

## The Needs of Science Major Students at Madrasah Aliyah Al-Bairuni Jombang for Instagram Content-Based Nahwu Materials

### Iḥtiyāj al-Ṭulāb li Qismi 'Ulūm Tabi'iyah fī Madrasah Āliyah Al-Bairuni Jombang 'alā Mawād Nahw Qā'imah 'alā Muḥtawā Instagram

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#### Abstract

Nahwu material tends to be difficult, making students feel bored quickly and less interested in learning it more deeply. The thing that needs to be considered is variation in learning. One of the variations in learning is using social media based on Instagram content so that students can understand and make the learning atmosphere interesting. This study aims to uncover the requirements of students with regard to Instagram content focused on nahwu. Furthermore, the intention is to demonstrate that Instagram, typically utilized for sharing photos and videos, is also possibly utilized effectively as a learning tool. The study utilized a descriptive qualitative research approach as its research method. Observation interviews served as the approach for collecting data, including up to 5 individuals who met the criteria of being class XII students and had studied nahwu material. The Miles and Huberman model is utilized in the method for analyzing data, which involves Data collection, data simplification, data display, and drawing/verifying final thoughts. The findings of this research show that students need to have a sense of urgency in Instagramming content related to Nahwu studies. The reason for displaying nahwu content on Instagram is to make the learning process more engaging and easier to comprehend. Hence, the media must communicate nahwu material.

**Keywords:** Nahwu; Social Media; Instagram; Instagram Content.

#### ملخص

تميل مواد النحو إلى أن تكون صعبة، مما يجعل الطلاب يشعرون بالملل بسرعة وأقل اهتماما بتعلمها بشكل أعمق. الشيء الذي يجب مراعاته هو الاختلاف في التعلم. أحد الاختلافات في التعلم هو استخدام وسائل التواصل الاجتماعي القائمة على محتوى انستغرام حتى يتمكن الطلاب من فهم جو التعلم وجعله ممتعا. تهدف هذه الدراسة إلى الكشف عن متطلبات الطلاب فيما يتعلق بمحتوى انستغرام الذي يركز على النحو. علاوة على ذلك، فإن القصد من ذلك هو إثبات أن انستغرام الذي يستخدم عادة لمشاركة الصور ومقاطع الفيديو، يمكن استخدامه أيضا بشكل فعال كأداة تعليمية. استخدمت الدراسة منهج البحث النوعي الوصفي كمنهج بحثي. كانت مقابلات المراقبة بمثابة نهج لجمع البيانات، بما في ذلك ما يصل إلى خمسة أفراد استفوا معايير كونهم طلابا في الصف الثاني عشر ودرسوا مواد النحو. يستخدم نموذج مايلز وهوبرمان في طريقة تحليل البيانات، والتي تتضمن جمع البيانات، وتبسيط البيانات، وعرض البيانات، ورسم / التحقق من الأفكار النهائية. تظهر نتائج هذا البحث أن

الطلاب بحاجة إلى الشعور بالإلحاح في محتوى انستغرام المتعلق بدراسات النحو. سبب عرض محتوى النحو على انستغرام هو جعل عملية التعلم أكثر جاذبية وأسهل في الفهم. ومن ثم، يجب على وسائل الإعلام توصيل مواد النحو. الكلمات المفتاحية: نحو؛ وسائل التواصل الاجتماعي؛ انستغرام؛ محتوى انستغرام

## INTRODUCTION

Social media is a type of online platform where users can quickly and easily interact, share, and create content such as blogs, social networks, wikis, forums, and virtual worlds can be in the form of various forms of digital media that facilitate interaction and exchange of information on the internet. One of the advantages of social media is the ease of interacting with individuals in locations that are remote from us. The bad effect of social media is that it separates people who are close to each other and vice versa, it can also create an addiction to the internet.<sup>1</sup>

One of Instagram is a social media platform that is widely used for marketing purposes. By maximizing the content content, we can provide interesting information to the audience in an innovative and different way.<sup>2</sup>

Instagram is a smartphone application used for social media platforms that has a purpose or role similar to Twitter, but differs in terms of the use of photos and techniques to share knowledge with its users in digital form. Instagram can also motivate and improve users' creativity with its features that can take photos that look better, artistic, and attractive.<sup>3</sup>

