

ANALYSIS OF THE ARABIC_LUGHOTIY CHANNEL: A NETNOGRAPHIC STUDY FROM THE PERSPECTIVE OF ARABIC LANGUAGE LEARNING MEDIA

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ABSTRACT

The development of digital social media has brought about a new transformation in Arabic language learning, particularly through the use of short audiovisual videos. This study examines analysis of the arabic_lughotiy channel: a netnographic study from the perspective of arabic language learning media. The research method employs a qualitative approach using netnography. Data were collected observations, interviews, and documentation. through virtual observation of YouTube Shorts content, digital documentation, and analysis of user comments and interactions on the @Arabic_Lughotiy channel. Data analysis techniques included data reduction, theme categorization, interpretation of virtual interactions, and drawing conclusions. The findings indicate that YouTube Shorts offer significant pedagogical opportunities through a concise and accessible micro-learning format. The use of subtitles, audio pronunciation, and engaging visual design are key factors in increasing user engagement. This study concludes that YouTube Shorts can be an effective medium for learning Arabic for the digital generation, although it still has limitations in terms of duration and depth of content. However, the lack of formal evaluation and the linear nature of the content present challenges that need to be addressed to optimize learning.

Keywords: *YouTube Shorts; Arabic Language Learning Media; Netnography; Social Media.*

المخلص:

أحدث تطور وسائل التواصل الاجتماعي الرقمية تحولاً جديداً في تعلم اللغة العربية، لا سيما من خلال الاستفادة من مقاطع الفيديو القصيرة السمعية البصرية. تهدف هذه الدراسة تحليل قناة arabic_lughotiy: دراسة إنثنوغرافية من منظور وسائل تعلم اللغة العربية. @Arabic_Lughotiy. استخدمت الدراسة منهجاً نوعياً من نوع النتنوغرافيا. تم الحصول على البيانات من خلال المراقبة الافتراضية لمحتوى YouTube Shorts، والتوثيق الرقمي، بالإضافة إلى تحليل تعليقات المستخدمين وتفاعلاتهم على قناة @Arabic_Lughotiy وتحليل البيانات من خلال الملاحظات والمقابلات والوثائق أي تقليص البيانات، وتصنيف الموضوعات، وتفسير التفاعلات الافتراضية، واستخلاص الاستنتاجات. وتشير نتائج هذه الدراسة إلى أن YouTube Shorts يوفر فرصاً تعليمية مهمة من خلال صيغة تعليمية مصغرة موجزة وسهلة الوصول. ويُعد استخدام النصوص المترجمة، والنطق الصوتي، والتصميم البصري الجذاب من العوامل الرئيسية في تعزيز مشاركة المستخدمين. وخلصت هذه الدراسة إلى أن مقاطع

يوتيوب شورتس يمكن أن تكون وسيلة فعالة لتعلم اللغة العربية للجيل الرقمي، على الرغم من أنها لا تزال تعاني من بعض القيود فيما يتعلق بمدى المقاطع وعمق المحتوى. ومع ذلك، فإن الافتقار إلى التقييم الرسمي والطبيعة الخطية للمحتوى يمثلان تحديات يجب التغلب عليها لتحقيق أقصى استفادة من عملية التعلم. الكلمات المفتاحية: يوتيوب القصيرة؛ وسائط تعلم اللغة العربية؛ دراسة إنتوغرافية؛ وسائل التواصل الاجتماعي.

INTRODUCTION

The development of digital technology in the era of the 5.0 industrial revolution has brought about major changes in the world of education, including in the teaching of Arabic (Munawar, 2020). The emergence of various video-based social media platforms ranging from YouTube, TikTok and Instagram Reels to YouTube Shorts is not merely an entertainment phenomenon; rather, it has evolved into a new ecosystem for the unstoppable dissemination of knowledge and informal learning (M. Z. Mubarak et al., 2025). The concept of informal learning has taken on a broader new dimension, learning is no longer confined to formal classrooms but has expanded into digital spaces.

