



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

Royhana Zulfa Saidah^{1*}, Makhyatul Fikriya², Halimatus Sa'diyah³, Fatimatus Syivaa Ussariroh⁴, Ola Fedda Mona Denona⁵

¹ Universitas Islam Negeri Sunan Ampel Surabaya, Indonesia

² Universitas Islam Negeri Sunan Gunung Djati Bandung, Indonesia

³ Universitas Nurul Jadid, Indonesia

⁴ Universitas Islam Negeri Sunan Kalijaga Yogyakarta, Indonesia

⁵ International Islamic University Islamabad, Pakistan

DOI: <https://doi.org/10.61987/arabica.viii.1>

Article History:

Received: 09 January 2026

Revised: 29 March 2026

Accepted: 26 April 2026

Keywords:

Short Digital Content, Arabic Language Learning, Vocabulary Development, Learning Independence

Abstract:

Digital transformation has created new opportunities for Arabic language learning through short digital content that offers accessible, concise, and repeatable learning experiences. This study examines how short digital content supports students' Arabic linguistic proficiency, particularly vocabulary development, listening and speaking skills, learning motivation, and independence. A qualitative case study was conducted in a school setting. Data were collected through classroom observations, in-depth interviews with the principal, Arabic language teachers, and students, and document and digital content analysis. Data were analyzed through data condensation, data display, and conclusion drawing, with trustworthiness established through triangulation, member checking, and persistent observation. The findings indicate that short digital content supported vocabulary development through repetition and contextualized use, facilitated listening and speaking through audio models, short dialogues, imitation, and oral practice, and provided opportunities for motivation, self-regulation, and independent learning. The study implies that effectively integrating short digital content requires teacher guidance, relevant content selection, and alignment with Arabic learning objectives and pedagogical needs.

INTRODUCTION

Arabic language learning is broadly relevant to religious education, academic communication, intercultural interaction, and professional literacy in society. The development of digital technology has increased the demand for learning resources that are accessible, interactive, flexible, and compatible with learners' limited time (S. A. Almelhes & Alsaiani, 2024; Ghani & Daud, 2023). Short digital content, including short videos, stories, reels, and microlearning materials, provides opportunities for repeated exposure to vocabulary, sentence patterns,

**Email Correspondence: royhanazulfa15@gmail.com*

pronunciation, and contextual language use. These features can support learners' motivation and independence by allowing them to access learning materials anytime and repeatedly (Bahruddin et al., 2024; Wahyuni et al., 2026). Therefore, examining the use of short digital content is important for developing accessible and pedagogically meaningful Arabic learning. This approach can help educational institutions respond to changing learning habits while effectively and systematically developing students' linguistic proficiency.

Despite the availability of digital resources, many Arabic learners struggle to maintain consistent learning. Limited study time, declining motivation, and restricted access to appropriate learning materials can hinder linguistic development. (S. Almelhes, 2024; Muezzin et al., 2023). Conventional instruction that relies heavily on lectures, routine exercises, and uniform classroom activities may provide limited opportunities for flexible repetition and personalized engagement. Consequently, learners may progress unevenly in vocabulary, grammar, listening, pronunciation, and speaking skills. (Antar & Elsayed, 2025; Riwanda et al., 2024). Digital learning can address these challenges by providing materials learners can access repeatedly and independently. However, the availability of digital content alone does not guarantee effective learning. Appropriate pedagogical guidance is therefore necessary to ensure that short digital content supports systematic linguistic development rather than functioning merely as entertainment.

The field shows increasing learner engagement with short digital content. Short videos, reels, stories, and interactive microlearning materials can encourage participation because they present information concisely and allow learners to repeat materials according to their individual needs. (Boudjadi et al., 2024; Ritonga et al., 2024). Teachers can also use short content to introduce vocabulary, demonstrate pronunciation, explain sentence structures, and provide contextual examples. Some learners use digital content independently outside the classroom to practice listening, speaking, reading, and writing. (Idhan et al., 2026; Raharja & Hilalludin, 2025). Nevertheless, conventional approaches remain dominant in many formal learning environments, creating a gap between learners' digital practices and classroom pedagogy. This situation indicates that short content has considerable educational potential. Still, its implementation requires clear objectives, appropriate content selection, teacher guidance, and structured integration with Arabic language learning activities and expected linguistic competencies.

