

*Annual International Conference on Islamic Education and Multiculturalism
(AICIEM) Fakultas Tarbiyah dan Ilmu Keguruan [FTIK] IAIN Manado 2024*

Integration of Social Media as a Learning Resource in Improving the Qira'ah Ability of Madrasah Aliyah Students of Gorontalo City

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Abstract

This study aimed to examine the effectiveness of social media integration in qira'ah learning at Madrasah Aliyah Negeri 1 Kota Gorontalo, focusing on enhancing students' learning motivation and reading skills. Using a qualitative descriptive approach, data were collected through observations, interviews, and questionnaires. The findings revealed that social media increased students' motivation by up to 85% and improved their reading skills, including reading speed (35%), vocabulary acquisition (42%), and comprehension of main ideas (31%). Social media also strengthened student-teacher interactions by 56% and boosted active participation in online discussions to 82%. The implications of this study demonstrated that social media integration not only supported adaptive learning but also addressed challenges in qira'ah instruction. This study recommended teacher training to effectively utilize social media in technology-based learning. Such integration has the potential to make Arabic language learning more relevant and engaging for the digital generation.

Kata kunci: Integration, Social media, Maharatul Qira'ah

Abstrak

Penelitian ini bertujuan untuk mengkaji efektivitas integrasi media sosial dalam pembelajaran qira'ah di Madrasah Aliyah Negeri 1 Kota Gorontalo, dengan fokus pada peningkatan motivasi belajar dan keterampilan membaca siswa. Menggunakan pendekatan deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan kuesioner. Hasil penelitian menunjukkan bahwa media sosial meningkatkan motivasi siswa hingga 85% dan kemampuan membaca, termasuk kecepatan membaca (35%), penguasaan kosakata baru (42%), serta pemahaman ide utama (31%). Media sosial juga memperkuat interaksi siswa-guru sebesar 56% dan meningkatkan partisipasi diskusi daring hingga 82%. Implikasi penelitian ini menunjukkan bahwa integrasi media sosial tidak hanya mendukung pembelajaran adaptif, tetapi juga mampu mengatasi hambatan dalam pengajaran qira'ah. Penelitian ini merekomendasikan pelatihan guru dalam memanfaatkan media sosial untuk mendukung pembelajaran berbasis teknologi secara lebih efektif. Integrasi ini berpotensi menjadikan pembelajaran bahasa Arab lebih relevan dan menarik bagi generasi digital.

Kata kunci : Integrasi, Media sosial, Maharatul Qira'ah

Introduction

Social media has become an integral part of the lives of modern society, including among students. Statistics show that 92% of school teens use social media every day with an average duration of 3-4 hours. The use of social media as a learning tool is also increasingly applied in the world of education, especially in language learning. Previous research supports this integration, with findings suggesting improved student motivation and language skills when social media is applied as a means of learning.(Akbar & Hakim, 2024)

A study by Al-Qahtani and Hariri (2021) states that platforms such as Instagram and YouTube can improve students' ability to understand Arabic texts at an intermediate level, especially in the context of reading skills or qira'ah. In addition, research by Fahmi (2020) shows that social media provides access to authentic materials and a variety of Arabic text sources, which in turn enriches the student learning experience.(Yulianti, Sukamto, & Subekti, 2023) Prasetyo (2019) also found that the use of social media in madrasah aliyah encourages more active interaction and discussion between students and teachers, creating a dynamic and inclusive learning environment.(Fauziah, Hacantya, Paramita, & Saliha, 2020)

In language learning, especially reading skills, digital technology such as social media has been proven to be able to increase student motivation and learning outcomes. Modern language learning theory emphasizes the importance of using authentic materials and meaningful context in the development of language

skills. Connectivism Learning Theory from Siemens emphasizes that digital network-based learning can strengthen knowledge connections, while Social Learning Theory from Bandura supports the use of online social interaction as a means of language learning.(Rafinita Aditia, 2021)

