

The Utilization of Instagram as a Medium for Arabic Language Development in the Industrial 4.0 Era

Asni Furoidah¹, Koriyoh Salaeh²

¹Universitas Al-Falah As-Sunniah Kencong Jember, Indonesia

²Rungrutewittaya School, Songkhla, Thailand

Email: asnifuroidah148@gmail.com¹, koriyohsalaeh161@gmail.com²

Article Information:

Received April 21, 2025

Revised May 3, 2025

Accepted May 10, 2025

Published June 3, 2025

Keywords: *Instagram, Arabic language development industry era 4.0, media,*

Abstract:

The use of traditional learning media is considered less relevant in the era of the Industrial Revolution 4.0. Instagram is a social media platform based on images and videos. It allows users to upload photos and videos, edit them, add filters, and adjust the content before sharing it with followers or as short stories. Naturally, this attracts the interest of young people. Therefore, the existence of the Instagram platform is expected to rekindle students' enthusiasm for learning Arabic, especially among members of the *Muntadā al-'Arabī* community. This research examines the impact of using the Instagram platform within the *Muntadā al-'Arabī* community at Assunniyyah Kencong Jember. The study employs a qualitative research method, focusing on applying Instagram as a learning tool for Arabic among students in this community. Data were collected through observation, interviews, and documentation. The findings reveal that the implementation of the Instagram platform has successfully revived students' motivation to learn Arabic, primarily through Arabic learning content shared on Instagram.

Correspondent Author: asnifuroidah148@gmail.com (Asni Furoidah)

How to cite: Furoidah, A., Salaeh, K. (2025). The Utilization of Instagram as a Medium for Arabic Language Development in the Industrial 4.0 Era. *Journal of Arabic Language Teaching*, 5(1), 85–96. <https://doi.org/10.35719/arkhas.v5i1.2259>

Publisher: Arabic Language Education Department, Postgraduate of UIN Kiai Haji Achmad Siddiq Jember

Introduction

Arabic is a language that holds numerous privileges in both formal and non-formal educational settings. One of its most significant advantages is its role as a medium for understanding the *Qur'an* and *Hadith* (Allehyani & Algamdi, 2023; Anshory et al., 2024). Arabic is also one of the world's major languages, spoken by more than 200 million people globally. As the international language of Islam, Arabic holds considerable importance for the Indonesian people. Historically, the development of Arabic in Indonesia has been substantial. However, its practical benefits remain limited, often overshadowed by the use of Western languages in daily religious practices such as prayer. In the educational context, Arabic is taught at basic education levels and in Islamic universities (Lee & Lee, 2023). However, the outcomes frequently fall short of the government's expected student competency standards.

Social media is a form of internet-based technology that individuals can use as a tool to communicate, participate, share, and network online to expand their own content (Agyei et al., 2024; Gonzalez-Dios & Altuna, 2022). Internet-based learning media are increasingly being

developed through platforms such as Instagram, Facebook, Twitter, and others, among the most widely used internet technologies today (Morady Moghaddam & Esmailpour, 2023; Swaelens et al., 2023). Instagram, in particular, is considered one of the most promising social networking sites because it focuses on visual media such as images and videos (Khan, 2024). By using image and video content, students are expected to become more interested in learning Arabic (Haq et al., 2022). Social media has evolved rapidly, resulting in high user engagement in social interactions. Among the most frequently used platforms is Instagram (Al-Hail et al., 2024). Instagram is a social media application that enables users to share photos and videos and interact with content shared by others. It has become a popular platform for documenting events, sharing important moments, maintaining communication with friends and family, building personal or professional brands, and staying updated with current trends.

Today, the world has entered the era of the Fourth Industrial Revolution. This era recognizes information technology as a fundamental aspect of human life. The development of digital technology and the internet is increasingly essential in this context. Today, digital technology continues to advance at an unstoppable pace (Al-Hail et al., 2024; Martín et al., 2021). Various types of smartphones operating on Android and iOS platforms are constantly being developed to enhance people's mobility across different sectors, including education, the economy, and beyond (Mashaqba et al., 2020). In addition, social media applications available on smartphones—such as *YouTube*, *Facebook*, *Twitter*, *Instagram*, *LINE*, and *WhatsApp*—are especially popular among the public, particularly among children (Tomazinakis et al., 2022). On the other hand, an information technology expert named Chen explained that the rapid development of digital technology has transformed education from computer-based education (CBE) to information technology-based education (Chen et al., 2022).

Using internet-based learning in the educational process can foster student interest and engagement, rekindle their enthusiasm for learning, and stimulate learning activities that contribute to improved academic performance. The learning media teachers use serves as a valuable complement and support tool in delivering instructional materials, enhancing overall learning outcomes. In this context, learning media plays an integral role (Haris & Munir, 2021). In teaching, media is a critical channel for transmitting messages from the source to the learners. Advancements in information technology, particularly in the field of *knowledge science*, have significantly influenced various forms of learning, including the use of internet-based social media. Technological development and the openness of information systems have greatly assisted teachers in utilizing, innovating, creating, and designing learning media that align with students' preferences and real-life contexts (Lozano et al., 2020). Social media is no longer limited to maintaining friendships or social interaction; it can also be effectively used as a learning strategy and instructional medium.