Previous research has generally demonstrated the potential of digital technology to support language learning through increased motivation, learner engagement, vocabulary development, repetition, and independent practice (Calafato, 2023; Hilmi & Hamid, 2025). Microlearning approaches have also been associated with flexible learning because short learning units can accommodate learners with limited study time and provide opportunities for repeated exposure to learning materials. In Arabic education, digital media have increasingly been

introduced as alternatives or complements to conventional learning resources (Al-Maqableh & Al-Makhadmeh, 2024; Meilani & Rosidah, 2025). However, Arabic possesses distinctive linguistic characteristics that require careful attention to vocabulary, morphology, grammar, pronunciation, and contextual language use. This research sits within this developing field by examining the use of short digital content in Arabic language learning (Dashti & Abdulsalam, 2025; Ritonga et al., 2023). The study emphasizes learners' interactions with digital materials and teachers' strategies for integrating short content into learning activities.

A significant limitation of previous research is that many studies emphasize measurable learning outcomes, such as test scores, vocabulary achievement, motivation, or engagement, while paying less attention to the learning processes behind those outcomes. (Alsaiani, 2025; Baroroh et al., 2026) Other studies examine digital learning in general without sufficiently considering the distinctive characteristics of Arabic language learning. Consequently, qualitative understanding remains limited of how learners interact with short content, how teachers select and use digital materials, and how these practices contribute to different aspects of linguistic proficiency. This gap matters because effective Arabic learning requires contextualized practice in vocabulary, grammar, pronunciation, listening, and speaking. Addressing this gap can provide deeper pedagogical insights into how short digital content functions in authentic learning environments and how to integrate it systematically into Arabic instruction.

This research is novel in examining the reconstruction of Arabic language learning through short digital content, with a focus on learning processes and pedagogical practices. Rather than merely measuring learning achievement, this study explores learners' interactions with short content, teachers' strategies in utilizing digital materials, and students' experiences in developing vocabulary, grammar, pronunciation, listening, and speaking skills. This perspective provides a more comprehensive understanding of how short digital content can become part of Arabic learning practices. The study matters because digital transformation in education requires more than adopting popular platforms; it requires meaningful integration of technology, pedagogy, and learning objectives. The findings can contribute to developing adaptive learning strategies, learner autonomy, curriculum integration, and contextually relevant Arabic learning practices in contemporary digital environments.

The research problem concerns how students use and experience short digital content in Arabic language learning and how these practices support their linguistic proficiency. Accordingly, this study asks: How does using short digital content support students' linguistic proficiency in Arabic language learning? The provisional argument is that short digital content can support linguistic proficiency through repeated exposure, accessible practice, learner engagement, and flexible independent learning, particularly in developing vocabulary, sentence structures, pronunciation, listening, and speaking. However, these potential

benefits depend on content relevance, pedagogical guidance, teacher mediation, and alignment with learning objectives. Therefore, this study investigates students' responses, teacher strategies, classroom practices, and implementation challenges to provide qualitative insights for developing adaptive, structured, and contextually appropriate Arabic language learning practices in digital learning environments.

RESEARCH METHODS

This study used a qualitative research approach with a case study design to gain an in-depth understanding of how short digital content is used in Arabic language learning. The case study design was selected because the research sought to explore the phenomenon within its natural educational context, particularly how students interact with short digital content, how teachers integrate it into learning activities, and how the school supports its implementation. The research was conducted at Nurul Jadid Junior High School. This educational institution implements a digital-based Arabic language learning program and utilizes short digital content as part of its learning activities. The site was purposively selected because it directly aligned with the research focus and provided access to the principal, Arabic language teachers, students, learning activities, and the digital learning materials needed for comprehensive data collection.

Data were collected through classroom observations, in-depth interviews, and document analysis. Observations examined how teachers used short digital content during Arabic language learning activities, including students' participation, interaction, and responses to the materials. In-depth interviews gathered information on teachers' strategies, students' experiences, and institutional support for digital learning. Participants included one principal, five Arabic language teachers, and seventeen students, purposively selected based on their involvement in implementing short digital content in Arabic learning. The study also analyzed learning documents and digital materials to complement observational and interview data. These techniques provided comprehensive information about the implementation, experiences, strategies, and challenges associated with short digital content in Arabic language learning.