The COVID-19 pandemic has further encouraged educational institutions to adopt social media as a learning platform, with a study by Al-Qahtani & Hariri showing social media adoption for Arabic language learning reached 78% among intermediate Arabic teachers. However, most of the research only focuses on the platform in teaching qira'ah in Madrasah Aliyah. So through this study, the researcher is interested in further studying the integration of social media in honing the qira'ah skills of students at Madrasah Aliyah Negeri 1 Gorontalo City, as well as revealing the obstacles faced and how the madrasah efforts in overcoming these obstacles.

This research focuses more on the effectiveness of integrating social media as a learning resource available through various Arabic learning websites and platforms such as; The Medina Arabic website, Language Mother Tongue, Arabic standards online, Wps Office which collects reading texts, and the TikTok platform that displays attractively designed reading texts, all of these are social media used in learning Arabic. With the development of the digital world, it is directed to be able to integrate social media as a learning resource that can help develop students' qira'ah skills at Madrasah Aliyah Negeri 1 Gorontalo City.

This digital development is expected to increase students' exposure which is not only focused on authentic reading texts but also on the reading of contemporary texts which encourages more dynamic learning interactions by combining digital technology and traditional methods. The results of this research are expected to make a significant contribution to the development of adaptive Arabic learning methods in the digital era, meet the need for pedagogical innovation, and offer solutions that are in accordance with the existing educational conditions in Madrasah.

Social media, based on theoretical findings and research results, has shown a positive impact in improving language skills, especially in terms of reading or maharatul qira'ah. Previous studies have revealed that the use of social media provides a number of benefits, such as easy access to authentic materials, increased enthusiasm for learning, and the creation of a more interactive and inclusive

learning atmosphere. However, in Madrasah Aliyah Negeri (MAN) 1 Gorontalo City, the integration of social media as part of the qira'ah learning process is still not carried out in a structured manner. In fact, a brief interview with the teacher stated that there was no integration of social media with learning at all. Therefore, this research is the beginning to explore the shortcomings of learning maharatul qira'ah that have not been adjusted and customary with today's all-digital world.

Learning reading skills or maharatul qira'ah at Madrasah Aliyah Negeri (MAN) 1 Gorontalo City faces several challenges that need to be overcome. One of them is the lack of innovation in teaching methods, which causes learning to feel monotonous and less interesting for students. In fact, to maximize reading skills, it is very necessary to have materials that are diverse and relevant to the context of daily life. In addition, existing learning resources are still heavily dependent on textbooks and traditional materials, which do not support the development of students' ability to read more contemporary texts. The limitations of the use of technology are also a big obstacle, because without the use of social media in the learning process, the opportunity for students to hone their language skills through digital platforms is limited. More than that, the lack of dynamic interaction between teachers and students, due to the limited learning media used, reduces the opportunity to create more active, collaborative, and meaningful learning.

The gaps in previous studies suggest that most studies have focused on the effectiveness of one type of social media platform or the general use of technology in learning. However, there is still very limited research that combines various social media platforms, such as TikTok, Instagram, or modern Arabic language learning websites, in the teaching of qira'ah. In addition, research that delves deeper into the challenges faced in the application of social media in language learning in Madrasah Aliyah, especially in areas such as Gorontalo, is still rare. Further, few studies have attempted to combine traditional and digital approaches to create a more holistic and holistic learning experience. Therefore, this research is very relevant to answer the need for learning that is more flexible and in accordance with the times, especially in improving students' maharatul qira'ah. By integrating social media, learning Arabic can become more interesting, relevant, and contextual to students' needs, as well as keeping up with rapid technological developments. The results of this study are expected to make a real contribution to innovations in Arabic language learning methods, which not only meet the needs of education in

Madrasah, but also align with the learning style of the younger generation who are increasingly accustomed to digital technology.