Instagram is currently one of the social media platforms that continues to progress and is popularly used by various circles, including official institutions in Indonesia, as a means of communication, promotion, marketing, and even branding. In November 2019, the number of monthly active users of Instagram in Indonesia reached 61,610,000 people. The information comes from one of the companies that conduct social media marketing analysis based in Warsaw, Poland. this means that 22.6 percent or about a quarter of the total population of Indonesia uses Instagram.<sup>4</sup>

Without realizing it, the facilities provided by Instagram can be influential and beneficial in the field of education, especially in the teaching and learning process. The usefulness of Instagram in the field of education is to provide opportunities for teenagers to increase their knowledge and information and stimulate their creativity. In addition, Instagram is also useful for sharing the results of creativity, for example by uploading

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<sup>1</sup> Anang Sugeng Cahyono, "Pengaruh Media Sosial Terhadap Perubahan Sosial Masyarakat Di Indonesia," *Publiciana* 9, no. 1 (2016): 140–57.

<sup>2</sup> Cry Cinta Putri Anjel et al., "Branding Institusi Pendidikan Melalui Media Sosial Instagram," *SEIKO: Journal of Management & Business* 5, no. 2 (2022): 44–58.

<sup>3</sup> Rini Damayanti, "Diksi Dan Gaya Bahasa Dalam Media Sosial Instagram.," 2018.

<sup>4</sup> Wenny Maya Arlena, "Media Sosial Instagram Sebagai Jaringan Komunikasi Sociopreneur," *Jurnal Pustakawan Indonesia* 20, no. 2 (2021): 84–97, <https://doi.org/10.29244/jpi.20.2.84-97>.

photos, images, and videos of their creativity. With Instagram as a social media, teenagers can get creative ideas while studying at home or at school.<sup>5</sup>

The science of Nahwu is a set of rules that are useful for understanding and explaining the final position of each word in a number (sentence). Knowledge of nahwu is also important to understand Arabic literary works, especially the Qur'an and Hadith which are the main sources for Muslims as well as classic books written by scholars. In most Islamic boarding schools and schools in Indonesia, Nahwu material is taught to its students and this is not surprising.<sup>6</sup>

In the digital era, educational methodologies must evolve to meet the learning preferences of today's tech-savvy generation. Arabic grammar, or nahwu, plays a fundamental role in understanding classical and modern Arabic texts. However, traditional methods of teaching this subject often struggle to engage younger audiences. Instagram, a highly visual and interactive social media platform, presents a powerful tool for making nahwu accessible and engaging.

The urgency for adopting Instagram as a medium for teaching nahwu lies in several key factors. Firstly, Instagram's widespread usage, especially among younger demographics, creates a valuable opportunity to reach a larger audience. Secondly, Instagram's format allows for the integration of microlearning strategies brief, focused lessons that fit seamlessly into the daily routines of learners. Infographics, short videos, and interactive quizzes can simplify complex grammatical concepts, making them easier to grasp.

Moreover, Instagram fosters an interactive learning environment, enabling real-time feedback and discussion through comments and direct messaging features. This immediacy encourages active learning, as students can ask questions and engage with instructors or peers directly. The platform's algorithm also aids in personalized content delivery, ensuring that users receive consistent educational material tailored to their interests and needs.

The importance of studying nahwu through innovative platforms like Instagram cannot be overstated. As the demand for accessible and engaging educational content grows, integrating nahwu into social media not only revitalizes traditional Arabic grammar instruction but also democratizes access to this knowledge. It empowers learners from diverse backgrounds and locations to study nahwu at their own pace, breaking down geographical and socioeconomic barriers.

In conclusion, using Instagram to teach and learn nahwu aligns with current educational trends that emphasize adaptability, accessibility, and engagement. As educational paradigms shift towards digital platforms, leveraging Instagram for nahwu instruction is both a timely and necessary step toward preserving and promoting Arabic linguistic heritage in a rapidly changing world.

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<sup>5</sup> Rubiyati, Muhamad Asrori, and Luhur Wicaksono, "Pengaruh Pemanfaatan Media Sosial Instagram Terhadap Kreativitas Belajar Pada Remaja Kelas VII," *Jurnal Pendidikan Dan Pembelajaran Khatulistiwa (JPPK)* 7, no. 5 (2018): 1–8.

<sup>6</sup> Yayang Wiwik Fadilah and Siti Sulaikho, "Kelayakan Media Pembelajaran ISpring Suite Berbasis Android Pada Mata Pelajaran Nahwu Shorof," *Arabia* 13, no. 2 (2022): 315, <https://doi.org/10.21043/arabia.v13i2.10710>.

