



The Correlation Between Arabic Learning Content on the Instagram Account @arabiyahtalks and the Learning Interest of Grade X Students

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Abstract: This research is motivated by challenges in Arabic language learning within formal schools, where students tend to experience boredom due to conventional instructional patterns, while the potential of social media as an educational tool has not been optimally utilized. This study aims to examine the correlation between the utilization of learning content on the @arabiyahtalks Instagram account and the learning interest of tenth-grade students at MAN 1 Bogor. Using a quantitative correlational design, data were collected through Likert-scale questionnaires distributed to 34 respondents using simple random sampling. Data analysis was performed using Pearson Product-Moment correlation and the coefficient of determination via SPSS 26. The results indicate a very strong positive correlation between the two variables, with a correlation coefficient (r) of **0.917**. Furthermore, the coefficient of determination shows that @arabiyahtalks content contributes **84.1%** to students' learning interest, while the remaining 15.9% is influenced by other factors. These findings prove that the synchronization between independent digital media based on micro-learning and formal environments can serve as an effective catalyst in reconstructing students' interest in learning Arabic in the digital disruption era.

Hubungan Konten Pembelajaran Bahasa Arab dalam Akun Instagram @arabiyahtalks dengan Minat Belajar Siswa Kelas X

Abstrak: Penelitian ini dilatarbelakangi oleh adanya tantangan dalam pembelajaran bahasa Arab di sekolah formal, di mana siswa cenderung mengalami kejenuhan akibat pola instruksional konvensional, sementara potensi media sosial sebagai sarana edukasi belum dimanfaatkan



secara optimal. Penelitian ini bertujuan untuk menguji hubungan antara pemanfaatan konten pembelajaran pada akun Instagram @arabiyah talks dengan minat belajar siswa kelas X di MAN 1 Bogor. Dengan menggunakan pendekatan kuantitatif desain korelasional, data dikumpulkan melalui kuesioner berbasis skala Likert yang disebarkan kepada 34 responden melalui teknik simple random sampling. Analisis data dilakukan menggunakan uji korelasi Pearson Product Moment dan koefisien determinasi dengan bantuan SPSS 26. Hasil penelitian menunjukkan adanya hubungan positif yang sangat kuat antara kedua variabel dengan nilai koefisien korelasi (r) sebesar 0,917. Selanjutnya, nilai koefisien determinasi menunjukkan bahwa konten @arabiyah talks memberikan kontribusi sebesar 84,1% terhadap minat belajar siswa, sedangkan 15,9% sisanya dipengaruhi oleh faktor lain. Temuan ini membuktikan bahwa sinkronisasi antara media digital independen yang berbasis micro-learning dengan lingkungan formal dapat menjadi katalisator efektif dalam merekonstruksi minat belajar siswa terhadap bahasa Arab di era disrupsi.

INTRODUCTION

Arabic occupies a central role in Islamic scholarship, given its status as the primary language of the Qur'an and Hadith. As emphasized by (Pane, 2018), the urgency of the Arabic language extends beyond its function as a mere communication tool; it serves as a critical key to comprehensively understanding the essence of religious teachings. This relevance has positioned Arabic as a compulsory subject across various educational institutions in Indonesia, including the State Islamic Senior High School (*Madrasah Aliyah Negeri* or MAN). However, field dynamics indicate that Arabic is frequently perceived as a challenging subject. (Sugiyono, 2019) notes that in

educational research, external factors such as the selection of learning media are crucial in determining the success of knowledge transfer and student motivation.

At MAN 1 Bogor, researchers have observed a shift in how students interact with learning materials. On one hand, the curriculum demands profound competency mastery; on the other hand, student learning interest appears to have reached a saturation point due to conventional instructional patterns. This condition is reinforced by (Paramarta et al., 2021), who states that developments in information technology significantly impact fluctuations in student learning interest. Today's generation of learners

are digital natives who spend a considerable amount of time on social media. (Maolana et al., 2024) explain that platforms like Instagram have transformed into effective educational tools, creating a transitional space where traditional media loses its appeal if not accompanied by digital innovation.