With technological advancements, realizing a more efficient and practical approach to education is essential. Today, the integration of technology with human activities is increasingly important and should be regarded as a valuable endeavor. Thanks to technological sophistication, we continuously gain new benefits and experiences that evolve. This development highlights the need to view technology as a tool or medium that facilitates human activities, particularly in addressing challenges that arise in everyday life—challenges that can be managed through technological progress in the era of the Industrial Revolution 4.0. The rapid advancement of science and technology also significantly impacted the field of education in the

Industrial Revolution 4.0 era, where technology was utilized as a learning medium to enhance educational activities.

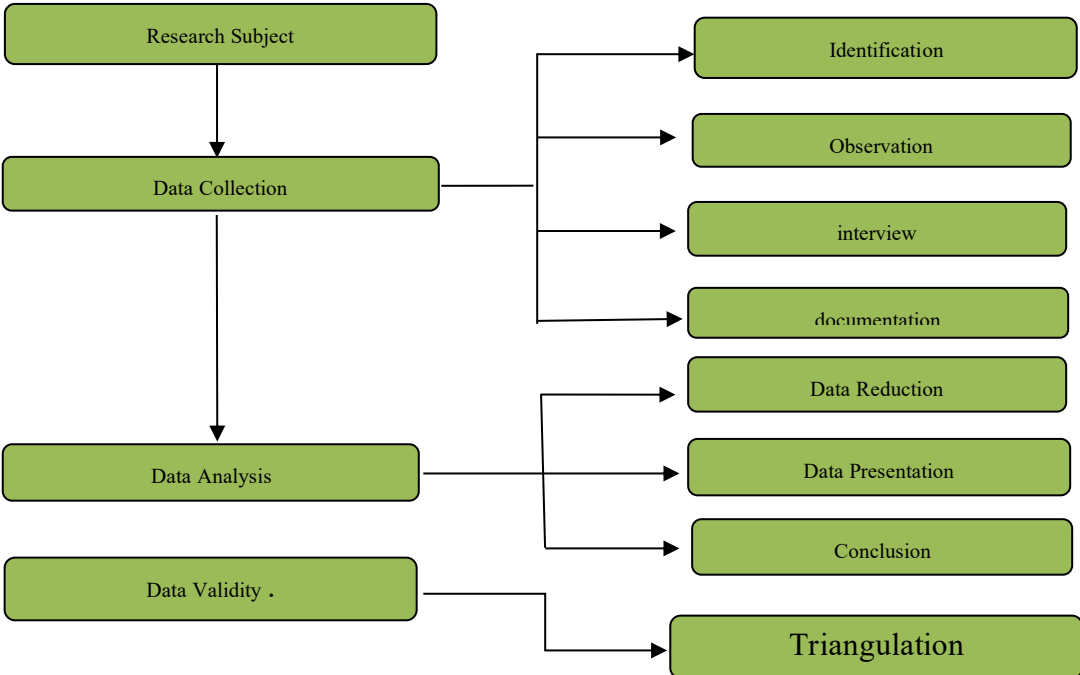
Method

This study employs a descriptive qualitative research method, which provides a detailed and in-depth explanation of the research object, covering aspects such as what, how, where, when, why, and similar dimensions related to the subject under investigation (Sciberras & Dingli, 2023). This research aims to broaden our understanding of the studied subject through a qualitative approach and appropriate methodology. In this context, the researcher seeks comprehensive data about the research object (Waruwu, 2023). This study explores how the Instagram platform is utilized in developing Arabic language learning in the context of the Industrial Era 4.0 (Azizah et al., 2023). The steps taken by the researcher involve describing the research object, including the condition of *Muntada Al-‘Arabi* students, the learning system, and the classroom atmosphere during the implementation of Instagram as a media platform. These steps are intended to identify the impact and benefits of using Instagram in this educational context.

Appropriate data collection techniques must be employed to effectively formulate the research process and obtain meaningful results, as the success of a study largely depends on the quality of the data collected. Data collection techniques refer to the methods or procedures used to gather information or data from various sources. This represents a crucial first step in conducting research or data analysis. The author adopts three commonly used and integral data collection techniques in this study: observation, interviews, and documentation.

Data analysis techniques are necessary to gain deeper insights into the findings once the data is collected through observation, interviews, and documentation. The researcher performs the analysis in three stages: data reduction, presentation, and conclusion. To ensure the credibility of the data, the researcher applies triangulation techniques. Triangulation in this study is categorized into three types: source triangulation, theoretical triangulation, and methodological triangulation.

