



Reconstruction of Arabic Language Learning in the Digital Age: Utilizing Short Content Platforms for Linguistic Proficiency

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Abstract :

The development of digital technology presents new opportunities in Arabic language learning, particularly through short content platforms such as short videos, microlearning, and interactive dialogues. This study aims to analyze the influence of the use of short content on students' linguistic proficiency, including vocabulary mastery, listening and speaking skills, and motivation and learning independence. The research method used is qualitative case study, with data collection through digital classroom observation, in-depth interviews with teachers and students, and analysis of learning documents. The analysis is carried out through data reduction, display, and verification to obtain a holistic picture of students' interaction with digital content. The results showed that short content improved vocabulary retention, contextual comprehension, listening and speaking skills, and encouraged independent learning and intrinsic motivation. This research provides a theoretical contribution by expanding the microlearning literature in the context of Arabic and practical contributions for teachers in designing adaptive, effective, and interactive learning strategies.

INTRODUCTION

Arabic language learning has important relevance for global and local society, both for religious education, academic communication, and professional literacy (Junaedi, Rozi, & Rumiyanthi, 2023; Suja et al., 2025). In the digital era, people's need for fast, interactive, and easily accessible language learning is increasing (Khotijah & Indriana, 2024; Nazhifah & Syafe'i, 2025). Short content-based digital platforms, such as short videos, stories, or microlearning, offer innovative solutions to improve learners' linguistic skills (Hilmi, Toifah, & Sadiyah, 2024; Mukmin, Hidayah, Haya, Ali, & Abdullah, 2025). This research is important because it can provide an understanding of how the use of short content helps overcome learning time limitations, increase motivation, and strengthen understanding of vocabulary and sentence structure (Abdulghani, 2025; Nashfati, 2025; Wijaya, Rozi, Suroiyah, & Wahyudi, 2023). Evidence shows that students are more responsive to the material presented in a short and interactive digital format than traditional methods (Qibtiyah, 2024). In conclusion, this research is relevant

for Arabic language education in the digital era, with the potential to provide effective strategies for teachers and educational institutions in supporting students' linguistic proficiency efficiently and pleasantly.

Although traditional methods are still widely used, many learners have difficulty in maintaining consistency in learning Arabic. Factors such as limited time, low motivation, and limited access to learning materials are the main obstacles (Sari, Muslim, Sodiq, Erlina, & Sufian, 2024). Conventional methods that emphasize lectures and routine exercises are less able to attract students' interest and adjust the rhythm of individual learning. This leads to uneven achievement of linguistic proficiency, with some learners experiencing delays in mastering vocabulary, grammar, or speaking skills. This gap creates the need to utilize digital technology to make learning more adaptive, flexible, and motivating for students (Maryani, Ardiansyah, & Hasan, 2024; Rozi, Wahid, & Faiqe, 2024). This research emerged from this problem, focusing on the potential of short content platforms as innovative media that can strengthen student engagement, increase learning independence, and support the achievement of linguistic proficiency more optimally than conventional methods.

Phenomena in the field show that learners tend to be more active when learning through digital platforms based on short content, such as short videos, reels, or interactive microlearning (Habibi et al., 2026). Teachers report increased student participation in vocabulary, pronunciation, and writing exercises when the material is packaged concisely, engagingly, and easily repeatable (Ahmed, 2024; Suja et al., 2025). Some learners use digital content for independent learning outside of the classroom, improving listening and speaking skills (Kurniawan & Fikriansyah, 2025; Ummah & Albshkar, 2025). On the other hand, traditional learning methods still dominate the formal curriculum, so the potential for digitalization has not been fully utilized. This phenomenon confirms that the integration of short content platforms can be an effective strategy to improve linguistic proficiency, but it needs guidance and pedagogical structure so that it is not just entertainment, but supports the achievement of Arabic competence systematically.

