

THE FORMATION OF BI'AH LUGHAWIYAH ARABIC - BASED TIKTOK CONTENT: A SYSTEMATIC LITERATURE REVIEW

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Abstract

Arabic plays an important role in the intellectual and cultural development of the world. As the language of the Quran and the foundation of much literary work, Arabic has a strong appeal to learners worldwide. The purpose of this research is to analyze the systematization and implementation of the digital media platform TikTok in building an Arabic language environment (bi'ah lughawiyah). The benefits of this research are expected to increase student motivation, encourage innovation in education, and foster better habits, thus establishing a stronger Arabic language environment. The method used by the researcher is the Systematic Literature Review (SLR) method. The findings show that based on RQ1 and RQ2 from journal literature published between 2019-2024, the methods frequently applied in TikTok content to build an Arabic language environment include the creative and engaging use of Arabic, utilizing the 5-D approach (Define, Discovery, Dreams, Design, Deliver or Destiny), as well as the video story content model, which leverages strong visualization and contextual situations.

Keywords: Habits, Arabic, Tiktok

مستخلص البحث

تجري اللغة العربية دورًا مهمًا في التطور الفكري والثقافي في العالم. باعتبارها لغة القرآن الكريم وأساس العديد من الأعمال الأدبية. فإن اللغة العربية تتمتع بجاذبية قوية لدى المتعلمين في جميع أنحاء العالم. هدف هذا البحث هو تحليل الأساليب والمحتوى وسائط التكتوك بناء تكوين اللغة العربية. أما فوائد هذا البحث هي زيادة دافعية لدى الطلاب، وتشجيع الابتكار في التعليم، وتوفير عادات أفضل لبناء اللغة العربية الحية اللغوية. والطريقة التي استخدمها الباحث في طريقة *Systematic Literature Review (SLR)*. نتيجة من نتائج هذا البحث هو RQ1 و RQ2 من مقالات العلمية المنشورة في الفترة ٢٠١٩-٢٠٢٤، أن الأساليب التي غالبًا ما يتم تطبيقها على محتوى تيك توك في تكوين بيئة اللغة العربية تشمل الاستخدام المنهج الخماسي - د (التعريف، والاكتشاف، والتخطيط، والتصميم، والتسليم)، بالإضافة إلى نماذج محتوى قصة الفيديو التي تستفيد من التصور القوي والمواقف السياقية.

الكلمات المفتاحية: البيئة، العربية، التكتوك

المقدمة / Introduction

Arabic plays an important role in the intellectual and cultural development of the world. As the language of the Quran and the basis of many literary works, Arabic has a strong appeal to learners around the world (Shabur et al., 2023). In the current era of globalisation and digital technology, Arabic language education faces

significant new challenges and opportunities (Manan & Nasri, 2024). Advances in digital technology have brought significant transformations to various fields, including education. These developments offer innovative ways to overcome traditional barriers to language learning and open up new opportunities in creating interactive and effective learning environments. The integration of technology in Arabic language education is not limited to facilitating the teaching-learning process but also enables the dissemination and broad and deep understanding of the language among global learners.

Arabic is one of the most widely used international communication languages in the world, with more than 400 million speakers which has implications in the world of education. For example, Al-Azhar in Egypt and the Islamic University of Medina have become global education centers that attract students from all over the world to study religious knowledge in Arabic. As For Arabic language learning often faces challenges, especially in creating a language environment (*bi'ah lughawiyah*) that is conducive to improving language skills (Mahmudi et al., 2022). Language and environment are two sides that coexist, because language is a tool or medium used to interact between fellow humans and the environment is a place for language development (Nufus, 2020). So that many teachers or speakers use the environment as a means of learning foreign languages, especially Arabic through contextual and real-life experiences. Thus, the language environment includes everything that encourages speakers to actively engage with their target language through various media, both heard and seen. If the surrounding environment is conducive to supporting foreign language learning, then it can be ensured that the planned output and results are in accordance with the target language. So that the ideal *bi'ah lughawiyah* allows a person to deliberately continue to explore his language skills, both through listening, pronunciation, and writing (Aulia Mustika et al., 2021). One of the efforts to form a language environment that is able to support the language learning process includes maximising the use of social media according to the development of the technology.