Figure 1. Research flow



Results and Discussion

Result

1. The Process of Mentoring Students in the Use of the Instagram Platform within the *Muntadal Arobi* Community

This mentoring process is designed for students in the *Muntadal Arobi* community, particularly those at the *Marhalah Mutawassithoh* level. The strategies teachers use throughout the mentoring process to achieve the intended outcomes are divided into three main stages: preparation, activity implementation, and activity evaluation. The details of each stage are as follows:

1. Preparation

In the preparation stage, the researcher contacted the coordinator of *Muntadal Arobi* and invited them to a discussion to gather information about the learning system commonly applied within the community. This was done to facilitate the research process and ensure its smooth initiation.

2. Implementation of activities

After completing the preparation stage, the researcher moved on to the implementation phase, which included several key components: selecting the subjects for mentoring, organizing a joint discussion between the *Muntadal Arobi* coordinator and the participants to exchange insights on the learning process—both past and upcoming—delivering pre-prepared material in the form of Arabic learning content, and teaching Arabic using the Instagram platform through the *Muntadal Arobi Assunniyyah* account.

The mentoring steps were carried out as follows:

Table 1. Assistance steps

Step to	Date	Activity description
1	28-02-2024	Identification of assisted objects and subjects
2	8-03-2024	Determining the subject of assistance
3	15-03—2024	Determine a mentoring schedule
4	26-03-2024	Develop assistance programs
5	27-03-2024	Conducting mentoring activities
6	30-04-2024	Evaluate the results that have been discussed

The subjects of assistance are:

Table 2. Mentoring subjects

Name	Membership Status
Nur Harisatur Rizkia	Team leader
Inayatul Ilahiyah	Assistance partners
Firda Nazila	Assistance partners
Watini only	Assistance partners
Azizatun Nur Fadilah	Mitrra Accompaniment
Desi Ratnasari	Assistance partners
Novita Rohmah	Assistance partners
Isna Laiqul Imamah	Assistance partners
Nayyiroh	Assistance partners

Annisaul Fitriyah	Assistance partners
Elok Praise	Assistance partners
Yaumil Fauziah	Assistance partners
Khusnul Khotimah	Assistance partners
Fauzia Syafa'ati	Assistance partners
Yulida Nur Aini	Assistance partners
Hilda Maulida	Assistance partners
Laily Yu'la	Assistance partners
Sofiana Afifah	Assistance partners
Fiatul Fauziah	Assistance partners

2. Application and Learning Outcomes of Arabic Through the Use of Instagram

The author selected this research title due to the effectiveness of the Instagram platform as a learning medium in the era of Industry 4.0. No studies have previously explored the use of this platform in Arabic learning, especially in efforts to reignite students' enthusiasm. New methods can effectively revive students' motivation, particularly when using platforms that are widely popular among youth.

This interest is supported by interviews conducted by the researcher with the management of *Assunniyyah Putri Islamic Boarding School* and the coordinator of *Muntadal Arobi*.

Learning Steps Implemented by the Researcher for Teaching *Muntadal Arobi* Students:

a. Opening activities

In this initial stage, the teacher begins with greetings, followed by a collective prayer. The teacher then welcomes the students using commonly practiced Arabic phrases such as:

كَيْفَ حَالُكَ (How are you?), صَبَاحُ الْخَيْرِ (Good morning), أَهْلًا وَسَهْلًا (Welcome), and so on, followed by individual student attendance.

b. Core activities

In this core session, the teacher—the researcher—first ensures students are ready to engage with the new material and briefly reviews the previous lesson.

Next, a learning method involving the use of the Instagram platform is applied for students of *Muntadal Arobi* at the *Marhalah Mutawassitah* level (*intermediate level*). Students are instructed to open the Instagram application, where previously uploaded content related to Arabic learning has been shared.

They are then directed to the official Instagram group of *Muntadal Arobi*, where educational content is posted, including: Arabic vocabulary, Arabic dialogues, and Arabic grammar. In this process, the teacher is a facilitator, guiding and accompanying the students as they explore the content and engage with Arabic lessons via the Instagram platform.

Students at the *Marhalah Mutawassitah* level are instructed to observe and listen carefully to the explanations provided—both on the platform and by the teacher. Afterward, the teacher reiterated and clarified the material presented in the Instagram group.

Students are then invited to ask questions about unclear concepts and encouraged to engage in peer discussions. At the end of the session, they are asked to summarize the lesson's key points.

Here are examples of Arabic learning materials shared through the official Instagram account of *Muntadal Arobi Assunniyyah*:



Figure 2. Arabic content examples

The image above illustrates an example of Arabic language learning for students of the *Muntada al-'Arabi* community through the use of Instagram Stories. The theme focuses on the discussion of *ism murādif* (synonyms or word equivalents).

