

YOUTUBE CHANNEL OF *DARS ARABI* AS A MEDIA FOR THE SPREAD OF ARABIC LANGUAGE

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Abstract

The article aims to describe an analysis of the content on the YouTube as a medium for spreading Arabic language. The research uses descriptive qualitative research. The data sources used are primary data sources and secondary data sources. Primary data sources come from interviews while secondary data sources from books, journals and articles that support the research. The data analysis technique is in three stages, namely data presentation, data reduction, and drawing conclusion. The analysis is focused on the YouTube channel *Dars Arabi*. This channel presents educational Arabic learning content. The result of this study proves that there are several factors that support the spread of Arabic through the YouTube. The factors cover language structure-based content creation, utilizing You Tube as the most famous social media, focusing on disseminated educational program, and keeping developing content creation. Further, the content is created in a structured manner based on the curriculum of learning Arabic language. The creator of the content in the YouTube always increases the content with selection. In conclusion, the YouTube channel of *Dars Arabi* succeeds to play the role of spreading Arabic language learning.

Keywords: *Arabic language; channel; social media; youtube*

1. Introduction

The Industrial Revolution 4.0 changes the way a person communicates from physical contact to changing by utilizing internet technology. This revolution has made the industry's dependence on information and communication technology even higher. The ability to create information and communication technology innovations integrated with all corporate business processes is the key to success in the industrial era of 4.0. The internet as the main key for humans to communicate through digital technology communication via the internet in general has advantages over conventional media with its ability to present a more interactive exchange of information. This is the core that changes society by changing the way of communicating and providing information (Cahyono & Hassani, 2019).

As internet technology develops, the YouTube becomes a media for sharing videos to spread various information and entertainment. YouTube can be interpreted as a new media. The industrial revolution 4.0, which has the impact of digitalization on many aspects of life, also changes the way and style of conveying messages and receiving messages, including

preachers and the way students and teachers learn. The presence of several platforms and channels presented by YouTube has helped change this way. The presence of YouTube as a channel is not only used as entertainment. In fact, YouTube has begun to be widely used as a *da'wah* communication tool and learning media (Cahyono & Hassani, 2019).

The State of Indonesia in particular has now entered a new era of normalization or also known as the new normal. Daily activities gradually begin to recover. All activities that are initially diverted in the online slowly switch back to face-to-face. In terms of education, learning rules have now shifted to limited face-to-face learning after two years. Various problems in learning Arabic have emerged during the implementation of the distance learning system (Rahmasari, 2021).

In online scope during the pandemic, students experience difficulties with 4 kinds of *Maharah*. In *Maharah Kalam*, students experience difficulties in practicing reciting difficult Arabic vocabulary. In *Maharah Istima'*, students experience difficulties in understanding the vocabulary they listen to due to inadequate audio. In *Maharah Qiro'ah*, students have difficulties in mastering Arabic grammar, reading and analyzing Arabic texts without vowels. They also find difficulties in understanding the different vocabulary in each text. As for *Maharah Kitabah*, students are difficult to understand the material because the delivery of material is too fast and the assignments are very large.

Learning systems with limited face-to-face meetings should be able to provide answers to problems during distance learning. However, the fact in the field is that there is a reduction of studying hours in face-to-face learning. It is limited to only 30 minutes from normal time, and can only be done with 50% of the total number of students. This reduction of studying hours results in insufficient time for the teacher to provide practical questions to students as reinforcement of the material that has been delivered.

2. Literature Review

Based on the topics discussed in this study, the researchers found several relevant previous studies including: first, research conducted by Cahyono and Hassani in 2019. This research describes the development of YouTube providing new patterns of communication for preachers and teachers. The results of this study are YouTube is a communication art for Indonesian preachers to spread *da'wah* content, each of which becomes a new and common concept, and it is accepted by the community. Thus, the amount of content that each material uploaded has quite a lot of viewers, even up to millions. Likewise in the world of education, YouTube as a new learning medium can be useful for disseminating a lot of material content. YouTube applies two-way communication so that feedback or discussions can take place between material providers and learning objects or even fellow accessors or often called netizens (Cahyono & Hassani, 2019).

Second, research conducted by Ibnu Hajar in 2018. The research is entitled *YouTube as a means of da'wah communication in Makassar City (Social Media Analysis)*. The results of this study indicate that the use YouTube as a means of *da'wah* communication by preachers is quite helpful in carrying out *da'wah* activities. In addition, the results of this study also show that the use of YouTube that is felt by each preacher in carrying out *da'wah* activities pays more attention to the advantages than the disadvantages, thus making YouTube a fairly effective means of *da'wah* communication (Hajar, 2018).

