

The Effectiveness of Islamic Educational TikTok Content by @bachrulalam in Enhancing Adolescents' Interest in Learning Arabic

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Abstract: This study explores the effectiveness of TikTok content created by the account @bachrulalam in enhancing adolescents' interest in learning Arabic, within the framework of Islamic education. The study aims to examine how digital religious content can motivate youth to engage with Arabic, a language central to understanding the Qur'an and Hadith. Using a qualitative descriptive method with a case study approach, data were collected through non-participant observation of selected TikTok videos, semi-structured interviews with ten teenage users, and analysis of audience interactions in the comment sections. The findings reveal that @bachrulalam's content significantly boosts motivation by integrating Islamic values with modern, relatable digital formats. His casual and engaging delivery, coupled with the inclusion of Arabic script, transliteration, Indonesian translations, and practical usage in daily Islamic phrases, makes Arabic learning more approachable. Additionally, features like short video formats, interactive discussions, and creator responsiveness support an inclusive digital learning environment. Viewed through Social Learning Theory, the study finds that adolescents engage in observational learning, imitating pronunciation and usage patterns presented in the videos. In conclusion, TikTok-based Islamic educational content holds strong potential as a complementary tool to formal Arabic instruction. This study underscores the importance of collaboration between Islamic educators, content creators, and religious institutions in developing innovative Arabic learning strategies for the digital era.

Keywords: Arabic Learning, TikTok Education, Islamic Education.

INTRODUCTION

Arabic is one of the world's major languages, holding a central role not only in linguistic and cultural contexts but also, and most importantly, in the realm of Islamic education. As the language of the Qur'an, Hadith, and classical Islamic scholarship, Arabic occupies a sacred position in Islam. Mastery of Arabic is essential for Muslims seeking a deeper and more authentic understanding of their faith. From this perspective, learning Arabic is not merely a cognitive endeavor but also a form of spiritual devotion (*ibadah*) that reflects one's commitment to the teachings of Islam. In Indonesia, Arabic is taught extensively within Islamic educational institutions such as madrasahs, pesantrens, and Islamic universities. However, the enthusiasm of



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

<https://journal.as-salafiyah.id/index.php/jtl/index>

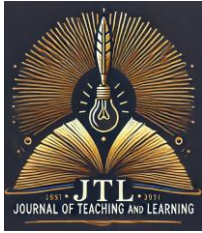
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students particularly adolescents for learning Arabic often remains low, posing significant challenges to the objectives of Islamic education (Solahudeen, 2025).

One of the main contributing factors to this lack of interest is the perception of Arabic as a complex and burdensome language. Many students find traditional teaching methods unengaging and disconnected from their daily realities (Salsabila et al. 2023). In an era where digital media shapes most aspects of adolescent life, conventional classroom instruction often fails to resonate with their interests and preferred learning styles. At the same time, the rapid development of social media platforms especially TikTok has opened new avenues for delivering educational content in ways that are creative, relatable, and accessible. TikTok's short-form, dynamic video format offers an engaging learning experience, particularly for young people who are visually oriented and accustomed to quick, entertaining content (Heath 2005).

Recognizing this shift, several educators and Muslim digital creators have begun to utilize TikTok as a platform for promoting religious and language learning, including Arabic. Among them is Bachrul Alam, whose TikTok account delivers Arabic learning content that is both informative and spiritually grounded. With a blend of humor, modern visuals, and clear Islamic context, his videos cover practical topics such as daily expressions (*mufradat*), grammar (*nahwu*), and short conversations all presented in ways that align with Islamic values and youth culture. His approach illustrates how Arabic, as a sacred language, can be made more appealing and relevant to Muslim adolescents through digital means (Design & Education 2025).

Despite the growing popularity of such content, academic research on the pedagogical effectiveness of TikTok in fostering Islamic language learning remains limited. How effective is content like Bachrul Alam's in generating genuine interest and consistent engagement in Arabic learning from an Islamic education standpoint? This study seeks to explore that question by analyzing adolescents' perceptions and experiences of @bachrulalam's TikTok content. Framed within the paradigm of Islamic education, this research aims to provide insight into how media-based learning can serve as a bridge between traditional values and modern methods, ultimately contributing to the revitalization of Arabic education in the digital age (Sulafa Zisani 2020).