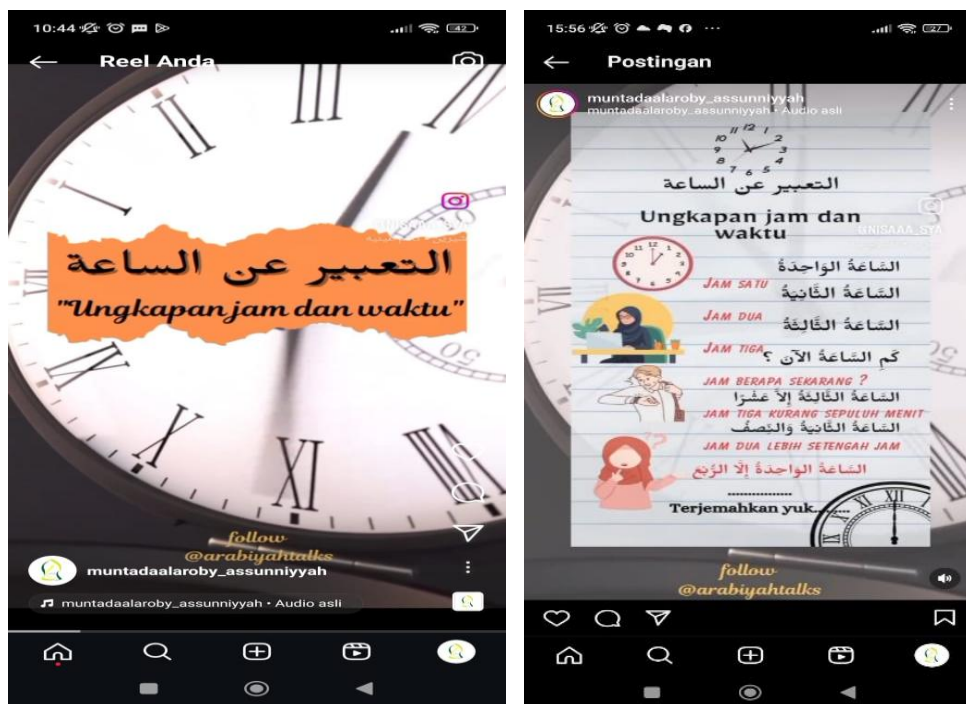


Figure 3. Examples of Arabic content

The content is focused on learning the Arabic language using the Instagram platform, specifically through video *Reels*. The theme discusses correctly using Arabic when talking about the clock or time.

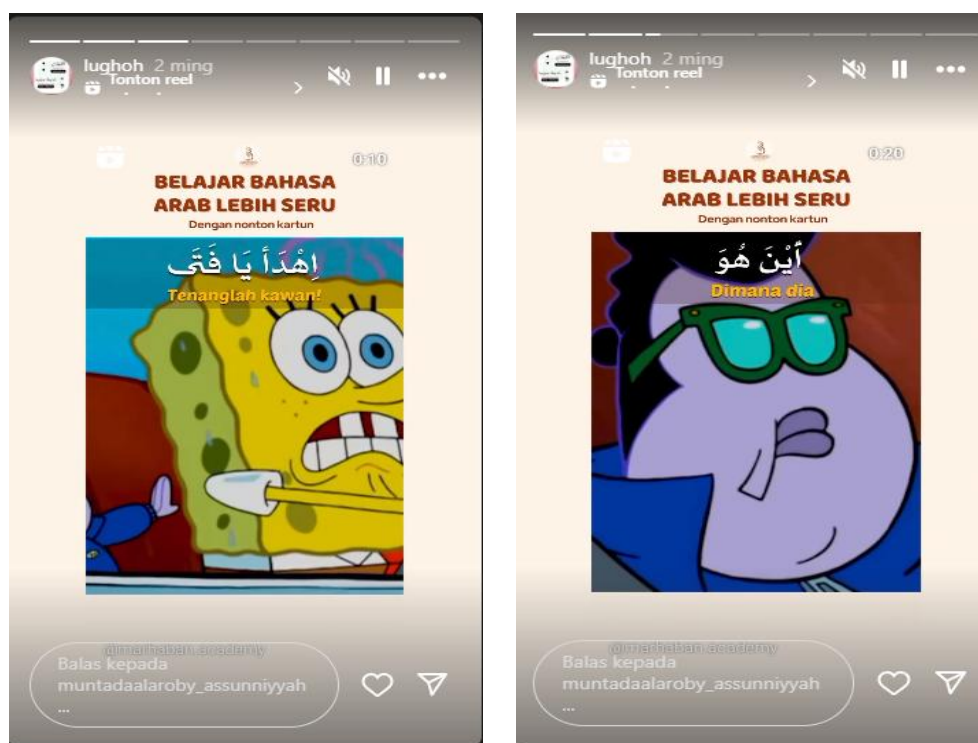


Figure 4. Examples of Arabic content

Figure 4 above illustrates an example of Arabic learning content delivered through the Instagram *Spotlight* feature, using cartoon-based media to discuss Arabic language and conversations. The content delivered via this platform found that the students of *Muntada Al-'Arabi* responded enthusiastically to the learning approach, as evident from interviews conducted with some of the students.

One student, Inayah Ilahiyah, stated:

"Through internet-based Arabic learning, especially using the Instagram platform, I feel more enthusiastic about exploring the Arabic language because the content is very engaging—especially for young people like us."