Social media has become a popular platform for information sharing and communication, including in the context of Arabic language acquisition in the current

digital era. In the world of education, both educators and students can access various learning materials, interact with native speakers, and participate in a community of Arabic language learners through social media, thus enriching their learning experience and creating a corporative language environment (Zuhdiniati et al., 2023).

As one of the most popular social media platforms today, TikTok offers new opportunities in the habituation of Arabic bi'ah. Its features can make the process of habituation of Arabic language bi'ah interactive and interesting, tiktok as a means of building effective bi'ah lughawiyah. Arabic content created and shared through tiktok can be an interesting and easily accessible learning resource for Arabic learners at various levels (Ade Suranto & Gumiandari, 2024).

The integration of tiktok social media in Arabic language learning is an innovative step that can expand accessibility and improve the quality of learning (Faiz & Afrita, 2024). In the Arabic language learning process, it is necessary to continue to develop responsive and adaptive strategies in facing the challenges of globalisation and digital technology to create a conducive and effective learning environment. Efforts to utilise digital platforms can enrich the learning experience through dynamic interaction, relevant content, and can pave the way for inclusive and effective Arabic language learning at the global level (Ahmadi et al., 2024).

The use of tiktok in Arabic language learning allows users to access diverse and interesting material in a short video format. This makes the learning process more interactive and fun, and encourages students to participate more actively. Through specialised hashtags and language challenges, a community of Arabic learners can develop globally, allowing them to share, collaborate and motivate each other. TikTok's intelligent algorithm can also recommend content according to each student's skill level and interests, making the learning experience more personalised and effective. As a consequence, tiktok not only serves as a learning tool, but also as a bridge that connects Arabic learners from different parts of the world, creating an inclusive and comprehensive learning environment. On the other hand, some educators' perspectives have negative assumptions or consider TikTok content as something that drains learning time, does not provide useful education and can

disrupt the mindset of learners. Because of these educators' perspectives, many students who cannot control their study time can be detrimental to the future.

Some studies that examine the formation of bi'ah lughawiyah Arabic through TikTok does not only one element, but is a combination of content frequency, ease of access, content variety, community interaction, and algorithm personalization. These elements support each other to create a supportive environment for learning Arabic. The First 'analysis of study program development through the formation of bi'ah lughawiyah in the Arabic language education study program at IAIN ternate', the results showed that if the best practice PBA curriculum program based on MBKM is carried out continuously, it will have a good impact on the Arabic language study program (Sugirma et al., 2023). Second, 'Digitalisation of kalam learning media through tik tok application', the research results in this article include a learning media design model that uses various applications to support maharah kalam learning, such as articulate story, youtube, and tiktok applications (Nafi'ah Muamaroh & Fikri, 2022). Third, 'Analysis of Arabic teaching materials on the @kursusarabalazhar tik-tok account', the results showed that the vocabulary in this account was displayed in two ways: pamphlets, which were rated as excellent in content and design feasibility, but sufficient in presentation and language; and conversations, which were rated as excellent in all aspects (Dalimunthe & Yulia, 2023). Based on this research, it is known that the formation of bi'ah lughawiyah is mostly analysed in terms of study program development, the use of tiktok as a digital-based learning media, and the analysis of teaching materials on the tikton account of the al-azhar course. While the analysis of the process of forming bi'ah lughawiyah using TikTok media, researchers still have not found. The gap between the research theme related to bi'ah lughawiyah and the previous researcher lies in the difference in the theory used and the focus of the research, while the similarity lies in the qualitative-based research method.

In this case, researchers focus on methods and content models in building bi'ah lughawiyah. The purpose of this study is to analyse how the strategy and implementation of tiktok digital media in building Arabic language bi'ah lughawiyah. The benefits of this research are that it is expected to increase students'

learning motivation, encourage innovation in education, and provide better habituation so as to create bi'ah lughawiyah of Arabic. Learners are expected to be more careful in considering tiktok videos that appear on the for you page (fyp). They will be able to distinguish between videos that are useful and worth watching and videos that should be avoided. In addition, learners are also expected to avoid bad habits such as scrolling tiktok excessively, so that the use of this social media remains productive and supports the Arabic language learning process.