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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METHOD

This study employed a qualitative descriptive approach to investigate the effectiveness of TikTok content created by @bachrulalam in enhancing adolescents' interest in learning Arabic, particularly within the framework of Islamic education (Pieter et al. 2021). Qualitative method was chosen to enable an in-depth understanding of participants' perceptions, emotional engagement, and experiences with Islamic educational content on digital media. This approach also allows for a comprehensive interpretation of the learning process from cognitive, affective, and spiritual perspectives, considering the sacred role of Arabic as the liturgical language of Islam and its centrality to understanding the Qur'an and Hadith (Amran & Ramli 2022). Data were collected through three main techniques: (1) non-participant observation of Arabic educational videos posted on the TikTok account @bachrulalam, (2) semi-structured interviews with ten Muslim adolescents aged 13–18 who had actively followed and interacted with the content for at least three consecutive months, and (3) documentation, including video screenshots and transcripts of user interactions in the comment sections. The semi-structured interviews allowed both guided and open-ended responses, enabling participants to express their views, emotions, and learning motivations in depth (Fattah 2013).

Participants were selected through purposive sampling, based on the following inclusion criteria: they had consistently engaged with @bachrulalam's TikTok content for more than three months, were actively seeking to improve their Arabic language skills, and identified as practicing Muslim teenagers. Individuals who lacked consistent interaction or followed the content for entertainment purposes only were excluded from the study. Prior to participation, informed consent was obtained from all interviewees, and for minors, parental or guardian consent was also secured. To ensure relevant and purposeful video selection, 15 TikTok videos were analyzed, covering a six-month period from January to June 2025 (Razif et al. 2017). These videos were selected based on three criteria: the presence of Arabic language content (vocabulary, expressions, or grammar), the integration of Islamic elements (e.g., Qur'anic verses, prophetic sayings, Islamic greetings), and high user engagement metrics such as likes, comments, and shares. Although the content is



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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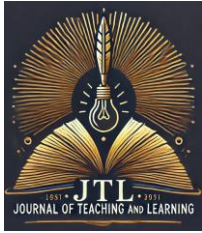
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publicly available, explicit permission was obtained from the creator (@bachrulalam) for academic analysis and citation purposes (Majid, 2017).

Data analysis was conducted using thematic analysis, which involved systematically coding the data, identifying recurring themes, and interpreting patterns related to learning motivation, perceived effectiveness, and the role of religious values in the learning experience. Particular attention was given to how Islamic values were embedded in the delivery of content such as Qur'anic terminology, faith-based encouragement, and spiritually relevant expressions (Al-ghifari et al. 2025) To ensure the validity and reliability of the findings, source triangulation was applied by cross-verifying data obtained from observations, interviews, and user comments. This multi-source verification enhanced the credibility and objectivity of the research. In conclusion, this methodological design aims to generate rich insights into how Islamic-themed digital content can revitalize Arabic learning among Muslim youth. The findings offer practical implications for educators, Islamic institutions, and digital content creators in developing Arabic language strategies that are faith-driven, pedagogically sound, and culturally relevant in the digital age (Hilalludin & Haironi 2024).

RESULT AND DISCUSSION

This study reveals that the educational content disseminated through the TikTok account @bachrulalam significantly enhances adolescents' interest in learning Arabic, especially when examined through the lens of Islamic education. Based on in-depth interviews with ten Muslim adolescent users and observational analysis of selected videos, a majority of participants reported a marked increase in motivation, emotional connection, and perceived relevance of Arabic after sustained exposure to the content (Abdurrahman et al. 2015). Prior to engaging with this content, many respondents viewed Arabic as a difficult, rigid, and largely irrelevant subject, often limited to formal school curricula and disconnected from their everyday experiences. However, the integration of short, engaging, spiritually resonant educational videos led to a noticeable transformation in perception. Arabic was no longer considered an intimidating foreign language,



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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but rather a living, sacred, and accessible means of expression, closely tied to Islamic identity and practice (Januardi, 2025).

The transformation in learners' attitudes is closely linked to the unique content delivery style employed by Bachrul Alam, the creator behind @bachrulalam. His informal, expressive, humorous, and relatable communication style resonates with the Gen Z audience, who tend to prefer personalized, non-institutionalized learning experiences. Unlike conventional instruction, which often emphasizes abstract grammatical structures, Bachrul's videos focus on functional language use, introducing daily expressions, Islamic phrases, and social greetings in Arabic. Phrases such as *assalamu 'alaikum*, *bismillah*, or *ana uhibbuka fillah* are used contextually in ways that make learners feel connected to both the language and its spiritual roots. This pragmatic and values-based approach fosters an affective connection to Arabic, allowing learners to experience the language in a spiritually meaningful and emotionally engaging way (Dinia et al., 2024).