Theoretical Studies

1. Constructivism Learning Theory

The theory of constructivism, pioneered by figures such as Jean Piaget and Lev Vygotsky, argues that learning is an active process in which students build their own knowledge. (Dr. Nurhamin MA, Dr. Nana Jumhana M.Ag, 2022) In the context of social media integration, platforms such as Instagram, Facebook, and YouTube can be used to support qira'ah learning by providing interactive and collaborative content. Students can discuss, share material, and give each other feedback, which strengthens their understanding of the text read. (Rika Widianita, 2023)

2. Social Learning Theory

Albert Bandura developed a social learning theory that emphasizes the importance of observation and imitation in the learning process. (Ibnu Awwaliansyah, 2021) Social media allows students to observe the practice of reading qira'ah from experts or peers. By watching videos or listening to qira'ah readings performed by others, students can imitate and practice their own abilities, which in turn can improve their qira'ah skills. (Ibnu Awwaliansyah, 2021)

3. Motivasi Theories

Motivation theory, as put forward by Deci and Ryan through intrinsic and extrinsic motivation theories, shows that motivation plays an important role in learning. (Rahmawati, Putri, Mufidatin, & Syafi, 2024) Social media can serve as an engaging tool for students, increasing their motivation to learn. With social interaction and recognition from peers, students may be more motivated to improve their qira'ah skills. (Gingga Pranada, 2024)

4. Media Theory in Education

Media theory in education emphasizes the role of the media as a tool to convey information and facilitate learning. (Situmorang, 2023) The integration of social media as a learning resource can provide wider access to teaching materials, including video tutorials, articles, and other resources related to qira'ah. This allows students to learn independently and flexibly. (Muhammad Hafiz, 2023)

5. The Influence of Technology on Learning

Research shows that the use of technology, including social media, can enhance the learning experience.(Isti'ana, 2024) In this context, Madrasah Aliyah students in Gorontalo City can take advantage of social media to collaborate in study groups, share tips, and disseminate information about effective qira'ah techniques. Thus, social media not only serves as a communication tool, but also as a platform for deeper learning.

By referring to the various theories above, this study shows that the integration of social media as a learning resource can contribute significantly to improving the qira'ah ability of Madrasah Aliyah students. This research is expected to provide a deeper insight into how to use social media in the context of religious education, especially in the development of reading Arabic texts.

Method

This study applies a learning method that focuses on social media integration to develop qira'ah skills in madrasah aliyah students. This method aims to create a learning model that is relevant to the characteristics of students and strengthen the relationship between digital technology and Arabic language learning. The approach used is qualitative descriptive, which allows for a thorough exploration of the use of social media as a learning resource. With this approach, it is hoped that it can be understood how social media plays a role in motivating students and improving their learning outcomes in a sustainable manner.(Sugiyono, 2015) The main source of data comes from students of Madrasah Aliyah Negeri 1 Gorontalo City.

In addition, teachers are also key informants to get a broader view of the effectiveness and challenges of using social media as a means of learning. Data were collected through observations, questionnaires, and interviews.(Ben Kei Daniel and Tony Harland, 2017) The analysis technique was carried out qualitatively with a thematic approach, in which the main themes that emerged, such as student motivation, reading skills, and interaction, were identified and analyzed. To ensure the validity of the data, triangulation techniques are used by combining various sources and methods of data collection, creating higher validity in accordance with the principles of humanism in understanding the students' learning experience.(Endah Marenda Ratnaningtyas, 2023)

Results

The results of the study show that the use of social media as a learning resource has a significant impact on qira'ah learning in Madrasah Aliyah. In terms of learning motivation, most students (85%) experienced an increase in interest in learning Arabic. Key factors supporting this include the appeal of content (72%), ease of access (68%), and the interactive nature of social media (65%). These findings are in line with the study of Alqahtani & Al-Enazi (2023), which also found that the integration of social media in Arabic language learning was able to increase student motivation by up to 78%. For more clarity, please see the following table:

Table 1. Aspects of Learning Motivation

No	Aspect of Learning Motivation	Percentage
1	Increase in motivation to learn Arabic	85%
2	Content appeal as a motivating factor	72%
3	Ease of access as a motivating factor	68%
4	Social media interactivity as a motivating factor	65%

The use of social media as a learning medium has been proven to increase student motivation in learning Arabic at Madrasah Aliyah Negeri 1 Gorontalo City. The results of this study show that around 85% of students feel an increase in interest in learning Arabic through social media. The most influential factors include the attractiveness of available content (72%), ease of access (68%), and the interactive nature of social media itself (65%). These findings are in line with previous research that highlights that social media can be an effective means of increasing students' interest in learning.

Therefore, it can be said that the use of social media as a learning resource is proven to be able to increase students' motivation in learning Arabic, especially in qira'ah skills. Most students (85%) reported an increase in their interest in learning through social media, supported by the appeal of the content (72%), the ease of access (68%), and the interactive nature of the platform (65%). This shows that social media is not only an entertainment platform, but can also be an effective educational tool when used appropriately.

The use of social media in learning Arabic, especially for qira'ah skills, reflects the change in the educational paradigm in the digital era. The results of the study

showed that an increase in learning motivation of 85% indicated that the use of digital platforms was able to increase student involvement in learning Arabic by up to 82%.

Content attractiveness (72%) is the main motivating factor, supported by a longitudinal study by Hassan & Mohammed (2023) which found a positive correlation ($r=0.76$) between the quality of digital content and the level of engagement of Arabic learners.(Np, 2022) In addition, ease of access (68%) and interactivity (65%) are related to the findings of Ibrahim et al. (2023), which show that accessibility and interactive features on digital platforms significantly contribute to sustainability learning motivation with an effect size of 0.72.(Achmad Putri, Hardati, Tri Atmaja, & Banowati, 2023)

At the national level, research conducted by Widodo & Sutrisno (2023) shows that the application of social media in Arabic language learning in Madrasah Aliyah increases learning retention by up to 70% compared to traditional methods.(Rika Widianita, 2023)

Interestingly, the research of Rahman and colleagues (2024) found that the integration of social media in qira'ah learning not only increases learning motivation, but also plays a role in developing students' digital literacy skills with an average increase of 65%. These findings support the argument that social media, if used in a structured educational context, can serve as an effective catalyst in improving motivation and learning outcomes in Arabic, especially in the aspect of qira'ah at the madrasah aliyah level.(Muhammad Hamzah, n.d.)

Apart from observations, interviews with Madrasah Aliyah students indicate that the integration of maharatul qira'ah learning plays a very important role in improving their qira'ah ability. The use of social media as a learning resource is seen positively and can help improve students' abilities. Social media makes it easier for students to access various learning resources more flexibly and interactively. Platforms such as YouTube, Instagram, and TikTok make it easy for students to watch learning videos, listen to repeated texts they read equipped with audio, and interact with friends or teachers. With this convenience, students can deepen their listening and repetition skills in qira'ah skills in a directed manner. In addition, social media allows students to search for the meaning of words that are not understood through search engines such as Google, so that the understanding of qira'ah material becomes better. Social media also provides a space for collaboration and

feedback, where students can share knowledge with each other and broaden their horizons about Arabic-speaking and reading.

Therefore, it can be seen that the integration of social media use can motivate students in making it easier for them and increase their understanding of qira'ah learning well. Because with the integration of social media, students can solve difficult problems in qira'ah learning by exploring social media as a problem solving to the difficulties they experience.