Previous studies, such as those conducted by (Dwiguningtyas et al., 2025), have explored the use of social media in enhancing learning interest in general subjects. Furthermore, (Pratiwi et al., 2023) highlight the importance of assessment instruments and engaging media in maintaining student engagement. Complementing these studies, this research is directed toward observing the effectiveness of synchronizing independent visual education platforms based on micro-learning with the dynamics of learning interest at the secondary education level. The focus on the @arabiyahtalks account becomes relevant to illustrate how creatively curated content from outside the school ecosystem can serve as a new stimulant for student engagement. Drawing upon the framework of (Guetterman et al., 2015)

and the methodology developed by (Maluleke et al., 2023), this study seeks to fill the discussion space regarding how non-conventional digital learning resources can function as supporting instruments in fostering student learning motivation. Through this approach, the researcher aims to reveal the extent to which the digitalization of materials can bridge students' psychological barriers toward the Arabic language in the current era of disruption.

METHOD

This study employs a quantitative approach with a correlational design. The selection of this method aligns with the perspective of (Guetterman et al., 2015), who states that quantitative research focuses on testing objectivity through the relationships between variables measured statistically. As explained by (Sumiharyati & Arikunto, 2019), correlational research aims to investigate the extent to which variations in one factor relate to variations in another. In this context, the researcher seeks to measure the strength of the relationship between the learning content of @arabiyahtalks (Variable X)

and student's learning interest (Variable Y).

The population of this study consists of all tenth-grade students at MAN 1 Bogor during the even semester of the 2024/2025 academic year. Referring to the technique developed by (Sugiyono, 2000), the researcher utilized simple random sampling to ensure the objectivity of sample selection, resulting in 34 students as respondents. The primary instrument used was a questionnaire based on a Likert scale. According to (Lase, 2022), the use of appropriate instruments is crucial for capturing interest indicators, which is further supported by (Slameto, 2015) theory that student's learning interest can be measured through students' attraction, attention, and involvement in the learning materials.

Prior to data analysis, the instrument underwent validity and

reliability testing to guarantee data consistency. The data processing stages followed the procedures outlined by (Muhson, 2006), which include prerequisite analysis tests such as normality and linearity tests. Additionally, (Maluleke et al., 2023) emphasize the importance of relevant research materials in supporting the validity of findings. The final stage of analysis utilized the Pearson Product-Moment correlation test and the coefficient of determination, assisted by SPSS version 26 software. This procedure was employed to test the hypothesis and determine the extent of Variable X's contribution to student's learning interest, as suggested in the methodological framework by (Pratiwi et al., 2023) regarding the use of accurate assessment instruments in educational research. The configuration for this instrument is as follows:

Table 1. Questionnaire Specifications

No	Factor	Indicator	Number of items	Item Number
1	Arabic language learning content on instagram	Content creativity	4	1,3,4,8
		Content relevance	3	7,10,14
		Content interactivity	4	5,9,13,17
		Ease of access	3	6,12,18
		Suitability to student needs	6	2,11,15,16,19,20
2	Learning Interest	Interest in learning	4	1,2,7,8
		Engagement in learning	4	9,10,15,18
		Enjoyment in learning	4	3,6,12,17
		Learning persistence	4	4,11,16,20

The following categories constitute the Likert scale used to assess this instrument:

Table 2 Questionnaire Scores (Likert Scale)

Response options	Scoring of alternative response	
	Positive	Negative
Strongly agree (SA)	5	1
Agree (A)	4	2
Neutral (N)	3	3
Disagree (D)	2	4
Strongly disagree (SD)	1	5

Validity testing was conducted using the Pearson Product-Moment correlation technique, while reliability was assessed through Cronbach's Alpha values; all analyses were performed using SPSS statistical software. Both descriptive and inferential analytical methods served as the primary tools for data processing. Descriptive analysis was employed to illustrate the relationship between the Arabic learning content presented on the @arabiyahtalks Instagram account and the student's learning interest among tenth-grade students at MAN 1 Bogor. Statistical parameters analyzed included the mean, median, mode, standard deviation, and extreme values. The objective was to provide a comprehensive overview of the data

patterns, including the level of student interest in the Arabic learning content provided via the @arabiyahtalks account. These descriptive results assist in understanding how students respond to digital-based learning content.