This statement was supported by another student, Desi Ratnasari, who expressed:

"The method used by Ustadzah to deliver the material through the Instagram platform has helped me understand the lessons more quickly, thanks to the fresh style and more appealing presentation."

Based on the interview results above, it can be inferred that Instagram's use as a digital learning medium plays a significant and effective role in teaching Arabic.

Discussion

The study explores the use of Instagram as a learning medium for Arabic language education within the *Muntada Al-'Arabi* community. The mentoring process was structured into three phases: preparation, implementation, and evaluation (Daroeni et al., 2020). During the implementation phase, students engaged with Arabic content on Instagram, including

vocabulary, dialogues, and grammar lessons delivered through posts, reels, and stories (Pujiati et al., 2025). The findings revealed a positive student response, with many expressing increased motivation and improved comprehension due to the interactive and visually engaging nature of Instagram-based learning (Anwar, 2023; Audina & Muassomah, 2020). Evaluation results indicated strong student performance overall, with several achieving high scores, demonstrating the effectiveness of this approach (Valle Coto et al., 2024). However, challenges such as internet dependency and limited access to social media for some students were identified as notable drawbacks.

The positive reception of Instagram as a learning tool can be attributed to its alignment with modern educational trends and student preferences. Today's learners are digital natives who engage extensively with visual and interactive content, making Instagram an ideal platform for delivering educational material (AlAli et al., 2024; Ryabchikova et al., 2019). Incorporating multimedia—such as videos, images, and reels—enhances retention and engagement, as cognitive theories suggest that visual stimuli significantly improve memory and comprehension (Doumen et al., 2023; Keller et al., 2021). Moreover, the flexibility to access lessons anytime and anywhere accommodates diverse learning styles, increasing its effectiveness. However, its dependence on stable internet connectivity and the potential distractions inherent in social media underscores the need for a structured and guided implementation to maximize its educational benefits.

The implications of using Instagram in Arabic language education are significant, particularly in fostering independent and innovative learning (Kamalia & Andriansyah, 2021). Students who engaged with Instagram-based content showed improved comprehension and greater enthusiasm, suggesting that digital platforms can effectively complement traditional teaching methods (Arzhantseva et al., 2023). However, the study also highlighted that over-reliance on technology might marginalize students with limited internet access or those less familiar with social media (Hao et al., 2024; Pejović, 2020). Furthermore, Instagram enhances engagement but cannot fully replace structured classroom interaction, necessitating a blended learning approach. These findings underscore the importance of balancing digital tools with conventional pedagogy to ensure inclusive and in-depth learning experiences.

Compared to previous studies, this research highlights Instagram's unique advantages and limitations as a learning medium. Unlike traditional e-learning platforms, Instagram's informal and interactive nature enhances student engagement, as Yuan (2021) noted (Putri & Zaenuri, 2024; Yuan et al., 2021). However, earlier research on digital learning has mainly focused on formal Learning Management Systems (LMSs), which provide structured curricula but often lack the spontaneity and appeal of social media (Marello et al., 2019). Additionally, while past studies have emphasized the roles of YouTube and Facebook in education, this study reveals Instagram's underexplored potential in language learning, especially among younger audiences (Manoppo et al., 2023; Rohmat, 2025). The contrast between this study and traditional e-learning research suggests that social media platforms can address engagement gaps often overlooked by conventional methods.

Several recommendations can be proposed to optimize Instagram's role in Arabic language education. First, educators are encouraged to incorporate Instagram into a blended learning approach, combining digital content with in-person instruction to ensure a more comprehensive understanding (Phillips et al., 2023). Second, institutions should train teachers to create engaging and pedagogically sound Instagram content, ensuring it aligns with specific

learning objectives (Pujiati et al., 2025). Finally, policymakers should address infrastructure needs—such as enhancing internet accessibility in educational institutions—to minimize connectivity challenges. By adopting these strategies, Instagram can be an effective supplementary learning tool, enriching Arabic language education in the digital age.

Conclusion

The study reveals that integrating Instagram as a learning medium in Arabic language education is effective and engaging for students in the *Muntada Al-'Arabi* community. The findings demonstrate that visual and interactive content—such as Instagram Stories, Reels, and Spotlight—enhances students' comprehension and retention of Arabic vocabulary, grammar, and conversational skills. Students expressed enthusiasm for this approach, citing its accessibility and modern appeal as key factors in their increased motivation to learn. The mentoring process, structured into three stages—preparation, implementation, and evaluation—effectively supported Arabic language acquisition while aligning with the digital preferences of today's youth. Additionally, the research highlights that Instagram's multimedia features enable creative and flexible learning experiences, making it a viable alternative to traditional classroom methods. The positive feedback from students and their improved evaluation scores underscores Instagram's potential as an innovative educational tool in the *Industry 4.0* era.