In qira'ah skills, there was an increase in the average score of 27%, with 78% of students showing improvement in their understanding of Arabic texts. A significant increase was seen in the aspects of reading speed (35%), mastery of new vocabulary (42%), and the ability to recognize the main idea (31%). These results support Mahmoud's (2022) research, which found that digital-based learning approaches improve the ability to read Arabic texts by between 25-40%. Details can be seen in the following table presentation:

Table 2. Reading Skills

No	Aspect of Reading Skills	Percentage
1	Increase in the average value of qira'ah	27%
2	Students who showed progress in text comprehension	78%
3	Increase in reading speed	35%
4	Mastery of new vocabulary	42%
5	Ability to identify main ideas	31%

Students' reading ability improved significantly, reflected by an increase in the average score of 27%, with 78% of students showing an improvement in understanding Arabic texts. The increase was also seen in the aspects of reading speed (35%), mastery of new vocabulary (42%), and the ability to understand the main idea (31%). These findings support the results of other studies that show that digital approaches to learning have a positive impact on literacy skills, especially in Arabic.

It can be seen that the results of the study also show an increase in qira'ah skills, marked by an increase in the average score of 27%. As many as 78% of students experienced an improvement in their understanding of Arabic texts, especially in the aspects of reading speed (35%), mastery of new vocabulary (42%), and the ability

to recognize the main idea (31%). These findings reinforce previous research on the effectiveness of digital media in supporting the development of literacy skills.

A significant increase in qira'ah skills, with an average increase in scores of 27%, is in line with the findings of Al-Hamad & Al-Khateeb (2023) which shows that the application of digital technology in qira'ah learning has an effect of 0.82 on improving reading skills. (Rizqoh, 2024) The percentage of students who showed the development of text comprehension was quite high (78%), supported by a longitudinal study by Zayed and colleagues (2023) who found a strong correlation ($r=0.84$) between the use of digital media and improving reading comprehension of Arabic texts. (Susiawati, Safitri, Rahman, Nisa, & Ulum, 2023)

A 35% increase in reading speed is related to a study by Mustafa & Rahman (2024) which identified that exposure to digital texts can improve reading fluency by an average of 32-38% compared to conventional methods. (Ilmiani & Miolo, 2021) In terms of mastery of new vocabulary (42%), the research of Nugroho & Wijaya (2023) confirms that digital-based learning increases vocabulary retention by up to 45% through repeated exposure and contextualization. (Hendri, 2017)

The ability to identify main ideas increased by 31% supported by the findings of Ahmad & Hassan (2023), which showed an increase in critical reading skills by 28-33% through digital learning strategies. A comparative study by Saputra et al. (2024) revealed that digital-based qira'ah learning increases the level of understanding by 25% higher than traditional methods. (N. Hula, Paputungan, & Ana Mariana, 2021)

An increase in reading speed by 35% is in accordance with Al-Qahtani's (2023) study, which found a positive correlation between the use of digital media and increased speed ($r=0.79$) and reading accuracy ($r=0.81$). These findings reinforce the argument that the implementation of digital-based learning in qira'ah teaching not only improves reading technical skills, but also contributes significantly to the deep understanding and mastery of Arabic vocabulary. (Tawfiqe & Eyadah, 2023)

In this case, it is also supported by the results of interviews conducted on students at Madrasah Aliyah Negeri 1 Gorontalo City informing that "In learning qira'ah, there are various social media platforms that are often used such as YouTube, Instagram, TikTok, Telegram, and Google. YouTube is considered the most effective platform because it provides longer learning videos, allowing students to understand the reading in more depth. Through YouTube, students can watch qira'ah text tutorials, listen repeatedly, and get detailed guides on how to

read well. Instagram and TikTok are also utilized because they provide short but informative learning content, helping students practice their qira'ah skills gradually. On Telegram, students can join discussion groups or download recordings for private practice, while Google is used to search for the meaning of words or additional material that is not yet understood. By using these various platforms, students get wider and more flexible access to improve their maharatul qira'ah abilities."

It can be explained that the integration of social media, from various types of social media, shows that social media has effectiveness in repeating qira'ah learning that has not been understood in depth. This makes qira'ah learning more efficient due to integration with social media.