Several previous studies have become the basis for researchers in the development of their research, such as a study conducted by 1) Siti Sulaikho et al., 2023, 'The Challenge of Nahwu Educators to Improve Professional Competence as an Effort to Foster Beginner Learners' Motivation for the Structure of the Arabic Language'.<sup>7</sup> This study shows that nahwu educators can use the results of the research as a basis to choose methods, techniques, and strategies in teaching grammar to students who have similar or different characteristics. In addition, the results of this research can also be a foundation for nahwu teachers to improve their professional skills. 2) Muallim Wijaya et al., 2023, 'Arabic Language Learning Assisted by Instagram Media to Increase the Learning Interest of Madrasah Tsanawiyah Students'.<sup>8</sup> The results of this study indicate that the use of Instagram in the process of learning Arabic can increase the desire to learn for grade VIII students of Mts Islamiyah Wongsorejo, Banyuwangi. 3) Noor Amalina Audina et al., 2020, 'Instagram: Alternative Media in the Development of *Maharah Al-Kitabah*'.<sup>9</sup> The findings of this study show that Instagram is very helpful and encourages the spirit of students to create and innovate in writing. This social media allows them to do so without being bound by place or time.

This research aims to solve the problem of learning nahwu in students. The researcher provides a solution for teaching nahwu material by utilizing Instagram content. This research aims to reveal the needs of students for nahwu material presented through Instagram content in more depth. The research method used is qualitative with a descriptive approach. The research population includes 20 students of grade XII Science 1 at MA-AL BAIRUNY Sambongdukuh Jombang.

## METHODS

This research was carried out by applying a qualitative descriptive approach.<sup>10</sup> A number of experts describe the qualitative method as follows: According to Sugiyono, qualitative research is a research method that is rooted in positivism and is suitable for natural studies, where the researcher is the main term, data collection is carried out by the triangulation method, qualitative oriented data analysis, and the focus is more emphasis on meaning than generalization.<sup>11</sup> Meanwhile, according to Creswell, research is a way or method to investigate and understand an important phenomenon. In order to understand

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<sup>7</sup> Siti Sulaikho, Wahidmurni, and Abdul Malik Karim Amrullah, "Tantangan Pendidik Nahwu Untuk Meningkatkan Kompetensi Profesional Sebagai Upaya Menumbuhkan Motivasi Pembelajar Pemula Terhadap Struktur Bahasa Arab," *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 6, no. 2 (2023): 29–34.

<sup>8</sup> Muallim Wijaya and Rifa Sabila Yunia Rismawati, "Pembelajaran Bahasa Arab Berbantuan Media Instagram Untuk Meningkatkan Minat Belajar Siswa Madrasah Tsanawiyah," *Jurnal Educatio FKIP UNMA* 9, no. 2 (2023): 817–25, <https://doi.org/10.31949/educatio.v9i2.5080>.

<sup>9</sup> Wijaya and Rismawati.

<sup>10</sup> Robert L Harrison and Timothy M Reilly, "Mixed Methods Designs in Marketing Research," *Qualitative Market Research: An International Journal* 14, no. 1 (January 2011): 7–26, <https://doi.org/10.1108/13522751111099300>.

<sup>11</sup> Eko Haryono, "Metodologi Penelitian Kualitatif Di Perguruan Tinggi Keagamaan Islam," *An-Nuur* 13, no. 2 (2023).

these central symptoms, researchers conducted interviews with research participants or interventions using general and rather broad questions. Participants provide information to be collected. Usually, the information is in the form of words or text. Then the text or words are taken for analysis.<sup>12</sup> Moleong explained that qualitative research is a study that seeks to gain an understanding of the subject's experience, such as behaviour, views, motivations, and others as a whole by describing in words, writing, and language in a certain context that is natural using various natural methods.<sup>13</sup>

Qualitative research can be interpreted as a research method that focuses on analysis or description. In qualitative research, the researcher is the main instrument for obtaining information. The existence of researchers is very important, because in addition to that, researchers also play a role as data collectors. The trick is that qualitative research has one of its distinctive signs in data collection. In this study, the role of the researcher as an observer participant/participant. It can be interpreted that in the process of collecting data, researchers observe and listen carefully to the smallest details.<sup>14</sup>

The location of this research is in Madrasah Aliyah Al-Bairuny which is located in the village of Sambong Dukuh Jombang, In this study, the main data source and supporting data sources are needed.