One of the social media platforms currently experiencing rapid growth is YouTube (Neffati, 2021). This platform not only serves as a source of entertainment but has also evolved into a digital educational space utilized by various groups to deliver learning materials (Syaikhudin & Laili, 2024). The introduction of YouTube Shorts further reinforces YouTube's role as a modern learning medium. This short-form video feature enables the delivery of content in a fast, engaging, communicative, and easily understandable manner for social media users (Seyidov, 2025). The characteristics of short videos which incorporate audio, visuals, text and animation are believed to enhance students' attention and motivation to learn (Babu, 2025).

The use of YouTube shorts is a promising medium for helping students master various language skills (*mahārah lughawiyah*), such as listening skills, speaking skills, vocabulary acquisition, and an understanding of simple language structures (Poveda, 2025). Content presented in a concise and practical format makes it easier for students to understand Arabic without feeling burdened by monotonous formal learning (Allaithy & Zaki, 2025). Additionally, the short-video-based learning model aligns with the concept of microlearning learning in small, flexible units that are easier to remember (Nurhayati et al., 2024).

One channel that actively uses YouTube Shorts as a medium for learning content, including daily vocabulary, simple dialogues, practical Arabic expressions, vocabulary pronunciation, and tips for learning Arabic, all presented in an engaging and accessible way. The presentation of the material uses a combination of Arabic text, transliteration, translations, and audio pronunciation to help users understand the material more easily (Nurul et al., 2024). Additionally, user interaction in the comments section demonstrates active audience participation in the virtual learning process.

The phenomenon of using social media as a virtual learning space has given rise to a new learning culture in the digital society. User interactions are not limited to content consumption but also involve communication, discussion, the sharing of learning experiences, and the formation of online learning communities (Avis & Aminudin, 2026). Therefore, this study employs a netnographic approach to understand the social behavior and digital culture of users in utilizing Arabic learning content on the @Arabic_Lughotiy channel. Netnography is a qualitative research method used to examine virtual communities and social interactions on the internet through observation of users' digital activities.

Several similar studies according to (Mustofa et al., 2025) titled The Phenomenon of Social Interaction in Arabic Language Content on TikTok: A Netnography Study, The results of the study are NLP-based sentiment analysis shows that Arabic is valued not only for its religious function but also for its beauty. Moreover, human machine interactions via algorithms influence content exposure and shape public perceptions. The findings highlight that public opinion about language is constructed through both social interactions and algorithmic mechanisms, expanding understanding of relationship between language, culture, and media. The similarity is that both focus on Arabic language learning through digital social media, The study mentioned above focuses more on the phenomenon of social interaction among users, where as this study focuses on Arabic language learning materials.

Several previous studies have shown that social media has a positive influence on students' motivation and engagement in learning. However, research specifically examining the use of YouTube Shorts as a medium for Arabic language learning through a netnographic approach remains relatively limited (Rahma et al., 2024). Most previous studies have focused more on the general use of YouTube or learning based on long videos. Therefore, this study offers a novel perspective by examining the phenomenon of short video based Arabic learning through the lens of digital culture and users' virtual interactions.

RESEARCH METHODS

This study employs a netnographic approach a qualitative research method adapted from conventional ethnography to investigate communities and cultures that have emerged in digital spaces (Avis & Aminudin, 2026). The researcher acts as a participant observer, monitoring interactions on the @Arabic_Lughotiy channel, including video content, comments, creator responses, and audience consumption patterns. Netnography was chosen because it captures the socio-cultural dimensions of learning that are not captured by quantitative analysis alone. This method allows the researcher to understand the meanings, motivations, and dynamics of learning that occur within digital communities. The subject of this study is the YouTube channel @Arabic_Lughotiy, which actively uses the YouTube Shorts feature as a medium for teaching Arabic.

The data sources for this study consist of primary and secondary data (Aldyandra et al., 2024). The primary data was obtained from YouTube Shorts content on the @Arabic_Lughotiy channel in the form of Arabic language learning videos. Data collection methods included virtual observation, digital documentation, and a literature review. The data analysis technique used in this study is the Miles and Huberman interactive analysis model, which includes data reduction, data presentation, and drawing conclusions (Zuhriyah et al., 2024). To ensure the validity of the data, this study employed source triangulation and theoretical triangulation. Source triangulation was conducted by comparing data from videos, user comments and other digital documentation. Meanwhile, theoretical triangulation was conducted by comparing the research findings with theories of digital learning, social media, and the concept of netnography drawn from various scientific literature.