Several previous studies have highlighted the use of digital technology in learning foreign languages, including Arabic. Studies show that digital platforms can improve learning motivation, learner engagement, and vocabulary retention (Nujaima & Kurniawan, 2024; Umam, Delimanugari, Wahyuni, & Nisa, 2024). Other research reveals that microlearning or short content is effective in facilitating the repetition of material and independent learning, especially for learners with limited time (Li, Gao, & Ma, 2026; Listanto, Arlinwibowo, Permatasari, Iftitah, & Anwas, 2025). The position of this research is to expand the literature by emphasizing the use of short content in Arabic learning, which has complex linguistic and morphological characters (Almelhes & Alsaari, 2024; Shaalan, 2023). This research also focuses on students' interaction with digital content, thus making a new contribution in understanding the effectiveness of digital learning media to improve linguistic proficiency.

The weakness of previous research is that it focuses on the effectiveness of digital content in general, without emphasizing the Arabic context and the characteristics of learners in the digital age. In addition, previous studies have tended to assess quantitative learning outcomes, such as test scores, without examining the process of students' interaction with short content and adaptive learning strategies. This gap is important because learning Arabic requires an approach that pays attention to morphological structure, specific vocabulary, and

contextual speaking skills. This research fills this gap by examining the qualitative use of short content platforms, identifying best practices, challenges, and impacts on linguistic proficiency, thereby providing deeper pedagogical insights.

The novelty of this research lies in its focus on the reconstruction of Arabic language learning through short digital content to improve linguistic proficiency. This study not only assesses learning outcomes, but also analyzes students' interaction with digital content, teachers' strategies in utilizing media, and its impact on vocabulary, grammar, and speaking skills. This state of the art is important to be completed because it allows the development of innovative learning strategies that are relevant to the needs of students in the digital era, provides the basis for systematic integration of technology in the Arabic curriculum, and maximizes motivation and independence of learning.

The research question was formulated: How does the use of short content platforms affect students' linguistic proficiency in Arabic language learning? The interim argument put forward is that short digital content can increase engagement, motivation, and repetition of material, thereby making it easier to master vocabulary and sentence structure. This research contributes by providing empirical data and qualitative analysis on strategies, practices, and challenges of using digital media, so that it can be a guide for teachers and educational institutions in designing Arabic language learning that is adaptive, effective, and according to the character of students in the digital era.

This research is expected to make a theoretical and practical contribution. Theoretically, the research expands the literature on digital technology-based language learning, particularly short content, and its effects on linguistic proficiency. In practical terms, the research provides guidance for teachers and educational institutions to design adaptive learning strategies, increase student motivation, and facilitate independent learning through short digital content. Thus, this research helps to create Arabic learning models that are innovative, interactive, and relevant to the digital age, as well as supporting the achievement of linguistic competence effectively and pleasantly.

RESEARCH METHOD

The research uses a qualitative approach of case studies to in-depth examine the use of short content platforms in Arabic language learning. The case study was chosen because it allows for a comprehensive exploration of learners' interactions with digital content, teacher strategies, and learning contexts. The research location was conducted at Nurul Jadid Junior High School, this institution has a digital-based Arabic learning program and uses short content. The location was chosen because of its direct relevance to research and the availability of access to students, teachers, and digital learning materials.

Data collected is collected through digital classroom observation, in-depth interviews with teachers and students, and analysis of learning documents and digital content. This technique allows for triangulation of data to obtain a holistic picture. Analysis is carried out through data reduction, data display, and verification. The data were compiled in a thematic matrix and descriptive narrative, then verified through cross-check between informants and information consistency testing. The validity of the data is guaranteed through triangulation of sources, member checks, and increasing the diligence of researchers. This strategy ensures that the interpretation of the data is valid and scientifically accountable.

RESULT AND DISCUSSION

Result

Qualitative Results

Improvement of Vocabulary Skills through Short Content

This sub finding is defined as the effect of the use of short content platforms on students' Arabic vocabulary mastery, including word retention, understanding meaning in the context of sentences, and the ability to remember new vocabulary. Operations in the field include the use of short videos, microlearning, and interactive content presented in short segments so that students can learn independently and repeatedly. These sub-findings are important because they show how digital media can strengthen linguistic skills, particularly vocabulary, which are the main foundation in learning Arabic. By using short content, students not only repeat new words, but also understand the use of these vocabulary in sentences, increase conceptual connectedness, and reduce learning boredom that often occurs in traditional methods.