Methods/ منهجية البحث

This research uses a qualitative approach with the aim of comprehensively seeing and understanding social phenomena as an inseparable whole (Creswell, 2009). In this study, the researchers used a systematic literature review method. According to Triandini (2019), a systematic literature review is a research process conducted in a structured and systematic manner to collect and evaluate publications relevant to the topic under study. This method aims to collect scientific evidence objectively and comprehensively, using predetermined procedures. In a systematic literature review, researchers must have clear criteria for selecting publications relevant to the research topic, assessing the quality of the selected publications, and summarising and presenting the research findings in a structured and systematic way. This method helps researchers to gain a deeper and more comprehensive understanding of the research topic under study (Astuti et al., n.d.).

Research question

Research questions are created based on the needs of the chosen topic. The following are the research questions used in this study:

RQ1 : what are the methods applied to tiktok content in the formation of bi'ah lughawi 'arabi which is often used in 2019-2024?

RQ2 : What model of tiktok content in the formation of bi'ah lughawiyah arabi is applied?

Search Process

The Search Process is used to obtain or search for relevant sources to answer the Research Question (RQ), and other related references using a search engine (Google Chrome) with the website address <https://scholar.google.com> and Garuda - Garba Rujukan Digital (kemdikbud.go.id).

In conducting SLR, strategies and methods are needed in searching for research on related research. The first stage is to search for related research based on search keywords. The keywords for searching literature in this study are 'Arabic language habituation through content' & 'tiktok-based Arabic language habit formation'. These keywords are then entered into the search features available on Google Scholar and Garuda. The second stage is Review which identifies and analyses through literature output. At this stage, the research papers obtained in the paper search will be selected. Paper selection includes: (1) Elimination of literature with titles that do not match the predetermined keywords. (2) Elimination of literature that is not a conference or journal. (3) Elimination of duplicate papers. (4) Elimination of literature that does not match the specified year range. The result of the selection review is selection by assessing the quality of the paper based on the list of Quality Assessment (QA).

Quality Assessment

Quality Assessment or QA is formed based on the list of problem statements. The QA should contain assessments to answer all the problem statements. In this study, the data found will be evaluated based on the following quality assessment criteria questions:

QA1: Was the literature published in 2019-2024?

QA2: Does the literature mention the platform used in the research?

Each piece of literature will be assigned the answer value below for each of the above questions.

Y (Yes) : for literature that matches the question in the quality assessment.

T (No) : for literature that does not match the quality assessment questions.

Result and Discussion/ النتيجة والمناقشة

The data used in this study is within the 2019-2024 time frame to maintain the currency and novelty of the literature to be reviewed. Data was obtained through the sites <https://scholar.google.com> and <http://garuda.ristekdikti.go.id>. The data used is only related to the method formation of tiktok based bi'ah lughawiyah. The results of the literature search conducted on Google Scholar and Garuda are 2,880 literature then the papers obtained from the search process will be selected. The first stage is

that researchers select journal papers based on the title, however, out of 2,880 literatures only 1010 literatures whose titles have relevance to the keywords that have been previously determined, because most of the literature does not focus on the method of forming tiktok-based bi'ah lughawiyah. Furthermore, at the final stage, the researcher conducted a quality assessment, the result of which was that out of 1010 literatures, the researcher got 2 literatures that met the requirements. The results of the 2 literatures will be used as references by researchers to conduct a systematic literature review.

Based on 2 journal articles that have been determined to meet the inclusion criteria, there are information on the results of his research as follows in the table.