RESULTS AND DISCUSSION

1. The Use of YouTube Shorts as a Tool for Learning Arabic

Based on the results of a netnographic observation of the YouTube channel @Arabic_Lughotiy, it was found that the use of YouTube Shorts as a medium for learning Arabic has shown significant progress in fostering a culture of digital learning among the younger generation (Muiz et al., 2025). This channel utilizes short video formats lasting less than 60 seconds to present

learning materials in a concise, communicative, and easy-to-understand manner. The material presented includes daily vocabulary, simple dialogues, pronunciation of vocabulary, basic grammar, and practical Arabic expressions related to daily life. The content is presented using a combination of Arabic text, transliteration, Indonesian translations, pronunciation audio, and supporting visuals, thereby enhancing user engagement. In digital learning, this format aligns with the concept of micro-learning learning based on small units that allow users to acquire information quickly without experiencing excessive cognitive fatigue. Research findings indicate that users tend to be more interested in short materials that can be accessed flexibly via mobile devices compared to long, formal text-based learning.

2. The Benefits of YouTube Shorts as a Tool for Learning Arabic

The benefits YouTube Shorts on the @Arabic_Lughotiy channel is evident in the presentation of vocabulary, dialogues, pronunciation of words, basic grammar and everyday Arabic expressions. This content is presented using a combination of Arabic text, transliteration, Indonesian subtitles, pronunciation audio, and visual illustrations to help users understand the material more easily. The use of this audiovisual media demonstrates that Arabic language learning is no longer limited to lecture-based methods or written texts but has evolved into multimodal learning that integrates visual and audio elements simultaneously (Muiz et al., 2025).

Based on a netnographic analysis of the @Arabic_Lughotiy channel, the following is a comprehensive analysis of the advantages of YouTube Shorts as a medium for learning Arabic:

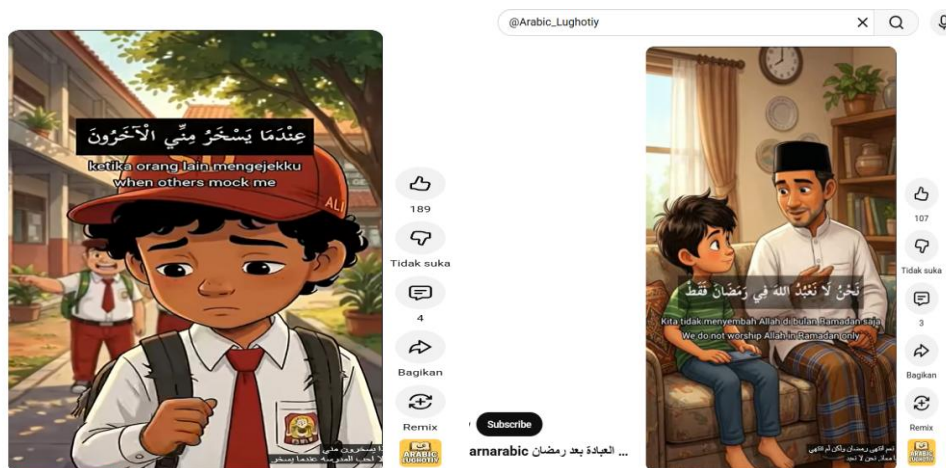
No.	Advantages	Description	Relevance to learning Arabic
1	Short Duration (≤60 seconds)	The content is presented concisely and focuses on a single main point without any distractions from other content.	Each video is designed to cover one vocabulary word, one sentence pattern, or one Arabic grammar rule.
2	High Accessibility	Available anytime, anywhere via smartphone at no extra cost.	Helps college and high school students review grammar, morphology, or vocabulary outside of class hours
3	Format Vertikal Mobile-First	The vertical full-screen design optimizes the viewing experience on mobile devices.	Enhancing users' visual focus on Arabic text, diacritics, and sentence formatting.
4	Smart Recommendation Algorithm	YouTube recommends similar content to users who have watched similar videos.	Users who watch an Arabic video will be organically directed to further learning content.
5	Fitur Otomatis Loop	Videos can be played on repeat automatically, supporting various learning methods	It is very effective for pronunciation practice (makhraj), vocabulary memorization, and Arabic intonation.
6	High Engagement (Likes,	Features such as comments, likes, and shares are available to facilitate	Creating a virtual learning community for Arabic