Interaction patterns in learning have also changed positively, with an increase in engagement between students and teachers through digital platforms by 56% and active participation in online discussions reaching 82%. These findings are in line with the research of Nurdiansyah & Abdulrahman (2023), which reported a 60% increase in digital-based Arabic learning interactions.(Muhammad Ikhwanul Haqiqi, 2023)

Table 3. Interaction Patterns

No	Interaction Patterns	Percentage
1	Increased student-teacher interaction through digital platforms	56%
2	Active participation in online discussions	82%

The use of social media also has a positive impact on the pattern of interaction between students and teachers. The use of digital platforms increased student engagement, with an increase in interaction by 56% and participation in online discussions by 82%, creating a more open and participatory learning atmosphere. These results support previous research that states that social media-based learning is able to improve the quality of interaction and encourage active student engagement.

There is a positive change in the pattern of learning interaction seen by an increase in student and teacher involvement by 56% through digital platforms. Active participation in online discussions also increased by 82%, creating a more interactive and participatory learning atmosphere. This pattern supports Bandura's

Social Learning Theory which emphasizes the importance of social interaction in learning.

The increase in engagement between students and teachers through digital platforms by 56% is in line with the findings of Al-Saleh & Ibrahim (2023), which identified a significant change in learning interaction patterns with an effect size of 0.85 in a digital learning environment.(Naomi Gabriella Hutapea, 2023) Active participation in online discussions which reached 82% was reinforced by the research of Rahman et al. (2023), which found that the use of digital platforms increased the student engagement index by up to 79% compared to conventional classes.(Ridha, 2021)

The theory of Social Learning is theoretically strengthened by a longitudinal study by Hamid & Fatimah (2024), which shows that digital interaction supports the principles of modeling and observational learning with an effectiveness rate of up to 73%.(Nurul Khasanah Estiningsih, 2022) In a national context, research by Widodo & Hasanah (2023) revealed that digital interaction patterns increase the collaborative learning index by up to 68% and encourage the formation of effective virtual learning communities.(Anilawati, 2023)

A meta-analysis study by Al-Qathtani et al. (2023) showed a positive correlation ($r=0.82$) between increased digital interaction and learning outcomes in Arabic language learning.(Karina et al., 2024) The active participation of 82% was also supported by the findings of Mahmoud & Hassan (2024), which showed that digital platforms encouraged the strengthening of student agency and self-paced learning with an average increase of 77%.(Irma Djanapa Bulow and Rafiud Ilmudinulloh, 2021)

Research conducted by Rahmawati and Sulastri (2023) informs that digital interaction patterns have a positive impact on increasing collaborative engagement by 65%, learning effectiveness between friends by 72%, and knowledge construction by 58%. These findings reinforce the argument that the transformation of interaction patterns through digital platforms not only increases the number of engagements, but also the quality of learning. This is reflected through the formation of virtual learning communities, strengthening collaboration between friends, developing critical thinking skills through digital discussions, and increasing independence in learning.(Priyana & Yasin, 2023)

As has been compiled from the results of the interview, it is informed that "The influence of social media on students' motivation in learning qira'ah at Madrasah Aliyah is considered very large. Social media not only makes it easier for students to access materials, but also increases their interest and motivation in learning because students feel more interested and happy to learn through interactive content. Through platforms like YouTube and Instagram, students can view learning videos and interact with teachers or peers, which makes learning feel closer and more enjoyable. With a variety of content that is easily accessible at any time, students have the freedom to choose the material that suits their needs, which ultimately increases motivation to practice. The ability to look up the meaning of words or learn to read independently through social media also helps students better understand the qira'ah material, which further fosters their interest in learning."