Third, research from Hikmah Rahmasari on *Using Youtube as a Media Solution for Learning Arabic in the Pandemic Period* in 2020. The research aims to see how far YouTube is

the right Arabic learning media solution during a pandemic with the Distance Learning (PJJ system). The results of this study indicate that YouTube is the right solution for Arabic learning media during a pandemic, with the percentage of survey results (80.4%) students strongly agree, thus showing positive results (Rahmasari, 2021).

From the three previous studies above, it can be concluded that there are similarities as well as differences from the research that is examined at this time. The similarity lies in the object of study under the research, namely related to YouTube as a useful medium; while, the difference lies on the results of using YouTube as a variety of media. Based on this, the researchers innovate to conduct the research related to YouTube as a medium for spreading Arabic through an analysis of the YouTube of *Dars Arabi*.

3. Research Method

This research is included in the descriptive qualitative research; this research seeks to describe phenomena by involving various existing methods (Islam & Aldaihani, 2022). Descriptive research is research that describes events, symptoms and incidents that are happening in the present. Descriptive research tries to describe the facts that match the incident (Putri, & Simanjuntak, 2022). The researchers use a descriptive qualitative research type because this research aims to describe the form of *Dars Arabi* YouTube Channel Analysis as a Media for Spreading Arabic.

The data sources of this research consist of primary data sources and secondary data sources. The primary data source comes from interview results. Secondary data sources come from books and journals that support this research. To obtain primary data, the researchers use data collection techniques in the forms of observation, namely direct data collection from the field and interviews (Kamalia et al., 2022). The resource person for obtaining primary data through observation and interview techniques is Mr. Muhammad Faruq, M.Pd.I who manages the YouTube channel of *Dars Arabi*. He also serves as a lecturer at the Tarbiyah Faculty of UIN Maulana Malik Ibrahim, Malang.

The last stage of this research is data analysis after the data are collected; the researchers process and analyze the data qualitatively through three stages, namely data presentation, data reduction and drawing conclusions (Rijali, 2019). In the first stage, namely data presentation, the researchers present the data in the form of a description of the results of the interviews. In the second stage of data reduction, the researchers sort the answers from the interviews of Mr. Muhammad Faruq, M.Pd.I as data for analysis. The last stage, after the data are presented and described, the researchers draw the final conclusion.

4. Results and Discussion

In this research, the researchers summarize some of the results of interviews with Mr. Muhammad Faruq who supports the spread of Arabic through YouTube of *Dars Arabi*. The researchers describe the matters that are relevant in spreading Arabic through YouTube. The explanations are as follows:

4.1 Social Media

Social media consists of two words *social* and *media*. Social tools are social facts which show that every individual has actions and contributions in society and media means communication (Mulawarman, & Nurfitri, 2017). From these two definitions, it can be

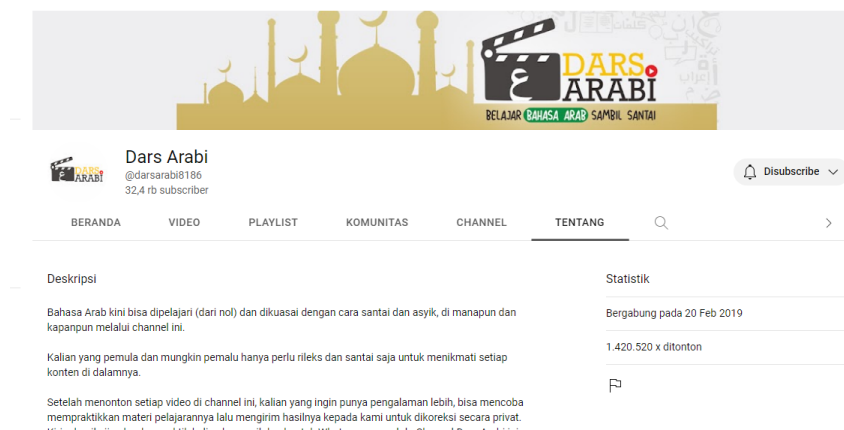
concluded that social media is a medium that allows each individual to communicate and interact with the public. Social media is a communication tool that makes it easy for its users to interact, communicate, share, participate and fill it with content in the form of blogs, wikis, pictures, videos, forums, voice notes and many other things (Liedfray et al., 2022).

Social networks were first introduced in 1997 with the launch of blogging and posting features via web 2.0 called six degrees.com (Sanggabuwana & Andrini, 2017). In that year, a website was also launched to create a personal blog, known as blogger. Not only that, social media continues to develop. In 1995, Geo Cities was born, an online site that rents out services for storing website data so that websites can be accessed from anywhere. Geo Cities is the beginning of the emergence of other web sites. After that, in 2002 a new social media called Friendster began to bloom. Friendster became the most popular social media for young people at that time. This was followed by the emergence of Facebook in 2003 and continued to develop with the emergence of other social media in the following years such as Twitter, Instagram, YouTube, WhatsApp, TikTok and so on, each with its own uniqueness and distinctive features (Rafiq, 2020).