Data analysis used data condensation, data display, and conclusion verification. (Laari, 2025; Maujud & Syaharuddin, 2025). During data condensation, information obtained from observations, interviews, and documents was selected, focused, categorized, and organized according to the research objectives. The condensed data were then presented in thematic matrices and descriptive narratives to identify patterns concerning digital content use, learner engagement, teacher strategies, and linguistic learning experiences. The researchers then formulated conclusions and continuously verified them by comparing information across participants and data sources. Data trustworthiness was established through source triangulation, technique triangulation, member checking, and persistent

observation. Source triangulation involved comparing information from the principal, teachers, and students; technique triangulation compared findings from observations, interviews, and documents; and member checking involved confirming the accuracy of interpreted information with relevant participants.

RESULTS AND DISCUSSION

Results

Improvement of Vocabulary Skills through Short Content

This sub-finding describes how short digital content supported students' Arabic vocabulary development in the learning context. Operationally, the sub-finding was identified through three observable indicators: vocabulary retention, contextual understanding, and students' engagement in vocabulary practice. In the classroom, short videos, microlearning materials, and interactive digital content were presented in brief segments that allowed students to replay, review, and practice new vocabulary independently. The learning activities included listening to new words, identifying their meanings, observing their use in sentences, rewriting vocabulary, and applying new words in simple sentences. Thus, the sub-finding concerns not merely students' ability to memorize vocabulary, but also their ability to recognize, understand, recall, and use newly learned Arabic vocabulary in contextual learning activities.

An Arabic teacher explained that students tended to remember new vocabulary more easily when the material was delivered through short videos. The 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." This statement indicates that repeated exposure was an important feature of students' vocabulary learning. The ability to replay the material let students revisit unfamiliar words at their own pace. The teacher's observation that students also rewrote unfamiliar vocabulary suggests that repetition was accompanied by an active learning response. The researchers therefore interpret this finding as indicating that short content created opportunities for self-repetition and individual vocabulary practice rather than relying solely on teacher-directed explanation.

A student provided a similar but more context-oriented perspective, stating, "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." This statement shows that students experienced short content not only as a way to remember vocabulary, but also as a resource for understanding how words function in sentences. Repeated exposure to vocabulary in different linguistic contexts helped students connect words with their meanings and patterns of use. The researchers interpret this finding as evidence that contextualized digital content supported a transition from isolated vocabulary memorization toward contextual vocabulary understanding. In this sense, students were encouraged to use vocabulary appropriately rather than recall its dictionary meaning.

Classroom observations further showed that students actively participated in vocabulary activities involving short digital content. During learning activities, students replayed selected materials, repeated unfamiliar words, wrote new

vocabulary in their notebooks, and attempted to use several newly introduced words in their own sentences. Some students returned to particular segments when they had difficulty remembering pronunciation or meaning. The researchers also observed that students needed less direct prompting when reviewing vocabulary because they could access the digital materials repeatedly. These observations indicate that short content gave students opportunities to regulate the pace and frequency of vocabulary practice. The researchers interpret this pattern as showing that the accessibility and repeatability of short content supported more active participation and greater learner independence during vocabulary-related activities.

Taken together, the interview and observation data indicate that short content supported vocabulary learning through three interconnected processes: repeated exposure, contextualization, and active practice. Repeated exposure gave students opportunities to revisit unfamiliar words, contextualization helped them understand how vocabulary functioned in sentences, and active practice encouraged them to record and use newly learned words. The data therefore suggest that students' vocabulary learning was not limited to memorization. Instead, short content created a learning process in which students encountered vocabulary repeatedly, connected words with contextual meanings, and practiced using them. In this sub-finding, short content can be understood as a flexible learning resource that facilitated repeated, contextual vocabulary practice within and beyond teacher-directed activities.

The pattern emerging from the data shows a progression from exposure to repetition, from repetition to contextual understanding, and from contextual understanding to vocabulary use. Students first encountered new vocabulary through concise digital materials, then repeatedly accessed difficult words, and subsequently interpreted those words through sentence-level examples. The final stage was reflected in students' attempts to write or use the vocabulary in their own sentences. This pattern suggests that the pedagogical value of short content was associated not simply with its brief duration, but with the combination of concise presentation, repeatability, contextual examples, and opportunities for active practice. The data also show that teacher guidance remained important because students' independent use of digital content was most meaningful when connected to specific vocabulary objectives and classroom activities.