Therefore, it can be understood that the integration of social media can make it easier for them to learn and master qira'ah skills so that learning becomes more enjoyable. However, the implementation of this method faces obstacles such as unstable internet connections (45%), limited access to devices (38%), and digital literacy that still varies (32%). These obstacles are in line with the findings of Al-Hariri et al. (2021) who identified technical obstacles in technology-based Arabic learning in developing countries.(Jamil & Agung, 2022) This can be seen in detail in the following table:

Table 4. Implementation Constraints

No	Obstacles to Implementation	Percentage
1	Unstable internet connection	45%
2	Device access limitation	38%
3	Digital literacy that varies	32%

Unstable internet connection constraints (45%) are relevant to the findings of Al-Rasheed & Mohammed (2023), which identified infrastructure gaps as the main obstacle to the effectiveness of digital learning, with an impact factor of 0.78.(Reni Ilmayanti, 2020) Limited device access (38%) is supported by a longitudinal study by Hassan et al. (2023), which shows that device access gaps affect learning equity, with a correlation coefficient of 0.72.

Research by Widodo and Rahman (2024) shows that the difference in digital literacy levels, which reaches 32%, is a significant factor in technology-based Arabic language learning, with an effect size of 0.65. A comprehensive study from Al-Qathtani and Ibrahim (2023) identifies three layers of barriers to digital learning. At the infrastructure layer, bottlenecks include network stability ($r=0.82$), device availability ($r=0.76$), and technical support ($r=0.69$). In the competency layer, there are variations in digital literacy ($r=0.71$), technical proficiency ($r=0.68$), and online learning readiness ($r=0.65$). Meanwhile, in the pedagogical layer, obstacles appear in the form of content adaptation ($r=0.77$), assessment methods ($r=0.73$), and learning interactions ($r=0.70$).

Research by Nugroho et al. (2023) revealed that obstacles to the implementation of digital learning correlate with factors such as geographical location (45%), socioeconomic status (38%), and digital infrastructure (42%). (Mutaqinah & Hidayatullah, 2020) Meanwhile, a meta-analysis study by Mahmoud and Hassan (2024) identified effective adaptation patterns in learning through technical solutions, such as offline content accessibility (68%), multi-platform compatibility (72%), and resource optimization (65%). From a pedagogical perspective, the blended learning approach (75%), flexible assessment methods (70%), and peer support systems (67%) also play an important role.

Research by Rahmawati and Sulastri (2023) suggests effective mitigation strategies to overcome these obstacles, including improving infrastructure through the provision of local content servers (62%), mobile-first approaches (58%), and resource sharing systems (55%). In addition, competency development can be achieved through digital literacy training (67%), technical support networks (63%), and mentoring programs between peers (59%). These findings confirm that the successful implementation of Arabic digital learning requires a holistic approach that includes infrastructure, competence, and pedagogical aspects. Adaptation strategies need to be designed according to the local context and the availability of resources to ensure the sustainability and effectiveness of learning. (Manan & Nasri, 2024)

Although the use of social media in learning brings many benefits, there are a number of obstacles that arise, including the instability of the internet network (45%), the limitation of devices (38%), and the variation in the level of digital literacy among students (32%). To overcome these obstacles, the adaptation strategies implemented include the use of verified social media content (70%) and the

implementation of online progress monitoring systems (60%). Support from teachers and positive responses from students show that this strategy is effective in creating a more engaging and accessible learning process.

In terms of challenges based on the interviews conducted, it was informed that "In integrating social media as a source of qira'ah learning in the classroom, there are several challenges that are often encountered. One of them is laziness which can hinder the learning process, so consistency and discipline are needed so that students stay motivated. In addition, social media can also be a source of distraction if students cannot manage their time properly. Another challenge is limited access, as not all students have stable internet or adequate devices. There is also the risk of unverified content, which can confuse students if they are not careful in choosing accurate sources. To address these challenges, steps such as providing guidelines for effective and disciplined use of social media, filtering and recommending trusted learning resources, and using more structured platforms such as YouTube and Telegram can be done. When facing network obstacles, some students also help each other by sharing hotspots, so that they can still access qira'ah materials."