The more advanced technology and knowledge in the world of technology, the more widespread use of social media is. These various applications can now also be used for learning platforms both inside and outside the classroom (Riqza & Muassomah, 2020). According to Kaplan and Haenleinada, there are 4 types of social media, namely (Rafiq, 2020):

- a) Collaboration Project. The website allows its users to be able to change, add, or remove the content on this website, for example Wikipedia.
- b) Blogs and Microblogs. Users are freer in expressing something on this blog, such as venting or criticizing government policies, for example twitter.
- c) Content. Users of this website share media content with each other, such as videos, e-books, images, and others, for example YouTube.
- d) Social Networking Sites. Applications that allow users to connect by creating personal information so that they can connect with other people. Personal information can be like photos, Facebook for example.

4.2 Profile YouTube of “Dars Arabi”



Picture 1. Profile YouTube of *Dars Arabi*

The picture above shows the profile of the YouTube of *Dars Arabi*. This channel joined YouTube on February 20 2019 with the motto *Learn Arabic While Relaxing*. *Dars Arabi*

has around 32.4 thousand subscribers. The founder is Muhammad Faruq, M.Pd.I, a lecturer at the Tarbiyah Faculty of UIN Maulana Malik Ibrahim Malang.

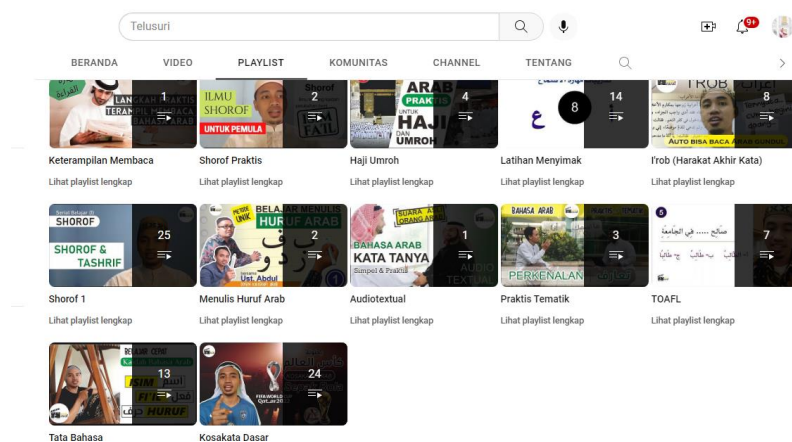
Muhammad Faruq said that the beginning of the creation of YouTube *Dars Arabi* was before Covid-19 in 2019. At the time of the emergence of Covid-19, the need for learning content increased, regardless of subject, including Arabic subjects. Many people used social media in droves so that YouTube had great insight at that time and enormous opportunities for content creators in developing their content as well as in spreading Arabic in particular.

This is true, as explained by Fitroh Tri Utami and Miethaul Zanah that there is a circular letter from the Ministry of Education and Culture of the Republic of Indonesia (Kemendikbud) Number 4 of 2020 concerning Implementation of Education Policy in an Emergency Period and the Spread of Covid-19. Through this policy, the government asked all elements of education to carry out teaching and learning activities online and temporarily close school physical activities. The implementation of this policy certainly affects the learning resources that students will use (Utami & Zanah, 2021).

Over time, there is audio-visual-based learning media that can be found, namely YouTube. YouTube can display videos about learning material to be taught so that the learning atmosphere becomes more innovative, creative, interesting, and not monotonous. Social media like YouTube as a source of learning information can make students understand subject matter quickly, and it can also minimize boredom due to distance learning. With YouTube, it is hoped that it can increase the interest and motivation of students (Widyantara & Rasna, 2020).

4.3 Structure-Based Content Creation

The YouTube of *Dars Arabi* starts from light vocabulary-related content, then accompanied by examples. It also accommodates the subscribers' requests. However, not always following the requests of subscribers, but also remaining structure, the creator said that he had his own freedom in creating content. He can start with the introduction of word formation in Arabic and then sentence. Now it comes to the division of *i'rab* and how to read it. He added that he already had his own curriculum in making YouTube channel. This can be proven by the content that has been uploaded on the YouTube channel *Dars Arabi* as follows:



Picture 2. Playlist of Content Categories on the YouTube *Dars Arabi*

The image above shows the playlist categories found on the YouTube of *Dars Arabi*. It is clear as mentioned by Muhammad Faruq in his interview that the content he creates is

structure starting with basic vocabulary, then continuing with grammar, practicing and writing examples.