Improvement of Speaking and Listening Skills through Interactive Content

This sub-finding refers to the use of interactive digital content to support students' Arabic listening and speaking development in the learning context. Operationally, the sub-finding was identified through students' engagement with audio materials, short dialogues, pronunciation exercises, and interactive speaking activities. The observed activities included listening to Arabic expressions, identifying pronunciation and intonation patterns, imitating spoken expressions, repeating dialogues, and producing short verbal responses. These activities provided students with opportunities to encounter spoken Arabic and practice oral production repeatedly. The sub-finding focuses on two interconnected dimensions of communicative competence: students' ability to understand spoken Arabic and their ability to reproduce and express Arabic orally. The study paid particular

attention to pronunciation, intonation, listening comprehension, verbal reproduction, speaking confidence, and participation in short conversational activities.

An Arabic teacher explained that students who regularly engaged with audio materials and short dialogues appeared more confident when participating in Arabic speaking activities. The 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." This statement indicates that repeated exposure to spoken Arabic provided students with pronunciation and intonation models they could imitate during speaking practice. The teacher's observation also suggests that repeated oral practice was associated with students' greater willingness to participate. The researchers interpret this finding as indicating that interactive content connected listening exposure with speaking practice. Students not only listened to Arabic expressions but also used pronunciation, intonation, and sentence patterns from the digital materials as references for producing their own spoken responses.

A student similarly described the role of interactive content in developing listening and speaking practice: "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." This statement shows that interactive exercises helped the student process spoken Arabic and reproduce expressions through imitation. Classroom observations supported this account: students listened to audio segments, repeated words and sentences, imitated intonation, and responded to short conversational prompts. Several students replayed particular segments before reproducing the expressions orally. The researchers interpret these findings as showing that interactive content provided repeated opportunities to connect listening comprehension with verbal production. The repeatable nature of the materials let students review difficult expressions, while short dialogues gave them opportunities to apply them in communicative activities.

The interview and observation data collectively indicate a pattern of listening exposure, auditory processing, imitation, oral reproduction, and conversational participation. Students first encountered spoken Arabic through audio and short dialogues, processed pronunciation, vocabulary, and intonation, and then repeated or imitated the expressions before using them in short conversations. The data therefore suggest that interactive content supported listening and speaking as interconnected rather than separate skills. The digital format did not determine its contribution alone, but rather the combination of accessible spoken models, repeatable materials, contextual dialogue, and opportunities for oral practice. The findings further indicate that students could regulate the frequency of their practice according to individual difficulties, while teacher-guided activities helped direct this practice toward specific communicative objectives. Thus, the emerging pattern can be summarized as "listen, process, imitate, produce, communicate," illustrating how interactive content facilitated the transition from spoken input to active Arabic communication.

Table 2. Interactive Content, Implications, and Listening–Speaking Indicators

Informant Position	Sub-Finding	Implication	Indicator
Arabic Teacher	Interactive audio and short dialogues support students' oral development	Students receive repeated models of pronunciation and intonation that can be imitated during speaking practice	Pronunciation, intonation, speaking confidence
Student	Interactive exercises support understanding and reproduction of spoken Arabic.	Students can process spoken expressions, imitate speech patterns, and become more comfortable communicating.	Listening comprehension, verbal reproduction
Arabic Teacher	Interactive content encourages participation in short conversations	Students have more opportunities to practice oral expressions and respond to conversational prompts	Speaking participation, engagement
Students	Repeated access to audio supports independent oral practice	Students can replay difficult expressions and regulate the pace of their listening and speaking practice	Self-directed practice, repetition
Students	Short dialogues provide contextual models for communication	Students can connect vocabulary, pronunciation, and sentence structures with actual conversational use	Contextual speaking, communicative practice

Table 2 explains that the contribution of interactive content to Arabic language learning can be observed through three interconnected aspects: listening comprehension, oral production, and learner participation. The teacher's statement indicates that repeated exposure to audio materials and short dialogues provided students with concrete models of pronunciation and intonation. In contrast, the student's experience shows that listening activities helped them understand spoken Arabic and imitate speech patterns more comfortably. The data therefore indicate that interactive content supported the transition from listening exposure to active speaking practice through repeated listening, imitation, and verbal reproduction. The table also shows the importance of learner autonomy because students could replay difficult audio segments, repeat expressions, and practice oral responses at their own pace. At the same time, teacher guidance remained important in connecting digital materials with structured communicative activities and learning objectives. Thus, Table 2 shows that the pedagogical contribution of interactive content lies in creating opportunities for students to listen, process, imitate, reproduce, and communicate in Arabic through repeated, purposeful practice.