	Comments, Shares)	interaction within the learning community.	language students from various regions in Indonesia.
7	Multimodal Content	Combining audio, visuals, text (subtitles), and animation into a single video presentation.	Supports various learning styles (visual, auditory, kinesthetic) in learning Arabic.
8	Free and Unlimited Access	No subscription fee is required to access thousands of educational videos on YouTube	Democratizing access to Arabic language education even in remote areas of Indonesia.
9	Robust Search Index	YouTube is the world's second-largest video search engine, making it easy to find specific content.	Students can search for specific Arabic vocabulary or materials directly and instantly
10	Subtitle/Caption Integration	Auto-caption and subtitle features are available to help you understand the audio content.	Helps non-native speakers follow along with the Arabic text and its translation at the same time.

Table 1 : The Benefits of YouTube Shorts

3. Forms of Arabic Language Learning Content on the @Arabic_Lughotiy

The @Arabic_Lughotiy channel demonstrates the application of the dual coding theory by combining visual and audio elements in the presentation of Arabic language material. The use of Arabic subtitles, transliteration, and audio pronunciation helps users understand the relationship between sound, writing, and the meaning of vocabulary simultaneously. This strategy is highly effective in improving listening skills and vocabulary mastery for beginners. Additionally, the visualization of Arabic text with a simple yet clear design helps users focus on letter forms, vowel marks, and sentence structure (Parsada et al., 2024). In some content, the creator also incorporates light animations and contextual illustrations that reinforce users' understanding of word meanings. This multimodal approach demonstrates that social media is not merely a source of entertainment but can also function as an adaptive learning medium tailored to the characteristics of learners in the digital age.



Picture 1: YouTube Shorts content from @Arabic_lughotiy

The main advantage of YouTube Shorts is its high level of accessibility. All educational content on the @Arabic_Lughotiy channel can be accessed for free via smartphone anytime and anywhere, without any restrictions of time or place. This situation presents a significant opportunity for equitable access to Arabic language learning, particularly for students in areas with limited formal educational facilities. From a netnographic perspective, this phenomenon indicates the democratization of social media-based education. Users are no longer entirely dependent on formal institutions because the learning process can take place independently through digital platforms. Additionally, YouTube's recommendation algorithm helps users discover other relevant Arabic learning content. After watching one video, users are automatically directed to similar material, thereby creating a pattern of continuous learning organically (M. H. Mubarak & Santoso, 2023). This phenomenon demonstrates that social media algorithms play a crucial role in shaping the digital learning behaviors of modern society.



Picture 2 : Arabic conversation from YouTube shorts

4. User Interaction in Arabic Language Learning Using YouTube Shorts

Findings indicate that the comment section on the @Arabic_Lughotiy channel serves as a discussion forum and virtual learning community. Users not only express appreciation for the content but also actively ask questions about grammar, request additional explanations, correct pronunciation, and even discuss the material being studied with other users. These interactions demonstrate the formation of a community of practice in social media-based Arabic language learning. The netnographic approach reveals that the learning process is no longer individual in nature but has evolved into a digital social activity involving communication among users (Prasista et al., 2023). This phenomenon aligns with social learning theory, which emphasizes that learning can occur through observation, imitation, and social interaction. The presence of a virtual community on the @Arabic_Lughotiy channel demonstrates that social media is capable of creating a participatory and collaborative learning environment.