The main data information is obtained through direct interviews with participants or original sources. The main source of information is a data source that provides information directly to the researcher as a data collector. In this study, the researcher conducted direct observation at the location using class XII Science 1 as the main data source.

The second source of data refers to information obtained from another source or a second source. Additional information is not provided directly to the party collecting the data, it can go through documents or other people. The second data sources used in this study include theses, journals, and books. Grade XII Science 1 students were selected as resource persons. According to Sugiyono (2019), the subject of the study is a source of data or participants who provide information to the researcher.<sup>15</sup>

In this study, class XII Science 1 at MA AL-BAIRUNY Sambongdukuh Jombang became the subject of research. The procedure for collecting data is through interviews, in which various questions have been prepared. By conducting an interview, where various questions have been prepared. By conducting interviews, researchers can collect data, information, and frame of information needed from the research subject. The interview approach applied is a structured or guided interview, which means an interview that is planned using a pre-prepared list of questions.<sup>16</sup>

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<sup>12</sup> Conny R Semiawan, *Metode Penelitian Kualitatif* (Grasindo, 2010).

<sup>13</sup> Lexy J Moleong, *Metodologi Penelitian Kualitatif* (PT Remaja Rosdakarya Bandung, 2019).

<sup>14</sup> Suharsimi Arikunto, *Prosedur Penelitian: Suatu Pendekatan Praktik*, Edisi Revi (Jakarta: Rineka Cipta, 2006).

<sup>15</sup> Arief Nuryana, Pawito Pawito, and Prahastiwi Utari, "Pengantar Metode Penelitian Kepada Suatu Pengertian Yang Mendalam Mengenai Konsep Fenomenologi," *Ensains Journal 2*, no. 1 (2019): 19–24.e

<sup>16</sup> Fandi Rosi Sarwo Edi, *Teori Wawancara Psikodignostik* (Penerbit LeutikaPrio, 2016).

The interviews were conducted by students of grade XII Science 1 MA AL-BAIRUNY because they had studied the science of nahwu. The data analysis process involves searching and organizing data obtained from the results of interviews, direct observation, and document collection. The steps are to collect data groupings, break them down into separate units, make syntheses, find patterns, choose important things to learn, and conclude so that they can be understood by yourself or others.<sup>17</sup> The data analysis process involves data collection, data reduction, data presentation, and drawing conclusions.<sup>18</sup>

## RESULT AND DISCUSSION

To find and collect information about the study being conducted, the researcher uses a qualitative research method by applying a descriptive study approach. In the analysis stage, the researcher created a list of questions for interviews with participants as a way to collect data. The data was then analyzed to find out the information provided by the participants. The researcher conducted in-depth interviews about students' needs for Instagram social media with 5 participants of class XII Science 1.

The researcher conducted an interview in July 2023. Data was obtained through conducting in-depth interviews with resource persons and researchers were directly involved in the field before the data was analyzed. Below is a list of questions given to participants, namely: (1) What media are used by participants (students) in the learning process? (2) In addition to package books and LKS, what alternative media are used by participants (students) as learning media? (3) What are the expectations of participants (students) for nahwu learning in the future? (4) What is the reason for the interest of participants (students) in the learning videos that have been made by researchers?. The analysis of the answers from the participants is as follows:

### 1. Learning Media Used by Participants

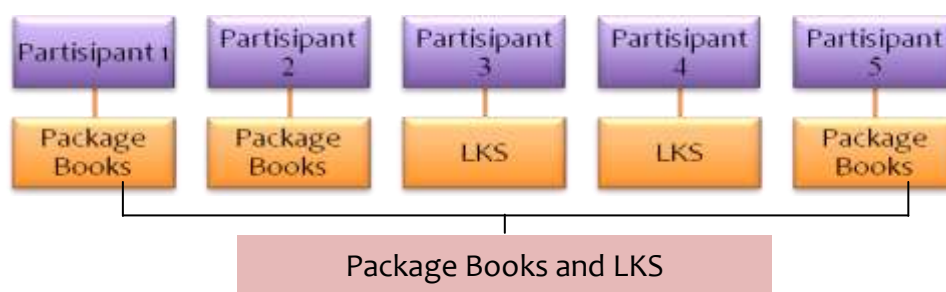


Figure 1. Results of Interview One

<sup>17</sup> Ahmad Rijali, "Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin" 17, no. 33 (2018): 81–95.