Further observations of the video content support this finding. The majority of videos last between 15 to 60 seconds, aligning with the short attention spans of digital natives. Each video typically includes Arabic script, Latin transliteration, and Indonesian translation, offering multi-sensory learning that caters to visual, auditory, and kinesthetic learners. Visual elements such as facial expressions, emojis, and clean backgrounds are not only aesthetically pleasing but also serve pedagogical functions by maintaining attention and illustrating meaning (Dwistia et al., 2022). The integration of high-quality audio and clear enunciation further supports phonological awareness and pronunciation accuracy. These features contribute to an overall immersive and accessible learning environment, making the process of acquiring Arabic vocabulary both efficient and enjoyable (Syafii, 2022).

In addition, the interactivity and responsiveness found in the comment sections serve as key indicators of a thriving digital learning community. Users regularly leave comments to express gratitude, request specific topics, or share personal reflections about their learning journey. The content creator frequently responds, providing encouragement, clarification, or additional resources. This two-way interaction echoes the Islamic educational principle of *ta'lim wa ta'allum* learning as a mutual exchange and transforms what could be a passive viewing experience into an



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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active, dialogic process (Salsabila et al. 2022). The relational dynamic between content creator and viewer elevates the learning experience beyond mere consumption and into the realm of digital companionship and mentorship (Abdurrozak, 2025).

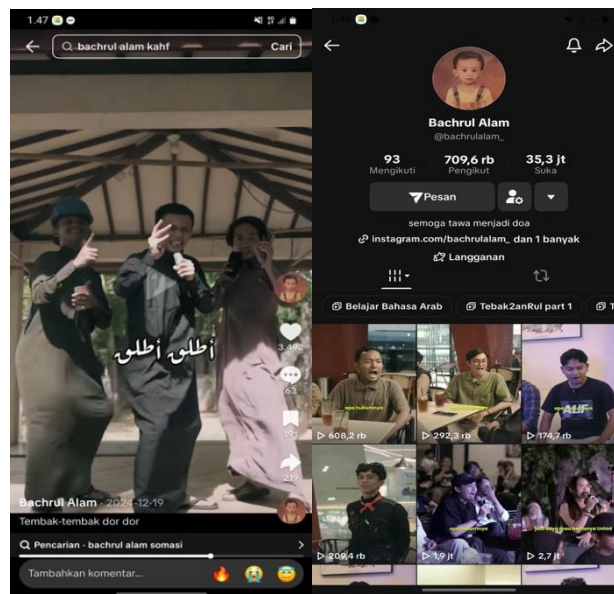
From the theoretical perspective of Albert Bandura's Social Learning Theory, this study reinforces the importance of observational learning in digital spaces. Adolescents often **imitate** pronunciation, gestures, and sentence structures modeled in the videos. By watching the content repeatedly, learners subconsciously absorb not just linguistic knowledge, but also confidence, tone, and communicative habits. This modeling process is aligned with the Islamic educational concept of *qudwah hasanah* learning through the example of good role models. When the role model (in this case, the content creator) exhibits both knowledge and Islamic character, the learning extends beyond language acquisition and touches upon moral development and spiritual refinement (Ummah 2019).

A particularly impactful feature of @bachrulalam's content is its reliance on edutainment the strategic blending of education and entertainment. Today's adolescents tend to resist formal, rigid instructional formats, gravitating instead toward content that is emotionally resonant, culturally relevant, and personally enjoyable. Through the use of humor, storytelling, animations, and motivational messages rooted in Islamic faith and identity, the videos create a positive emotional atmosphere that supports retention and engagement. Some interviewees shared that they began to seek out more formal Arabic classes or delve deeper into Qur'anic Arabic after being introduced to the language in this informal setting (Hilalludin 2025).

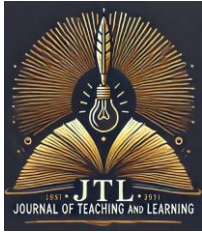
Moreover, this study underscores the importance of contextual and spiritual relevance in shaping language learning experiences within Islamic education. When the Arabic language is presented not as an abstract school subject but as a vital part of everyday Islamic practice, learners are more likely to embrace it as a personal and religious responsibility. The content creator serves not only as a digital educator but also as a murabbi a spiritual nurturer who cultivates love for the Qur'anic language through creativity, empathy, and active engagement. His role exemplifies how Islamic pedagogy can be harmonized with modern digital practices to produce transformative learning experiences (Fitrianto & Hamid 2024).