From a conceptual and methodological standpoint, this study contributes to the broader discourse on technology-enhanced language learning by demonstrating how social media platforms can be effectively repurposed for educational objectives. Using qualitative methods—such as interviews, observations, and documentation—provides in-depth insights into students' learning experiences, supporting the effectiveness of Instagram as a pedagogical tool. Theoretically, this research aligns with constructivist learning principles, where interactive and student-centered approaches promote deeper engagement. Furthermore, the study bridges the gap between traditional *Islamic* education and modern digital trends, offering a model for integrating religious and linguistic instruction in a technologically advanced society. The findings suggest that educators in similar contexts can adopt Instagram-based learning to cater to digitally native students, enhancing accessibility and engagement in Arabic language education.

Despite its valuable contributions, this study has several limitations that should be addressed in future research. First, the sample was limited to female students at a specific *Islamic boarding school*, which may not fully represent broader demographics. Future studies should involve diverse participants from various educational settings to enhance generalizability. Second, reliance on internet connectivity presents accessibility challenges for students in areas with limited digital infrastructure. Researchers should consider offline alternatives or hybrid models to overcome this issue. Lastly, while Instagram has proven effective for teaching vocabulary and basic grammar, its effectiveness for advanced Arabic linguistic skills remains unexplored. Subsequent studies could examine long-term impacts, including retention rates and proficiency levels, to evaluate the platform's sustainability as a primary learning tool. Addressing these limitations will help refine the use of social media in language education and broaden its potential for global *pedagogical* innovation.

Acknowledgment

The authors would like to express their deepest gratitude to all those who contributed to

completing this research. Thanks to Universitas Al-Falah As-Sunnayah Kencong Jember and Rungrutewittaya School, Songkhla, for their academic and institutional support. We are also grateful to the students of *Muntadal Arobi* who actively participated and provided valuable insights during the study. Lastly, sincere appreciation goes to our colleagues, mentors, and families for their continuous encouragement and support throughout the research process.

References

- Agyei, E., Zhang, X., Bannerman, S., Quaye, A. B., Yussi, S. B., & Agbesi, V. K. (2024). Low resource Twi-English parallel corpus for machine translation in multiple domains (Twi-2-ENG). *Discover Computing*, 27(1). <https://doi.org/10.1007/s10791-024-09451-8>
- Al-Hail, M., Zguir, M. F., & Koç, M. (2024). Exploring Digital Learning Opportunities and Challenges in Higher Education Institutes: Stakeholder Analysis on the Use of Social Media for Effective Sustainability of Learning–Teaching–Assessment in a University Setting in Qatar. *Sustainability (Switzerland)*, 16(15). <https://doi.org/10.3390/su16156413>
- AlAli, R. M., Al-Hassan, O. M., Al-Barakat, A. A., Al-Qatawneh, S. S., Hawamdeh, M. F., Mohamed, D. A., Al-Saud, K. M., & Aboud, Y. (2024). Good Practices in using Instructional Images to Enhance Young Children’s Linguistic Skills from the Viewpoint of Language Education Experts. *International Journal of Learning, Teaching and Educational Research*, 23(9), 179–197. <https://doi.org/10.26803/ijlter.23.9.10>
- Allehyani, S. H., & Algamdi, M. A. (2023). Digital Competences: Early Childhood Teachers’ Beliefs and Perceptions of ChatGPT Application in Teaching English as a Second Language (ESL). *International Journal of Learning, Teaching and Educational Research*, 20(11), 343–363. <https://doi.org/10.26803/ijlter.22.11.18>
- Anshory, M. I., Hidayati, W. N., Afifah, S. N., & Rahmatullah, N. A. (2024). Metode Pembelajaran Kitab – Kitab di Pondok Pesantren Na/Hdlatul Muslimat (NDM) Surakarta Tahun Pelajaran 2024/2025. In *Jurnal Kajian dan Penelitian Umum* (Vol. 2, Issue 4, pp. 75–79). Sekolah Tinggi Agama Buddha Nalanda. <https://doi.org/10.47861/jkpu-nalanda.v2i4.1192>
- Anwar, M. S. (2023). Desain Strategi Pembelajaran Maharah Al Kalam wa Al Kitabah Berbasis Promosi Produk Di Era Modern. In *Jurnal Ilmiah Iqra’* (Vol. 17, Issue 1, p. 22). IAIN Manado. <https://doi.org/10.30984/jii.v17i1.2446>
- Arzhantseva, N. V., Konovalova, Z. G., Khafizova, A. A., Terenteva, I. V., & Khairullina, E. R. (2023). Examining English Vocabulary in Terms of Style and Meaning as a Way to Communicate and Feedback the Audience to Huge Events in the Field of International Relations and Security. *Journal of Research in Applied Linguistics*, 14(3), 262–266. <https://doi.org/10.22055/rals.2023.19547>
- Audina, N. A., & Muassomah, M. (2020). Instagram: Alternatif Media dalam Pengembangan Maharah Al-Kitabah. In *Al-Ta’rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* (Vol. 8, Issue 1, pp. 77–90). IAIN Palangka Raya. <https://doi.org/10.23971/altarib.v8i1.1986>
- Azizah, N., Nurdianzah, E., Wijaya, M. M., Azami, T., & Rohman, A. (2023). Religious Moderation in The Industrial Era 4.0: Deradicalization Through The Development of Intellectual Traditions at Fadhlul Fadhlun Islamic Boarding School Semarang. *Jurnal Pendidikan Agama Islam*, 20(2), 233–246. <https://doi.org/10.14421/jpai.v20i2.7771>
- Chen, X., Mu, J., & Zhang, T. (2022). Computer Assisted Pronunciation Training (CAPT): A Systematic Review of Studies from 2012 to 2021. In I. S., S. J.-L., S. J.-L., C. W., C. W., K. M.N.MD., A. A. N.A., C. M., D. A., H. S.P., J. B., K.-A. A., K. M.S., L. C.-L., L. V.Y.A., L. L.Y., O. H., O. M.K., S. H., ... Y. W. (Eds.), *30th International Conference on Computers in Education Conference, ICCE 2022 - Proceedings* (Vol. 2, pp. 575–580). Asia-Pacific Society for Computers in Education. <https://www.scopus.com/inward/record.uri?eid=2-s2.0->