<sup>18</sup> Ivanovich Agusta, "Teknik Pengumpulan Dan Analisis Data Kualitatif," *Pusat Penelitian Sosial Ekonomi. Litbang Pertanian, Bogor* 27, no. 10 (2003): 179–88.

Based on the answers given by the participants, the media used by the students was in the form of LKS and package books. The study of Arabic grammar, particularly nahwu, is integral to mastering both classical and contemporary Arabic.<sup>19</sup> Textbooks and worksheets (Lembar Kerja Siswa - LKS) remain the primary resources used in traditional educational settings. While these tools offer structured learning pathways, they are not without limitations. Analyzing the strengths and weaknesses of these materials is crucial for enhancing Arabic grammar pedagogy.

One of the key strengths of nahwu textbooks is their systematic presentation of grammatical rules. These resources often provide detailed explanations, historical contexts, and linguistic examples that are essential for a deep understanding of Arabic syntax. Additionally, textbooks are usually aligned with established educational curricula, ensuring consistency in the material covered across different learning levels.<sup>20</sup>

Worksheets (LKS), on the other hand, complement textbooks by offering practical exercises that reinforce grammatical concepts. They promote active learning by allowing students to apply their knowledge through problem-solving tasks, drills, and context-based activities. Moreover, LKS are often designed to progressively build on each lesson, making them effective for assessing students' comprehension and identifying areas needing further clarification.

Despite these strengths, nahwu textbooks and LKS also have notable weaknesses. A primary limitation of textbooks is their rigidity. They often adhere to a traditional, linear approach that may not accommodate diverse learning styles.<sup>21</sup> Students with different cognitive preferences or learning speeds might struggle with the dense theoretical content presented in many textbooks. Furthermore, the language used in these materials is sometimes overly complex, which can be challenging for beginners or non-native speakers.

LKS, while beneficial for practice, often suffer from a lack of depth. The exercises typically focus on rote memorization or mechanical drills rather than encouraging critical thinking or a deeper exploration of linguistic principles. Additionally, many worksheets are designed with a one-size-fits-all approach, which might not address the individual needs of students with varying levels of proficiency.<sup>22</sup> The repetitive nature of some exercises can also lead to disengagement, reducing the effectiveness of these tools in fostering a genuine interest in learning nahwu.

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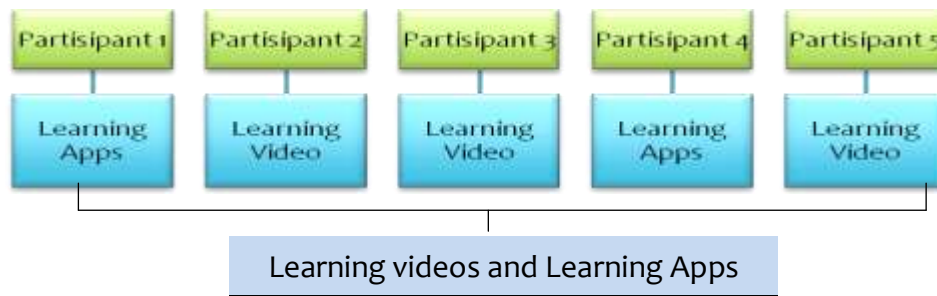
<sup>19</sup> Sulaikho, Wahidmurni, and Amrullah, "Tantangan Pendidik Nahwu Untuk Meningkatkan Kompetensi Profesional Sebagai Upaya Menumbuhkan Motivasi Pembelajaran Pemula Terhadap Struktur Bahasa Arab."

<sup>20</sup> Endah Seena and Nashirudin, "Eksperimentasi Metode Mind Map Pada Pembelajaran Nahwu Bahasa Arab Untuk Meningkatkan Hasil Belajar Siswa," *Al Mahāra: Jurnal Pendidikan Bahasa Arab* 5, no. 1 (June 30, 2019): 85–100, <https://doi.org/10.14421/almahara.2019.051-05>.

<sup>21</sup> Ahmad Sehri, "Metode Pengajaran Nahwu Dalam Pengajaran Bahasa Arab," *HUNafa: Jurnal Studia Islamika* 7, no. 1 (2010): 47–60.

<sup>22</sup> Arif Rahman Hakim, "Mempermudah Pembelajaran Ilmu Nahwu Pada Abad 20," *Jurnal Al-Maqayis* 1, no. 1 (2013).