Researcher & Year	Journal Research	Results
Muamaroh & Fikri (2022)	Tarling	The result of the discussion in this article is to study the media design model using several applications to support Maharah Kalam learning such as the Articular Story application, Youtube, and Tik-tok. The stages in the Tik-Tok application can fulfil the criteria of learning media that are attractive to students, especially in learning Arabic Maharah Kalam. From some of the features above, its use can be implemented for Arabic language learning media, especially Maharah Kalam. The tik-tok application can be an interactive media for students, especially in the voice recording feature which can then be shared through social networks. This application can attract students' interest because it has many features that can be implemented in learning. The

		system always updated to keep up with the trend of the times.
Thayyibah (2024)	Nafatimah	The result of this research is that tiktok based content can encourage the interest of IBS PKMKK students in shaping Bi'ah Lughawiyah. Through this step, the realisation of Bi'ah Lughawiyah was achieved, while the use of tiktok as a media platform showed early success in attracting students' interest in building a language environment.

Discussion

RQ 1 : what methods are applied to tiktok content in the formation of bi'ah lughowi 'arobi which is often used in 2019-2024?

Based on the table, in the 2019-2024 range, the TikTok content-based Bi'ah Lughawiyah 'Arabiyah habituation method is applied through the creation of TikTok videos that use Arabic in a creative and interesting way. This strategy aims to overcome boredom in learning Arabic by presenting content that is more interactive and in accordance with the social media trends favoured by students. In the videos, students are invited to participate actively, both by making videos and giving responses in Arabic, which indirectly helps improve their language skills. The selection of TikTok as a learning platform is based on its popularity among students who on average spend a lot of time on social media. Thus, this platform becomes an ideal bridge to introduce Arabic in a more familiar and fun atmosphere, as well as encouraging student engagement in the use of Arabic in daily life, both inside and outside the classroom.

In addition to the use of TikTok content, the 5-D method is also applied as a systematic approach in building Bi'ah Lughawiyah. The 5-D method includes several important stages, namely Define, where the goals and objectives of language

habituation are set; Discovery, which examines how students can be more involved in the language learning process; Dream, which is the formulation of a long-term vision and expectations of the application of language in students' daily lives; Design, which is the preparation of programmes or activities that support the use of Arabic on an ongoing basis; and Deliver or Destiny, where activities are implemented and periodic evaluations are conducted to see the effectiveness of the programme. Data to support the success of this programme is collected through direct observation in the field as well as interviews with students and teachers, in order to get a comprehensive view. With the application of this method, it is expected that the formation of Bi'ah Lughawiyah can be optimally realised, while the use of TikTok as a teaching medium has shown positive results, especially in attracting students' interest and motivation to be more active in speaking Arabic in their school and social environments.

RQ 2: What model of tiktok content in the formation of bi'ah lughawiyah arobi is applied?

Based on the table above, it can be seen that the TikTok content model used in the formation of Bi'ah Lughawiyah 'Arabiyah is through the video story format. This model is designed with the aim of influencing students' habits in the use of Arabic in everyday life. By presenting content that is interesting and relevant to their daily reality, these videos succeed in creating a more interactive learning experience that is close to the students' world. The stories featured in the videos often depict everyday situations that allow students to better understand how Arabic can be applied in various contexts.

The use of the video story model is considered very effective, as evidenced by the content of short videos depicting daily activities with Arabic dialogue, short sketch videos with simple dialogue in Arabic, short comedy videos using Arabic to convey simple, relatable humour, creators explaining Arabic traditions or customs through light-hearted stories, and others. In other words, video stories use strong visualisation and contextual situations that are close to students' lives. The videos allow students to see the use of Arabic in real-life situations, from everyday conversations to social media interactions. This makes it easier for them to understand, remember and use

Arabic. This model also encourages active student participation, where they are not just spectators, but can be inspired to create their own videos in Arabic, thus strengthening Bi'ah Lughawiyah in their environment.

Conclusion/ الخلاصة

Based on the results of the research that has been conducted, the following conclusions can be drawn:

1. Referring to the results of RQ1 which researchers conducted on journal literature published from 2019-2024, the method applied to TikTok content in the formation of bi'ah lughawi 'arabi which is often used is TikTok content which uses Arabic in a creative and interesting way and the 5-D method (Define, Discovery, Dreams, Design, Deliver or Destiny).
2. Referring to the results of RQ2, it can be concluded that the content model used in the formation of bi'ah lughawiyah arabi is video story (story) by utilising strong visualisation and contextual situations.

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