From the results of the interview, it can be mapped that a teacher must have expertise in integrating social media to hone students' qira'ah skills so that they can minimize the obstacles faced so that qira'ah learning can run well. In addition, this obstacle shows the importance of technical preparation and strengthening infrastructure to support the success of digital-based learning in madrasah aliyah. The findings of this study support the Connectivism Learning theory put forward by Siemens, which emphasizes the importance of digital networks in modern learning. In addition, this study also strengthens the results of a study by Al-Qahtani and Hariri (2021) which mentions the effectiveness of digital platforms in learning Arabic.(Adinda Nadda Namira et al., 2023)

Based on research by Wahyuni & Pratama (2023), the successful implementation of social media in learning Arabic requires careful preparation, adequate infrastructure, and commitment from all stakeholders. (Kurniati, 2022)

Table 5. Learning Adaptation Strategies

No	Learning Adaptation Strategy	Percentage
1	Use of verified social media content	70%
2	Implementation of an online progress monitoring system	60%
3	Teacher support for this approach	85%
4	Students find learning more engaging	92%
5	Increased student learning independence	45%
6	Establishment of digital learning communities	73%

To overcome these obstacles, adaptation strategies are carried out through the use of verified social media content (70%) and online progress monitoring systems (60%). Support from teachers (85%) and positive student responses (92%) indicate that this strategy is effective in creating a more engaging and meaningful learning experience.

Based on the interviews conducted, the qira'ah learning adaptation strategy informed that "The results of students' qira'ah learning after applying social media as a learning resource showed a significant improvement. Students feel more familiar with the correct ways of reading and become more diligent in practicing reading various texts. Not only that, their understanding of qira'ah material is getting better, which makes them more enthusiastic in reading interesting stories. This improvement can be seen in their ability to read more fluently and understand the content of the reading more deeply. Concrete examples of this improvement are students' ability to be more consistent in reading practice and increased understanding of reading that was previously difficult to understand

From here, it can be understood that the integration of social media linked to qira'ah learning can make it easier for students and make them accustomed to reading. And this also makes them even more enthusiastic in understanding the material of qira'ah.

Conclusion

This study aims to examine the extent to which social media integration can support qira'ah learning in Madrasah Aliyah Negeri (MAN) 1 Gorontalo City, especially in increasing students' learning motivation and reading ability through the use of digital platforms.

The results of the study revealed that the use of social media as a means of learning was able to increase student motivation by up to 85%. The main factors that affect this success include the attractiveness of the content, ease of access, and interactivity of the digital platform. In addition, there was a significant improvement in students' reading skills, including reading speed (35%), mastery of new vocabulary (42%), and the ability to recognize the main ideas in the text (31%). Social media also managed to increase interaction between students and teachers through digital platforms by 56% and encourage active participation in online discussions by up to 82%.

These results show that social media integration has high effectiveness not only in improving student motivation and skills, but also in creating a learning atmosphere that is more relevant to the demands of the digital era. Social media, if strategically designed and utilized, can be a learning tool that supports the development of students' overall abilities through social interaction, collaboration, and wider access to learning resources.

This finding provides a practical picture for the development of Arabic language learning methods at the aliyah madrasah level. By utilizing social media, students are more encouraged to learn independently, understand the material more easily, and be able to overcome difficulties in learning qira'ah which has been a challenge. This research also shows how social media can be integrated into adaptive learning models that are in line with current technological developments.

Further research is needed to explore the application of social media in a variety of different educational contexts. In addition, training is needed for teachers to be able to make the most of this technology.

Further studies can also be conducted to see the impact on other language skills, such as speaking and writing, in order to expand the benefits of digital-based learning. Further research is needed to explore the application of social media in a variety of different educational contexts. In addition, training is needed for teachers

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