An Arabic teacher stated "I see students remember new vocabulary faster when using short videos. They can repeat difficult words multiple times without feeling bored, and often rewrite that vocabulary in their notes." The researchers' interpretations show that short content improves vocabulary retention through self-repetition and repetitive learning. This digital media provides flexibility for students to control the rhythm of learning, so that the effectiveness of vocabulary mastery is higher than the lecture method or long exercises.

A student revealed "The short video made it easy for me to understand words in the context of sentences, not just memorize the meaning of words. I can see examples of using the same word in several different sentences." The researcher's interpretation shows that short content helps students understand vocabulary in a communicative context, so that vocabulary learning becomes more meaningful and relevant. This shows that digital platforms not only help memorize words, but also strengthen contextual understanding and the ability to use words appropriately.

Classroom observations show that students are more active in participating in vocabulary exercises through short digital content, especially when given writing tasks or repeating words through microlearning. Researchers observed that students who used this content were faster in remembering difficult words and were able to apply the vocabulary in their own sentences. The researcher's interpretation confirms that short content increases learning engagement and independence, so that vocabulary mastery is more effective than traditional long and monotonous methods.

From interviews and observations, it can be concluded that the use of short content platforms accelerates vocabulary retention, improves context understanding, and encourages independent learning. These findings suggest that brief digital media can be an effective strategy in learning Arabic, especially for general and specific domain vocabulary. Students who regularly use this content show a significant increase in remembering and using vocabulary appropriately.

The pattern that emerges suggests that short content encourages repetitive, contextual, and interactive learning. The use of short segments makes it easier for learners to repeat vocabulary at their own pace, increasing engagement and motivation to learn. This shows that the effectiveness of vocabulary depends not only on the duration of learning, but also on the format of the media and the opportunity for self-repetition in the context of the sentence.

Table 1. Short Content on Vocabulary Skills

Informant Position	Interview Excerpts	Indicator
Arabic Teacher	"Students remember new vocabulary faster when using short videos and rewriting that vocabulary."	Vocabulary retention, self-repetition
Students	"The short video made me understand words in the context of sentences, not just memorize meanings."	Contextual understanding of vocabulary
Arabic Teacher	"Short content encourages students to be more active and motivated to practice vocabulary."	Learning motivation and engagement

The table shows that short content platforms exert a positive influence on three key aspects: vocabulary retention, context comprehension, and learning motivation. Retention increases because learners can repeat difficult words independently. Contextual comprehension is increased as words are presented in real sentences, reinforcing the ability to use words. Motivation to learn increases because the short, interactive format minimizes boredom. The data pattern confirms that short content encourages independent and interactive learning, so that students master Arabic vocabulary faster. This strategy emphasizes the importance of adaptive and contextual digital media, not just learning duration, in building linguistic skills effectively.

Improvement of Speaking and Listening Skills through Interactive Content

This sub-finding is defined as the effect of the use of interactive digital content, including audio, short dialogue, and interactive exercises, on the listening and speaking ability of Arabic language learners. Field operations include pronunciation exercises, intonation identification, imitation of speaking styles, and the ability to express ideas in conversation. The purpose of these sub-findings is to assess the extent to which interactive content can strengthen learners' communicative skills. The use of short segments and interactive audio is expected to make it easier for students to process linguistic information, increase confidence, and facilitate repetitive exercises independently. These sub-findings are relevant because listening and speaking skills are key components of linguistic proficiency, and interactive digital content in the digital age offers innovative methods to effectively maximize these abilities.