- 85151057284&partnerID=40&md5=a2cf4c41f3f80308d87ae6c68240d8cf
- Daroeni, N., Walfajri, & Khotijah. (2020). Metode Pembelajaran Keterampilan Berbicara Bahasa Arab di MAN 1 Metro, Lampung. In *Al-Ma'rifah* (Vol. 17, Issue 2, pp. 127–138). Universitas Negeri Jakarta. <https://doi.org/10.21009/almakrifah.17.02.03>
- Doumen, J., Beuls, K., & Van Eecke, P. (2023). Modelling Language Acquisition through Syntactico-Semantic Pattern Finding. *EACL 2023 - 17th Conference of the European Chapter of the Association for Computational Linguistics, Findings of EACL 2023*, 1317–1327. <https://www.scopus.com/inward/record.uri?eid=2-s2.0-85159858674&partnerID=40&md5=fbafe748f2aacee4e23474f603aeb534>
- Gonzalez-Dios, I., & Altuna, B. (2022). Natural Language Processing and Language Technologies for the Basque Language. *Cuadernos Europeos de Deusto*, 4, 203–230. <https://doi.org/10.18543/ced.2477>
- Hao, X., Demir, E., & Eysers, D. (2024). Exploring collaborative decision-making: A quasi-experimental study of human and Generative AI interaction. *Technology in Society*, 78. <https://doi.org/10.1016/j.techsoc.2024.102662>
- Haq, E.-U., Lee, L.-H., Tyson, G., Mogavi, R. H., Braud, T., & Hui, P. (2022). Exploring Mental Health Communications among Instagram Coaches. In A. J., C. C., & M. W. (Eds.), *Proceedings of the 2022 IEEE/ACM International Conference on Advances in Social Networks Analysis and Mining, ASONAM 2022* (pp. 218–225). Institute of Electrical and Electronics Engineers Inc. <https://doi.org/10.1109/ASONAM55673.2022.10068611>
- Haris, A., & Munir, M. M. (2021). The Use of Technology in Arabic Language Teaching. *Journal of Arabic Language Teaching*, 1(1), 67–80. <https://doi.org/10.35719/arkhas.v1i1.1278>
- Kamalia, P., & Andriansyah, E. H. (2021). Pembelajaran Merdeka Belajar-Kampus Merdeka (MBKM) dalam Persepsi Mahasiswa. *Jurnal* <http://download.garuda.kemdikbud.go.id/article.php?article=2354692&val=20936&title=Independent Learning-Independent Campus MBKM in Students Perception>
- Keller, M., Striedl, P., Biro, D., Holzer, J., & Burrige, K. (2021). Circumnavigating taboos A functional and formal typology. *Pragmatics and Cognition*, 28(1), 5–24. <https://doi.org/10.1075/pc.00019.bur>
- Khan, Z. R. (2024). Ethics of Artificial Intelligence in Academia. In *Springer International Handbooks of Education: Vol. Part F2304* (pp. 1551–1582). Springer Nature. https://doi.org/10.1007/978-3-031-54144-5_188
- Lee, K., & Lee, N. (2023). Korean tourists' perceptions of English as a lingua franca (ELF): a phenomenological approach. *Asia Pacific Journal of Tourism Research*, 28(1), 56–69. <https://doi.org/10.1080/10941665.2023.2187703>
- Lozano, M. E., Jiménez-Caicedo, J. P., & Abraham, L. B. (2020). Linguistic landscape projects in language teaching: Opportunities for critical language learning beyond the classroom. In *Educational Linguistics* (Vol. 49, pp. 17–42). Springer Science and Business Media B.V. https://doi.org/10.1007/978-3-030-55761-4_2
- Manoppo, N., Laubaha, S. A., & Basarata, N. (2023). Ragam Aplikasi dalam Pembelajaran Bahasa Arab. In *Assuthur: Jurnal Pendidikan Bahasa Arab* (Vol. 1, Issue 2, pp. 80–97). Institut Agama Islam Negeri Sultan Amai Gorontalo. <https://doi.org/10.58194/as.v1i2.473>
- Marello, C., Marchisio, M., Pulvirenti, M., & Fissore, C. (2019). Automatic assessment to enhance online dictionaries consultation skills. *16th International Conference on Cognition and Exploratory Learning in Digital Age, CELDA 2019*, 331–338. https://doi.org/10.33965/celda2019_2019111041
- Martín, M. G., Álvarez, A. P., Ordieres-Meré, J., Villalba-Díez, J., & Morales-Alonso, G. (2021). New business models from prescriptive maintenance strategies aligned with sustainable development goals. *Sustainability (Switzerland)*, 13(1), 1–26.

