocabulary Understanding indicator had the highest score, averaging 4.42.

Discussion

Based on Table 2, the majority of respondents (17, 70.84%) reported using the @timenzah account's content to learn Arabic for more than 2 hours per day, while 7 (29.16%) reported using it for approximately 2 hours per day. This data indicates a high level of @timenzah usage among students. This indicates that the content presented attracts attention and maintains student engagement in the learning process.

The long learning duration on the @timenzah account aligns with Pakpahan's findings, which state that social media can increase learning engagement by offering flexibility in time and learning styles that suit the characteristics of the digital generation (Pakpahan et al., 2025). Furthermore, according to Zahra Nursabila, a longer engagement duration indicates stronger perceived usefulness, in which students feel that the digital content they consume provides tangible benefits to their understanding of the material (Zahra Nursabila et al., 2025).

Another factor influencing this long learning duration is the content's visual, concise, and contextual nature. Damara & Dharma explained that Instagram-based learning is effective because it combines entertainment with educational information that is easily accessible at any time (Damara & Dharma, 2022). Therefore, this duration data reinforces the assumption that the @timenzah account is not only a medium for entertainment but also serves as a continuous learning resource that supports students' self-directed Arabic learning.

According to the interview findings in this study, the content of the @timenzah Instagram account is considered capable of helping students understand the material clearly and concisely. *"The explanations are concise but immediately stick in my mind, sis."* Regarding authenticity, students found the content unique

and original, not copied from other sources. *"The material is distinctive, different from other accounts, fresher and more relevant to my needs, sis."*

Thus, the results of this survey demonstrate a balance between educational function and content appeal. High scores on the Helpful and Authentic indicators indicate that students value the substance and authenticity of the material more than its entertainment value. This aligns with Saputra's findings, which emphasize that, in the context of Arabic language learning on social media, content quality is prioritized over visual appeal alone (Alfalah et al., 2024). Similarly, Fitriani's research shows that students tend to seek content that is practical, clear, and relevant to their learning needs, although entertainment also contributes to learning motivation (Fitriani, 2021).

The gap between high scores on the Vocabulary Comprehension indicator and low scores on the Engagement in Learning indicator suggests that students derive more cognitive benefits (vocabulary knowledge) than affective and interactive benefits (engagement). This finding aligns with Wijaya's research, which indicates that using Instagram in Arabic language learning is effective in improving vocabulary knowledge, but additional strategies are needed to encourage active student engagement, such as through interactive quizzes, Q&A sessions, or project-based challenges on social media (Wijaya & Rismawati, 2023).

Overall, the results of this survey confirm that the @timenzah Instagram account has a significant positive impact on the quality of Arabic language learning, particularly on vocabulary comprehension, which is a key foundation for language acquisition. However, further innovation is needed to increase student engagement, as Wang & Yulia (2025) emphasized the importance of integrating visual literacy and interactivity in social media-based learning. To achieve more participatory and collaborative learning, content creators are advised to add interactive elements such as live discussions, story quizzes, or language challenges.

CONCLUSION

This study concludes that the content quality of the @timenzah Instagram account, used as an Arabic language learning tool for UMM PBA students, is in the very good category. The analysis shows that the helpfulness and authenticity dimensions rank highest, indicating that the content is capable of providing clear, concise explanations and presenting original material relevant to students' needs. Meanwhile, the entertainment dimension received the lowest score, indicating that it is not yet a key strength of the content, although it is still positively assessed.

In the context of Arabic language learning, the @timenzah Instagram account also proved highly effective, with a high average score. The vocabulary comprehension indicator ranked highest, indicating that the content can enrich and strengthen students' vocabulary mastery. However, the engagement indicator in learning remained in the lowest position. This indicates that although the content provides significant cognitive benefits, its role in fostering active student participation remains limited. Overall, this study confirms that @timenzah's content's main strengths lie in its usefulness, authenticity, and relevance to vocabulary-learning needs.

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AUTHOR CONTRIBUTIONS STATEMENT

All authors contributed significantly to the conception and design of the study, data collection, data analysis and interpretation, and the writing and revision of the manuscript. All authors have read and approved the final version of the manuscript.

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