An Arabic teacher stated "Students who regularly use audio content and short dialogues are more confident when speaking, can imitate intonation correctly, and express ideas more accurately." The researchers' interpretations show that interactive content improves speaking skills by strengthening phonetic awareness and intonation. This data confirms that audio-based exercises and short dialogues help learners apply vocabulary and sentence structure in the context of real communication, making learning more communicative and practical.

One student revealed "The interactive exercises made it easier for me to understand the words spoken by native speakers and imitate their speaking style, so I was more comfortable communicating in Arabic." The researchers' interpretation shows that interactive content promotes listening comprehension and verbal reproduction. This confirms that students' listening and speaking skills develop simultaneously because they can repeat, imitate, and practice dialogue repeatedly according to their respective learning rhythms.

Observations show that students are more active in participating in pronunciation exercises and short dialogues when using interactive digital content. They are able to mimic intonation, express sentences correctly, and participate in

brief conversations spontaneously. The researcher's interpretation confirms that direct interaction with audio content and digital-based exercises increase independence, engagement, and courage to speak, so that communicative linguistic skills are significantly improved compared to traditional methods.

From interviews and observations, it can be concluded that interactive content effectively improves learners' listening and speaking skills. Audio exercises and short dialogues reinforce mastery of intonation, vocabulary, and verbal expression. These findings confirm that interactive digital platforms are not just an additional tool, but a crucial pedagogical strategy to improve students' communication skills in Arabic.

Emerging patterns indicate that the use of interactive content facilitates repetitive exercises, audio comprehension, and hands-on speaking practice. Students are more confident, active, and motivated because they can learn at their own pace, repeat sentences, and imitate native speakers. This shows that learning to listen and speak is more effective when combined with interactive digital media, not just traditional face-to-face teaching.

Table 2. Effects of Interactive Content on Listening and Speaking Skills

Informant Position	Interview Excerpts	Indicator
Arabic Teacher	"Students are more confident and imitate intonation correctly after regularly using audio content."	Improved speaking ability
Students	"Interactive exercises make it easier to understand the words of native speakers and mimic their speaking styles."	Improved listening and verbal reproduction skills
Arabic Teacher	"Interactive content makes students more actively participate in short conversations."	Learning engagement and motivation

The table shows that interactive content exerts a significant influence on three key aspects: speaking ability, listening skills, and learner engagement. Audio exercises reinforce mastery of intonation and pronunciation, while short dialogues allow learners to imitate native speakers' speaking styles and practice speaking practically. The emerging pattern confirms that interactive digital content encourages active and independent communicative learning, increasing confidence and participation. Learners who use this content tend to be better equipped to communicate, understand vocabulary in context, and express ideas effectively, so this strategy is particularly relevant for improving linguistic proficiency in the digital age.

Learning Motivation and Student Independence through Short Content

Sub-finding is defined as the effect of the use of short content platforms on students' learning motivation and independence in learning Arabic. Operations in the field include the level of activity of students in repeating material, looking for additional content, and setting their own learning rhythm without continuous direction from the teacher. These sub-findings are important because intrinsic motivation and learning independence are key factors in improving learning effectiveness, vocabulary retention, and communication skills. Engaging, concise, and repeatable short content triggers learners to learn more consistently, interact with the material repeatedly, and develop self-study strategies, thereby continuously improving the achievement of linguistic proficiency.

An Arabic teacher stated "Students are more motivated because interactive

short videos are accessible and fun. They often learn on their own outside of class, repeating difficult material." The researchers' interpretation shows that short content increases learners' intrinsic motivation, as they find learning to be more fun and flexible. This shows that digital media formats can encourage higher student engagement than traditional methods.

One student revealed "I can adjust my own learning rhythm, repeat vocabulary, and rewatch videos until I really understand. It makes me more confident." The researcher's interpretation shows that short content encourages independent learning, allowing learners to manage the time and intensity of learning according to their individual needs. Students become more proactive in improving language mastery.