4.4 YouTube as the Number 1 Social Media

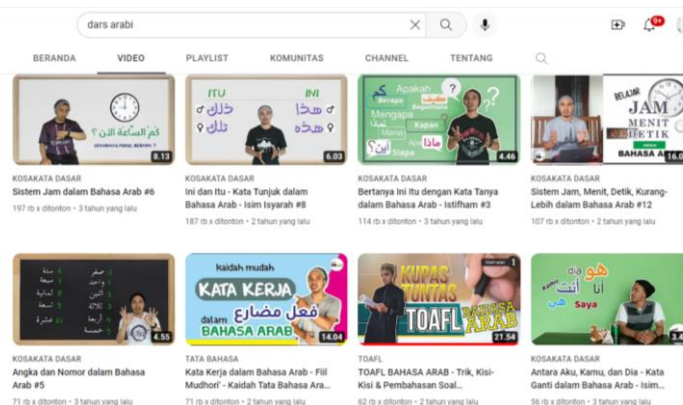
YouTube is one of the social media that is used by many people to find information. Meanwhile, on other social media, the information is still limited, in terms of audio and visuals, they cannot last long. So that most content creators use Instagram, TikTok, and other social media only as promotions. However, as a content creator who keeps up with the times, of course he cannot be separated from the many other social media that have sprung up.

One proof of the progress of Science and Technology (*IPTEK*) is the existence of various social media used as a medium of communication including the spread of language; among them are YouTube, WhatsApp, TikTok, Twitter, Line, and so on. YouTube has several characteristics including (Cahyono & Hassani, 2019):

- There is no duration limit for uploading videos. This is what distinguishes YouTube from several other applications that have a minimum duration limit, such as Instagram, Snapchat, and so on.
- Accurate starting security system. YouTube limits its security by not allowing videos that contain satanic, illegal, and will provide confirmation questions before uploading videos.
- Paid. Currently, as is going viral everywhere, YouTube offers an offer for anyone who uploads their videos to YouTube and gets a minimum of 1000 viewers or viewers, an honorarium will be given.
- Offline System. YouTube has a new feature for users to watch videos, namely the offline system. This system makes it easy for users to watch their videos offline, but previously the videos had to be downloaded first.
- A simple editor is available. In the initial upload video menu, the user will be offered to edit the video first. The menu offered is cutting videos, filtering colours, or adding video moving effects.

4.5 Focusing on Disseminated Educational Programs

From the existing content, Muhammad Faruq always focuses on what he has compiled so that it will always be consistent with the concepts or the curriculum he has created. He does not always focus on the wishes of the followers, but he still filters the request by adjusting to the concepts he has previously arranged. The educational content contained on the YouTube channel of *Dars Arabi* can be seen in the following images:



Picture 3. Content on the YouTube “Dars Arabi”

The pictures above show popular content with quite a large number of viewers. One of them is the content of *Sistem Jam dalam Bahasa Arab #6*. The video has 197 thousand views; thus the video attracts a lot of viewers as well as other videos.

4.6 There are Several Difficulties in Creating Content

From the interview results, he said that there were several difficulties encountered in creating content including:

- Difficulty in making examples that subscribers consider that it will be easily understood. He got the trick by referring to previous content that was interrelated so that it remained sustainable. As an example of content related to rules, he chose to take vocabulary easy to understand according to the previous content.
- Not having a team work on YouTube yet. As a result, they cannot be consistent in uploading content, nor are they optimal in pursuing YouTube broadcasts. Finally, the channel has not developed optimally.

4.7 Developing Content Creation

Muhammad Faruq said that he would invite his students who wanted to join the team to develop learning Arabic through the YouTube *Dars Arabi*. He wants his students to always play a role and think creatively in language development by utilizing existing media and with persistence. Apart from that, his hope is that after being consistent on the YouTube platform, he wants to develop it in other applications such as TikTok and Instagram.

5. Conclusion

Based on the explanation above, the researchers conclude that the influence of the spread of Arabic through social media, especially YouTube, has a big role. As we know that along with the development of the times as well as technology, humans are certainly required to be able to participate in the utilization of scientific and technological advances. In this case, it is like what have been contained in the YouTube of *Dars Arabi*. The results of this study are there are several things supporting the spread of Arabic through YouTube. The *Dras Arabi* You Tube contains educational Arabic learning content. The content is created in a structured manner based on the curriculum proposed by the followers of YouTube of *Dars Arabi*. These three things can prove that the spread of Arabic is not only through preaching verbally; social media cannot be separated from participating in this.

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