<https://doi.org/10.3390/su13010216>

- Mashaqba, B., Sa'aleek, H. A., Huneety, A., & Al-Shboul, S. (2020). Grammatical number inflection in Arabic-speaking children and young adults with down syndrome. *South African Journal of Communication Disorders*, 67(1), 1–7. <https://doi.org/10.4102/sajcd.v67i1.702>
- Morady Moghaddam, M., & Esmaeilpour, F. (2023). Persuasive Language in ELT-Related Ads on Social Media. *Journal of Psycholinguistic Research*, 52(4), 1263–1288. <https://doi.org/10.1007/s10936-023-09942-7>
- Pejović, M. D. (2020). Learning technical genres – a blended learning approach. *Pomorstvo*, 34(2), 212–222. <https://doi.org/10.31217/p.34.2.2>
- Phillips, T. M., Saleh, A., & Ozogul, G. (2023). An AI toolkit to support teacher reflection. *International Journal of Artificial Intelligence in Education*, 33(3), 635–658. <https://doi.org/10.1007/s40593-022-00295-1>
- Pujiati, P., Lundeto, A., & Trianto, I. (2025). Representing Arab-Indonesian identity: Language and cultural narratives on social media. *Indonesian Journal of Applied Linguistics*, 14(3), 653–666. <https://doi.org/10.17509/ijal.v14i3.78286>
- Putri, A. N., & Zaenuri, M. (2024). Model Pembelajaran Online Maharah Al- Kalam di Pusat Kursus Bahasa Arab Pondok “ Takallam” Pare Kediri Jawa Timur. In *Qismul Arab: Journal of Arabic Education* (Vol. 1, Issue 2, pp. 47–66). Sekolah Tinggi Agama Islam Syaichona Moh. Cholil Bangkalan. <https://doi.org/10.62730/qismularab.v1i02.12>
- Rohmat, B. (2025). *The Role Of Digital Literacy In Arabic Language Learning In The Era Of Industrial Revolution 4 . 0*. 541–550. <https://doi.org/10.30868/im.v7i02.8197>
- Ryabchikova, V. G., Devizkaya, Z. B., Zlobina, I. S., & Rubleva, O. S. (2019). The use of national corpuses of languages when studying lexicology at the university (from work experience). *Perspektivy Nauki i Obrazovania*, 41(5), 203–214. <https://doi.org/10.32744/pse.2019.5.15>
- Sciberras, M., & Dingli, A. (2023). Research Analysis—Triangulation Approach. *Investigating AI Readiness in the Maltese ...*. https://books.google.com/books?hl=en&lr=&id=pyOqEAAAQBAJ&oi=fnd&pg=PA31&dq=triangulation+in+qualitative+research&ots=Y5-W9ZiEYg&sig=SLbk_Ezq6KQOccN7L2LpTGN0-Jo
- Swaelens, C., De Vos, I., & Lefever, E. (2023). Linguistic annotation of Byzantine book epigrams. *Language Resources and Evaluation*. <https://doi.org/10.1007/s10579-023-09703-x>
- Tomazinakis, S., Valakas, G., Gaki, A., Damigos, D., & Adam, K. (2022). The Importance and Challenges of Sustainable Development for the Raw Materials Sector: The Views of Key Stakeholders in Three ESEE Countries. *Sustainability (Switzerland)*, 14(7). <https://doi.org/10.3390/su14073933>
- Valle Coto, M. G., Iñiguez, R. X., Lentskevich, M. A., Ally, S. A., Farfan, J. F., Park, Y. S., Gangopadhyaya, A. G., & Ortega, P. (2024). Teaching foundational language equity concepts in the pre-clinical curriculum. *BMC Medical Education*, 24(1). <https://doi.org/10.1186/s12909-024-05474-3>
- Waruwu, M. (2023). Pendekatan Penelitian Pendidikan: Metode Penelitian Kualitatif, Metode Penelitian Kuantitatif dan Metode Penelitian Kombinasi (Mixed Method). *Jurnal Pendidikan Tambusai*, 7(1), 2896–2910.
- Yuan, X., Yu, L., & Wu, H. (2021). Awareness of sustainable development goals among students from a chinese senior high school. *Education Sciences*, 11(9). <https://doi.org/10.3390/educsci11090458>