Learning Motivation and Student Independence through Short Content

This sub-finding refers to the contribution of short digital content to students' learning motivation and independence in learning Arabic. Operationally, this sub-finding was identified through students' active engagement in repeating learning materials, searching for additional learning resources, taking personal

notes, practicing outside the classroom, and regulating their own learning pace without continuous direction from the teacher. The data focused on students' willingness to engage with Arabic materials, their initiative to continue learning beyond scheduled classroom activities, and their ability to determine the frequency and duration of individual practice. Particular attention focused on intrinsic motivation, learning autonomy, self-directed practice, learning consistency, and active engagement with short digital content.

An Arabic teacher explained that students appeared more motivated when learning materials were presented through accessible and engaging short videos. The 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." This statement indicates that the accessibility and engaging format of short content gave students opportunities to keep learning beyond formal classroom activities. The researchers interpret this finding as showing that students' motivation was reflected not only in their interest during classroom activities but also in their willingness to revisit learning materials voluntarily. Repeated engagement with difficult materials suggests that students were willing to allocate additional learning time according to their perceived needs. Thus, short content served as an accessible learning resource that supported continued engagement with Arabic materials beyond teacher-directed activities.

A student similarly described the role of short content in regulating individual learning activities: "I can adjust my own learning rhythm, repeat vocabulary, and rewatch videos until I really understand. It makes me more confident." This statement demonstrates that students could control the pace and frequency of their learning through repeatable digital materials. The researchers interpret this experience as an indication of learning independence because the student could identify difficult materials, determine when repetition was necessary, and continue practicing without waiting for direct teacher instruction. Classroom observations supported this finding, as several students were observed replaying difficult video segments, writing vocabulary notes, searching for additional exercises, and independently repeating short Arabic dialogues. These activities indicate that students used short content not only as learning material but also as a resource for organizing individual practice according to their learning needs.

The interview and observation data collectively indicate a pattern of voluntary engagement, repeated practice, self-regulation, and continued learning beyond classroom instruction. Students initially engaged with accessible, concise content, then revisited difficult vocabulary, pronunciation, or dialogue based on their individual needs. They also demonstrated learning independence through additional exercises, vocabulary note-taking, and repeated dialogue practice. The researchers therefore interpret the data as indicating that the accessibility, repeatability, and flexibility of short digital content supported a more self-directed learning process. The emerging pattern shows that students could regulate their learning pace, determine the amount of repetition required, and sustain their

engagement with Arabic materials beyond classroom instruction. Thus, the pedagogical contribution of short content lies not simply in its digital format, but in its capacity to provide flexible learning opportunities that encourage students to become more active, autonomous, and consistent participants in Arabic language learning.

Discussion

The findings indicate that short digital content supports Arabic vocabulary learning through repeated exposure, contextualization, and active practice. This finding aligns with the literature reviewed in this study, which emphasizes repetition, learner engagement, and flexible access as key characteristics of digital and microlearning approaches. (Alsaiani, 2025; Baroroh et al., 2026; Raharja & Hilalludin, 2025). Previous research has largely focused on measurable vocabulary achievement, whereas these findings offer a more process-oriented explanation of how vocabulary learning occurs. Students did not merely memorize individual words but encountered vocabulary repeatedly, observed its use in different sentences, recorded unfamiliar words, and attempted to apply them in new sentences (Al-Maqableh & Al-Makhadmeh, 2024; Meilani & Rosidah, 2025). This finding therefore extends previous literature by demonstrating how short content can connect repeated exposure with contextual vocabulary use.

The findings concerning listening and speaking also correspond with previous literature emphasizing the potential of digital media to facilitate language practice and learner engagement. Interactive audio, short dialogues, and pronunciation materials provided students with repeated models they could listen to, imitate, and reproduce orally. This finding is consistent with the literature reviewed in the study, particularly the view that digital materials can provide opportunities for repeated exposure and independent language practice. (Abdallah et al., 2025; Moustafa et al., 2026). However, the present findings add an important qualitative dimension because listening and speaking were observed as interconnected processes rather than isolated competencies. Students moved from listening and processing spoken Arabic toward imitation, oral reproduction, and conversational participation. (Dermawan & Yusuf, 2026; Hosna et al., 2025; Tohet et al., 2025). This contributes to a more contextual understanding of digital Arabic learning beyond achievement-based measurements.