No	Dimensions of Analysis	Findings from Netnography @Arabic_Lughotiy	Pedagogical Implications	Recommendations for Development
1	Content & Micro-Curriculum	The video focuses on a single topic: everyday vocabulary,	There needs to be a systematic sequence of content in order to	Creating themed playlists: basic grammar, themed

		sentence patterns, or basic grammar.	create a structured curriculum.	vocabulary, everyday conversation.
2	Delivery Method	The simultaneous use of Arabic text visualization, animations, and audio narration by a native speaker.	Multimodal content has been shown to improve vocabulary comprehension by up to 40% compared to text alone.	The addition of interactive animations and voice-over narration for each new Shorts video.
3	Community Engagement	The active comments section contains follow-up questions, corrections, and discussions among the channel's subscribers.	Comments serve as an informal digital classroom that enriches the experience of learning Arabic.	Creators need to actively respond to comments and host follow-up Q&A sessions via Shorts.
4	Motivational& Affective Learner	The relaxed tone, light humor, and Islamic culture add to its appeal.	A contextual-religious approach is effective for Indonesian Muslim learners of Arabic.	Integrate the content with the context of the Qur'an and the hadith to strengthen intrinsic motivation.
5	Accessibility& Inclusivity	The content is accessible to everyone from absolute beginners to intermediate learners, with no prerequisites.	A difficulty level indicator (beginner/intermediate) is needed so that users can choose based on their skill level.	Add level tags (A1–B2) to each Shorts video and create a step-by-step learning path.
6	Retention& Repetition	The short Shorts format encourages viewers to rewatch and save videos.	YouTube Shorts align with the principle of spaced repetition when watched regularly and consistently	Creators can create a weekly review series to reinforce vocabulary that has already been taught.
7	Evaluation& Feedback	There is no formal evaluation process; feedback is provided only through comments and story polls.	The lack of quizzes or structured exercises is the main limitation of the Shorts platform for education.	Integrate YouTube with Google Forms or Kahoot quizzes to supplement learning assessments.
8	Language Authenticity	The use of authentic Fusha Arabic with standard pronunciation and contextual examples.	Early exposure to authentic Arabic builds strong communication skills.	Include more content on everyday Arabic conversation

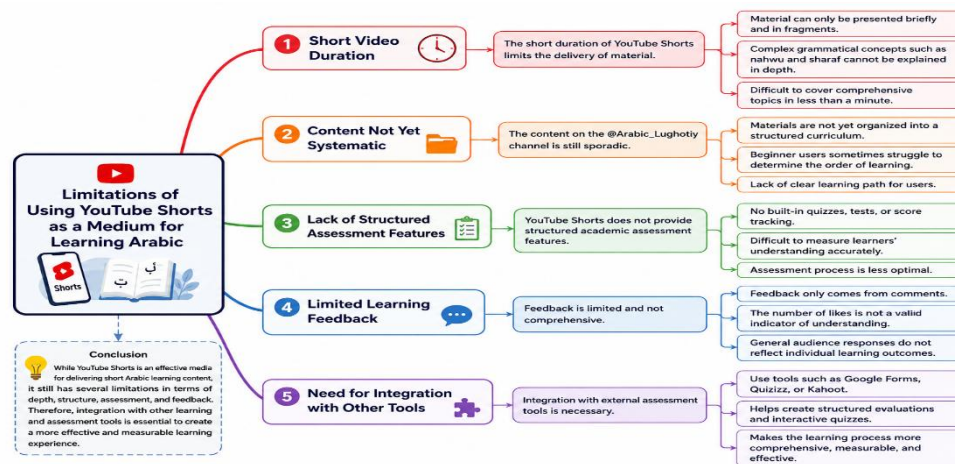
Table 2: eight dimensions within @Arabic_Lughotiy channel

The @Arabic_Lughotiy channel also boosts users' motivation to learn through a relaxed and religious approach. Content related to the daily lives of Indonesian Muslims, Islamic expressions, and examples of Arabic usage in the context of the Quran and hadith make users feel more connected to

the learning material. This approach has a positive affective impact because Arabic is not merely understood as a subject but also as part of Islamic religious and cultural identity. In some videos, the creator uses a lighthearted communication style and educational humor that makes learning feel more enjoyable. This demonstrates that the emotional aspect of digital learning has a significant influence on user engagement. Users' intrinsic motivation increases when the learning material is perceived as relevant to their needs and daily lives. Thus, the religious approach is one of the main strengths of the @Arabic_Lughotiy channel in attracting the attention of the Indonesian Muslim audience.