## 2. Alternative Media Used by Participants (Students) as Learning Media



**Figure 2. Interview Results Two**

Based on the answers given by the participants, the alternative media used in the learning process are in the form of videos and applications.<sup>23</sup> This shows that learning applications and videos from TikTok, YouTube and Instagram are their own initiative in addition to material that is not in the book.

## 3. Expectations of Participants (Students) for Future Nahwu Learning



**Figure 3. Interview Results Three**

Based on the answers given by the participants, more practice using games to make it easier for students to memorize and understand. Several key factors contribute to the

<sup>23</sup> Amzaludin Amzaludin, Indhun Qurottul Ain, and Eka Silfia Khumairah, "Akun TikTok (@kampungarabalazhar) Sebagai Media Belajar Bahasa Arab Online," *Jurnal Simki Pedagogia* 6, no. 2 (May 8, 2023): 554–65, <https://doi.org/10.29407/jsp.v6i2.331>.



effectiveness of using games for teaching nahwu.<sup>24</sup> Firstly, games encourage active participation and sustained attention. In contrast to passive learning methods, where students might struggle to stay engaged with dense grammatical content, games promote continuous involvement by requiring players to apply nahwu rules in real-time scenarios. This active engagement is critical for deeper cognitive processing and long-term retention.<sup>25</sup>

Secondly, games provide instant feedback, enabling students to quickly correct mistakes and reinforce their understanding. The iterative nature of game-based learning helps learners internalize grammatical rules through repetition and reinforcement in a way that feels enjoyable rather than monotonous. For instance, a game designed to teach verb conjugations might include levels that progressively challenge students to apply increasingly complex rules, allowing them to build their skills incrementally.<sup>26</sup>

Thirdly, the social aspect of many educational games fosters collaboration and peer learning. Multiplayer games or classroom activities designed around *Nahwu* encourage students to discuss, debate, and problem-solve together. This collaborative learning environment not only enhances linguistic competence but also builds communication and teamwork skills.

#### 4. The Reason for The Interest of Participants (Students) In Learning Videos Made by Researchers as an Additional Learning Medium.

After that, the researcher created content as a nahwu learning medium, as follows:

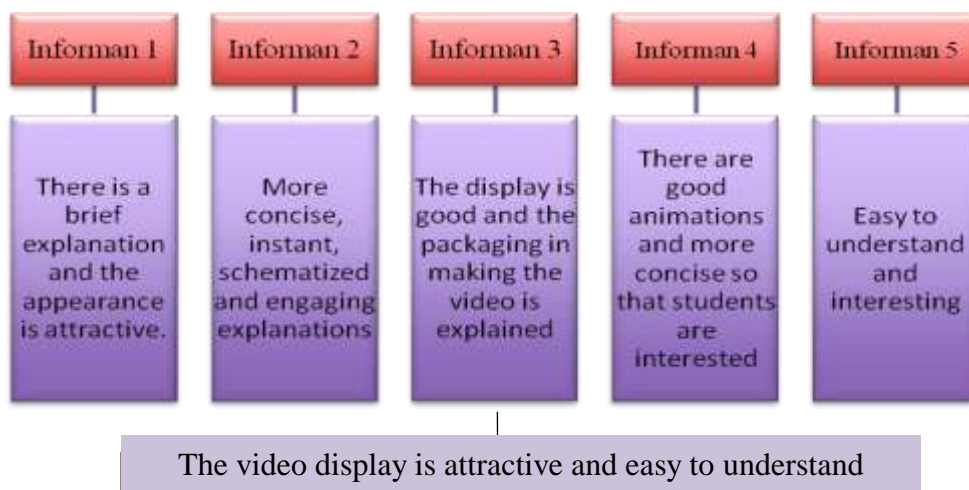


Figure 4. Results of Interview Four

<sup>24</sup> Muhammad Faiz and Juwika Afrita, "Tantangan Dan Strategi Pemahaman Bahasa Arab Untuk Pendidikan Generasi Z: Analisis Dan Prospek Masa Depan," *Jurnal Pendidikan Indonesia* 5, no. 4 (April 26, 2024): 156–64, <https://doi.org/10.59141/japendi.v5i4.2749>.

<sup>25</sup> Nur Sahratul Jannah and Faisal Hendra, "Penerapan Penggunaan Bahasa Arab Anak Usia Dini Pada Akun Tik Tok @bustama\_perwira\_siregar," *Mandalika: Jurnal Ilmu Pendidikan Dan Bahasa* 2, no. 1 (June 8, 2024): 145–53, <https://doi.org/10.59613/jipb.v2i1.104>.