Classroom observations and self-study activities show that students who routinely use short content are more active in seeking additional exercises, writing vocabulary notes, and repeating dialogues. The researcher's interpretation confirms that short digital content forms an independent and consistent learning pattern, increases material retention and builds continuous learning habits. From interviews and observations, it can be concluded that short content effectively increases learners' learning motivation and independence. This media facilitates flexible, interactive, and personalized learning, so that students can learn according to their own rhythm and needs, strengthening vocabulary mastery, listening skills, and speaking.

The data pattern shows that the use of short content triggers intrinsic motivation, learning independence, and learning consistency. Students tend to repeat difficult material, look for additional content, and adjust the pace of learning. This shows that the effectiveness of Arabic learning increases when learners have control over their learning process and digital media are designed for short and engaging interactions.

Table 3. Short Content on Learning Motivation and Independence

Informant Position	Interview Excerpts	Indicator
Arabic Teacher	"Students are more motivated because interactive short videos are accessible and fun."	Intrinsic motivation
Students	"I adjust the rhythm of my own study, repeat vocabulary and rewatch videos until I understand."	Learning independence
Arabic Teacher	"Short content encourages students to actively seek out additional exercises and self-notes."	Learning consistency and engagement

The table shows that short content has a positive impact on students' motivation, independence, and learning consistency. Intrinsic motivation increases because of interactive and engaging media, learning independence grows because learners can set their own learning rhythms, and learning consistency increases through repetitive practice outside of the classroom. The emerging pattern shows that short digital content facilitates self-paced and interactive learning, so that learners become more proactive, confident, and sustainable in building linguistic skills. This strategy supports vocabulary mastery, listening skills, and speaking more effectively, thus becoming an innovative method in learning Arabic in the digital era.

Discussion

The results of the study show that the use of short content platforms significantly improves vocabulary mastery, listening and speaking skills, as well as motivation and independence of learning Arabic learners, which is consistent with the previous literature on microlearning and interactive digital content-based learning, but this study emphasizes the context of Arabic which has a complex linguistic structure, so learning through short content is not only strengthen vocabulary retention but also allow learners to understand words in the context of sentences, mimic native speakers' intonation and speaking styles, and manage learning rhythms independently (Budget, 2025; Annas et al., 2025; Khotijah & Indriana, 2024; Nazhifah & Syafe'i, 2025).

These findings broaden the understanding of the literature by highlighting the interactive effects of digital content on communicative linguistic proficiency, rather than just passive vocabulary mastery, and show that learning independence can be increased through media that allow for self-repetition and repetitive practice (Korayem, Shamusarov, Mutalova, Begmatova, & Saidova, 2024; Sumartana, Hudiananingsih, & Rouf, 2025). The theoretical implications of this study are the reinforcement of technology-based learning concepts that emphasize the combination of intrinsic motivation, repetitive practice, and media interactivity for linguistic proficiency, while the practical implications include guidance for teachers to design adaptive learning strategies, utilize short videos and interactive dialogues, and tailor content to learners' abilities, so that the learning process becomes more effective, personalized, and personalized. and fun, improving learning outcomes in a sustainable manner in the digital era (Baharin, Hasan, & Zabidi, 2025; Howell et al., 2025; Nisa, Mantasiah, & Kudus, 2024; Wedananta, Juliari, & Putra, 2025).

CONCLUSION

This study shows that the use of short content platforms significantly improves the linguistic proficiency of Arabic language learners, including vocabulary mastery, listening and speaking skills, as well as motivation and independence to learn; the lessons learned are that interactive digital content-based learning allows learners to learn independently, repeat material at their own pace, and understand vocabulary in context sentences, so that the learning process is more effective and fun. Scientifically, this research makes a theoretical contribution by expanding the literature on microlearning and digital content-based learning in Arabic, as well as emphasizing the importance of interactivity and repetition in improving communicative skills. The limitations of the study include focusing on one type of digital media and a limited sample of students, so that the generalization of results is still limited; follow-up research is suggested to explore different types of digital content, engage more institutions, and assess the long-term impact on language proficiency as well as the application of self-paced learning strategies in different contexts of Arabic language learning.

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