5. Challenges in Using YouTube Shorts as a Tool for Teaching Arabic

There are several limitations to using YouTube Shorts as a medium for learning Arabic. One of the main challenges is the short video duration, which means that material can only be presented briefly and in fragments (Jabbar et al., 2022). Complex grammatical concepts such as nahwu and sharaf cannot be explained in depth in less than a minute. Additionally, the content available on the @Arabic_Lughotiy channel remains sporadic and has not yet been fully organized into a systematic learning curriculum. Beginner users sometimes struggle to determine the order in which the material should be studied. The study also found that learning assessment has not been conducted optimally because the YouTube Shorts platform does not provide structured academic assessment features. Learning feedback is limited to comments, the number of likes, and general audience responses. Therefore, integration with other assessment tools such as Google Forms, Quizizz, or Kahoot is necessary so that the learning process can be more comprehensive and measurable (Nurul et al., 2024).



Picture 3 : the limitations of youtube shorts as a medium for learning Arabic

YouTube Shorts on the @Arabic_Lughotiy channel hold great potential as an innovative medium for Arabic language learning in the Society 5.0 era. A netnographic approach reveals that social media has transformed learning patterns, making them more flexible, participatory, and rooted in digital communities. The presence of short audiovisual videos makes Arabic language learning more engaging, accessible and aligned with the needs of today's digital generation. However, optimizing this medium requires the development of a more systematic digital curriculum, integrated learning assessment, and more active virtual community management strategies. With the right development, YouTube Shorts has the potential to become an effective, innovative, and sustainable Arabic language learning medium that supports the transformation of digital education.

CONCLUSION

Based on the results of a netnographic study of the YouTube channel @Arabic_Lughotiy, it can be concluded that the use of YouTube Shorts as a medium for learning Arabic plays a very significant role in supporting the transformation of digital-based learning in the Society 5.0 era. The short video format used is able to provide Arabic language learning that is more flexible, practical, engaging, and easily accessible to users anytime and anywhere via mobile devices. The content presented—including vocabulary, dialogues, Arabic pronunciation, basic grammar, everyday expressions, and learning motivation has proven effective in increasing user interest and engagement in the learning process. The use of audiovisual elements such as Arabic text, transliteration, subtitles, pronunciation audio and supporting visuals helps users understand the material more easily, particularly in mastering vocabulary, listening skills, and speaking skills. Furthermore, the research findings indicate that social media not only serves as a medium for delivering content but also fosters a virtual learning culture through active user interaction in comment sections, thereby creating a collaborative and participatory digital learning community. The netnographic approach demonstrates that Arabic language learning via social media can provide a more communicative learning experience aligned with the characteristics of the digital generation, who prefer short, micro-learning-based sessions.

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Author Contribution Statement

All four authors contributed to the research process and the preparation of this article in accordance with their respective roles. Nunik Zuhriyah contributed to the conceptualization of the research, the formulation of the research problem and objectives, the development of the netnographic research design, the analysis and interpretation of data, and the overall writing and editing of the manuscript. Ni'matullah Al Jauhariyah contributed to the search for and collection of digital data from the YouTube Shorts channel @Arabic_Lughotiy, the organization of data and assisted in the analysis and interpretation of the research findings. Zakaria Firdaus contributed to the literature review, the development of a theoretical framework related to Arabic language learning through digital media and YouTube Shorts, and provided substantive input on the analysis and discussion of the research results. M Zunaidul Muhaimin contributed to data verification and validation, refining the analysis, critically reviewing the manuscript, and performing the final editing of the article. All

authors were involved in the discussion and refinement of the manuscript, approved the final version of the article, and are responsible for the content and integrity of the research.

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Declaration of AI Usage

The authors used ChatGPT to assist with language editing and grammar checking. All generated content was reviewed, revised, and verified by the authors, who take full responsibility for the accuracy, originality, and integrity of the manuscript.

Conflict of Interest

The authors declare no conflict of interest.

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