The findings on learning motivation and student independence further support previous literature that associates digital learning and microlearning with flexible engagement, learner motivation, and independent practice (Calafato, 2023; Idhan et al., 2026; Raharja & Hilalludin, 2025). Students could repeat difficult material, regulate their learning pace, seek additional exercises, and continue learning beyond classroom activities. (Arifin et al., 2025; Mulyadi Mulyadi Mar'atun Sholihah, Sahrizal Vahlevi, 2025; Suratman & Sugiyono, 2025). These behaviors indicate that accessibility and repeatability created opportunities for students to exercise greater control over their learning processes. Theoretically, this finding strengthens the position that learner autonomy is not simply a

personal characteristic but can also be supported through the design of learning resources. (Chang et al., 2025; Husisy-Sabek & Lapidot-Lefler, 2023; Razkane et al., 2025; Selim, 2023). Practically, teachers can use short digital content to extend learning beyond scheduled instruction while maintaining clear learning objectives. The finding also suggests that technology should complement, rather than replace, teacher guidance in developing autonomous Arabic learning.

Across the three findings, the study demonstrates that the contribution of short digital content depends on the relationship between technology, pedagogy, and learning objectives. This finding is consistent with the literature reviewed in the introduction, which cautions that the availability of digital content alone does not guarantee effective learning (S. A. Almelhes & Alsaiani, 2024; Ghani & Daud, 2023). The evidence shows that short content becomes pedagogically meaningful when connected with repetition, contextual examples, interactive practice, and teacher guidance. Theoretically, this supports a process-oriented understanding of digital Arabic learning, in which linguistic development emerges through repeated exposure, contextualization, active practice, and learner regulation. Practically, teachers need to select concise materials aligned with linguistic objectives and integrate them into classroom activities rather than treating digital content as supplementary entertainment.

Overall, the study contributes to the literature by providing a qualitative account of how short digital content is experienced and integrated within Arabic language learning. Previous studies have often emphasized outcomes such as achievement, vocabulary, motivation, or engagement, whereas this study highlights the learning processes underlying those outcomes. (Baharun et al., 2025; Rozi et al., 2026). The three findings demonstrate interconnected processes involving vocabulary development, listening and speaking practice, motivation, and learner independence. (Hilmi & Hamid, 2025; Wahyuni et al., 2026). The theoretical implication is that short digital content can be understood as a pedagogical resource whose value emerges through repeated, contextualized, interactive, and self-regulated learning practices. The practical contribution lies in informing teachers and institutions about purposeful digital integration, including content selection, teacher mediation, learner autonomy, and alignment between digital activities and targeted Arabic linguistic competencies.

CONCLUSION

This study highlights an important lesson: short digital content should not be viewed merely as a medium for delivering Arabic language materials, but as a learning resource that gives students opportunities to repeat, contextualize, and practice language according to their individual needs. The findings indicate that short digital content supports vocabulary development, listening and speaking skills, learning motivation, and student independence. The study's scholarly strength lies in expanding research on digital Arabic language learning from a focus on learning outcomes to a process-oriented understanding of student engagement and teacher pedagogical strategies. However, the study is limited by its focus on a single school and a specific learning context, which restricts the transferability of

the findings. Future research should include multiple schools, more diverse learners, and mixed-methods approaches to develop a broader understanding of short digital content in Arabic language learning.

ACKNOWLEDGEMENT

The authors would like to express their sincere gratitude to the school for its valuable support, cooperation, and contribution throughout the research process. The institution's willingness to provide access, facilitate data collection, and support the research activities greatly contributed to the successful completion of this study. The authors deeply appreciate the assistance and cooperation of the school leadership, teachers, and students who participated in and supported the research.

CONFLICTS OF INTEREST

The author confirms that no conflicts of interest are associated with the research, authorship, or publication of this study.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

In developing this manuscript, AI-assisted tools, including ChatGPT, Grammarly, and AI-based translation applications, were used to assist with language editing, grammatical correction, translation, organization of ideas, and improvement of academic expression. The author critically reviewed, edited, and verified all generated suggestions before incorporating them into the manuscript. The author remains fully responsible for the final manuscript's content, originality, accuracy, interpretation, and academic integrity.

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