Lastly, the study opens avenues for further comparative research on the long-term effectiveness of short-form digital content in language acquisition. While preliminary findings indicate increased motivation and behavioral change, future studies could explore how this informal exposure influences grammar mastery, speaking fluency, or retention of religious texts. It would also be valuable to examine the psychosocial and religious identity development of adolescents engaging regularly with Islamic educational influencers on platforms like TikTok (Hakim & Dahri 2025).



In conclusion, the effectiveness of @bachrulalam's TikTok content lies not only in the technical and aesthetic quality of the videos but in its alignment with learners' cognitive styles, emotional needs, and Islamic values. Social media platforms such as TikTok, when used thoughtfully, can serve as transformative tools in Islamic education, especially in reviving enthusiasm for Arabic among youth (Mubarok et al., 2022). This study strongly encourages collaboration between educators, Islamic institutions, and content creators to develop digitally-integrated, value-driven learning models. Through such efforts, Arabic language instruction can be reimagined as a relevant, participatory, and spiritually meaningful experience for the digital generation (Tampubolon & Khanafi 2022).



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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CONCLUSION

The findings of this study clearly demonstrate that the educational content produced by the TikTok account @bachrulalam is highly effective in enhancing adolescents' interest in learning Arabic, particularly when viewed through the holistic lens of Islamic education. This effectiveness is evidenced not only by increased user engagement such as active participation in comment threads, frequent content sharing, and sustained viewer loyalty but also by a notable shift in learners' attitudes, motivation, and emotional connection to the Arabic language. These outcomes challenge the common perception of TikTok as merely an entertainment platform and instead position it as a viable, culturally adaptive digital learning space, especially for Muslim youth navigating a media-rich educational landscape.

Several critical factors contribute to the pedagogical success of @bachrulalam's content. First, the delivery style casual, expressive, yet meaningful bridges the gap between formal classroom learning and informal digital engagement, aligning with the communicative preferences of Gen Z. By presenting Arabic as a dynamic, relevant, and spiritually grounded language, the content helps dispel the perception of Arabic as an inaccessible or overly formal subject. Second, the strategic use of multimodal aids, including Arabic script, Latin transliteration, Indonesian translation, and context-based examples, caters to diverse learner styles and enhances content accessibility. Third, the short-form video format (15–60 seconds), supported by engaging visuals and clear explanations, matches the cognitive processing and digital consumption patterns of modern adolescents, facilitating faster comprehension and retention of linguistic concepts. Viewed from the perspective of Islamic educational philosophy, the teaching and learning of Arabic are not merely academic endeavors but represent a sacred obligation (*fard kifayah*) central to preserving and transmitting the foundational texts of Islam. As such, rekindling youth interest in Arabic through platforms like TikTok is not a dilution of educational quality but rather a form of contemporary *ijtihad* a creative and contextually responsive solution to the pedagogical challenges of the digital age. Through engaging and spiritually rooted content, learners are exposed to a form



Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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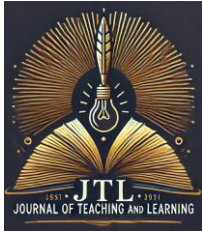
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of *ta'lim* that is both enjoyable and elevating, thus bridging the gap between tradition and technology in the pursuit of religious knowledge.

Applying Albert Bandura's Social Learning Theory, this study further confirms that adolescents acquire knowledge not only through direct instruction but also through observational learning, imitation, and active engagement. The ability of users to replicate pronunciation, expressions, and contextual usage presented in the videos accelerates both language acquisition and learner self-confidence. In addition, the interactive features of TikTok such as comment sections, video duets, and content requests—transform the learning experience into a dialogical and participatory process. This mirrors the Islamic educational principle of *shura* (consultation), emphasizing mutual engagement between learner and educator in the co-construction of knowledge. In summary, the effectiveness of @bachrulalam's TikTok content lies not only in the presentation of Arabic linguistic material but in its humanization of the learning experience, its integration of spiritual and cultural values, and its responsiveness to the behavioral and technological habits of Muslim adolescents. Arabic, in this context, is reimagined not merely as a subject to be studied but as a living language of faith, identity, and connection to divine revelation.

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Journal of Teaching and Learning

Volume 2 No 1 July 2025

E-ISSN: 3090-0158

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