<sup>26</sup> Alifah Arde Ajeng Hamidah, Sinta Rosalina, and Slamet Triyadi, "Kajian Sociolinguistik Ragam Bahasa Gaul Di Media Sosial Tiktok Pada Masa Pandemi Covid-19 Dan Pemanfaatannya Sebagai Kamus Bahasa Gaul," *Jurnal Onoma: Pendidikan, Bahasa, Dan Sastra* 9, no. 1 (January 28, 2023): 61–68, <https://doi.org/10.30605/onoma.v9i1.2029>.

Based on the learning videos made by the researchers, participants responded that the learning videos about fi'il madli, fi'il mudhari', and fi'il amar were easy to understand, interesting, concise, had good animations, and were easy to understand by students.<sup>27</sup>

Video content has emerged as a powerful educational tool due to its ability to combine visual, auditory, and textual elements into a single cohesive learning experience. When teaching fi'il madli, fi'il mudhari', and fi'il amar, videos offer several key advantages over more traditional methods.<sup>28</sup>

First, visual and contextual learning. Videos can visually demonstrate how verbs change according to tense, person, and number, which is often difficult to convey through static text alone. Through animations, colour-coding, and on-screen examples, learners can observe patterns in verb conjugation that might be less obvious in traditional formats. Moreover, video content can place these verbs in real-life contexts—such as dialogues or narratives—helping students see how each form is used naturally within sentences.<sup>29</sup>

Second, multisensory engagement. One of the greatest strengths of video content is its ability to engage multiple senses. By combining spoken explanations with on-screen text, diagrams, and imagery, videos cater to various learning styles. Auditory learners benefit from hearing verb pronunciations and explanations, while visual learners gain from seeing how verbs are conjugated step-by-step. This multisensory approach promotes better retention and a deeper understanding of grammatical rules.

Third, flexible and self-paced learning. Video content allows students to learn at their own pace. Unlike live lectures or textbook reading, videos can be paused, rewound, and rewatched as needed. This flexibility is especially beneficial when dealing with complex verb forms like fi'il madli, fi'il mudhari', and fi'il amar. Students can focus more time on challenging sections while progressing quickly through concepts they already grasp. This self-directed learning approach fosters autonomy and allows for personalized learning experiences.

Fourth, interactive and engaging formats. Modern educational videos often incorporate interactive elements such as quizzes, captions, and clickable annotations. These features enable students to test their understanding immediately after learning a concept, reinforcing knowledge in real time. Additionally, the narrative and storytelling techniques commonly used in video production help maintain student interest, transforming what could be dry grammar lessons into engaging, relatable content.

Fifth, consistent access and wide reach. Another significant advantage of video content is its accessibility. Educational videos can be hosted on various platforms, such as YouTube, educational apps, or learning management systems, ensuring that students can access high-quality content anytime, anywhere. This accessibility is particularly valuable in

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<sup>27</sup> M. Kamal, "Mazhab-Mazhab Sintaksis Bahasa Arab Nahwu (Basrah, Kufah, Bagdad, Andalusia, Mesir)," *Jurnal Bina Ilmu Cendekia* 3, no. 1 (April 8, 2022), <https://doi.org/10.46838/jbic.v3i1.119>.

<sup>28</sup> Fadilah and Sulaikho, "Kelayakan Media Pembelajaran ISpring Suite Berbasis Android Pada Mata Pelajaran Nahwu Shorof."

<sup>29</sup> Hakim, "Mempermudah Pembelajaran Ilmu Nahwu Pada Abad 20."

reaching students from diverse geographical and socioeconomic backgrounds, democratizing access to quality Arabic language education.

## CONCLUSION

Drawing from the findings and analysis, this study emphasizes the growing demand for integrating Instagram-based content into the teaching of Nahwu among students. The research reveals that students express a strong preference for instructional methods that incorporate dynamic classroom variations to prevent monotony and sustain interest in learning Nahwu. This highlights the need for educators to explore innovative approaches, such as leveraging social media platforms like Instagram, to make Nahwu lessons more engaging and accessible. In light of these findings, it is essential to further examine the significance of Nahwu instruction tailored to Instagram content. Future research could explore the impact of variables such as educational background, geographic location, and gender on students' reception and learning outcomes in this context.

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