Prior to further analysis, prerequisite tests were conducted to verify that the data met the relevant assumptions. The Kolmogorov-Smirnov test was utilized to verify the normality of the data distribution, and a linearity test was performed to assess whether the correlation between the Arabic learning materials on the @arabiyahtalks Instagram account and student's learning interest exhibited a linear relationship. Subsequently, to address the research questions, the hypotheses were tested.

RESULTS & DISCUSSION

The results and discussion obtained from this research and development are presented as follows:

Results

The presentation of the research results begins with a description of the data obtained through the questionnaire instruments distributed to 34 tenth-grade student respondents at MAN 1

Bogor. In general, the collected data illustrate the perceptions and behavioral tendencies of students regarding the utilization of Instagram social media as a supporting tool for Arabic language learning. Before proceeding to hypothesis testing, a descriptive analysis was conducted to capture the characteristics of the respondents' answers for each variable studied. This step is crucial to provide an objective overview of the quality of the material on the @arabiyahtalks account and the level of student's learning interest demonstrated during the research period.

The primary focus of this data description is directed toward Variable X, namely the Learning Content on the @arabiyahtalks Instagram account. Data for this variable were gathered based on indicators including visual attractiveness, material clarity, and the accessibility of content for students. Based on the raw scores obtained in the

field, the researcher performed data standardization by calculating the score range, mean, and standard deviation to determine the response categories. This process was carried out to map the respondents' perceptions into several class levels, ranging from very low to very high categories.

To provide a more detailed overview of the distribution of respondent answers, the researcher compiled the frequency distribution for Variable X. Through this distribution table, it is possible to identify the score range where the highest frequency of students is concentrated. This serves as an indicative basis for assessing the extent to which @arabiyahtalks content is effective in stimulating the attention of tenth-grade students at MAN 1 Bogor. The details regarding the score distribution, frequency, and achievement percentage for Variable X can be observed in the following frequency distribution table:

Table 3 Frequency Distribution of Variable X

Arabic language learning content on the Instagram account @arabiyahtalks				
	Frequency	Percent	Valid Percent	Cumulative Percent
	66.00	1	2,9	2,9
	67.00	1	2,9	5,9
	69.00	1	2,9	8,8
Valid	71.00	1	2,9	11,8
	73.00	2	5,9	17,6
	74.00	1	2,9	20,6
	75.00	2	5,9	26,5

76.00	1	2,9	2,9	29,4
77.00	1	2,9	2,9	32,4
78.00	2	5,9	5,9	38,2
80.00	2	5,9	5,9	44,1
81.00	2	5,9	5,9	50,0
82.00	1	2,9	2,9	52,9
84.00	1	2,9	2,9	55,9
85.00	2	5,9	5,9	61,8
86.00	2	5,9	5,9	67,6
88.00	1	2,9	2,9	70,6
89.00	1	2,9	2,9	73,5
90.00	2	5,9	5,9	79,4
91.00	1	2,9	2,9	82,4
94.00	2	5,9	5,9	88,2
95.00	1	2,9	2,9	91,2
98.00	2	5,9	5,9	97,1
100.00	1	2,9	2,9	100,0
Total	34	100,0	100,0	

Based on the data analysis using the frequency distribution table, the assessment of the Arabic learning content variable on the @arabiyahtalks Instagram account shows a score range between 66 and 100 among the 34 respondents. The most frequent scores occur within the range of 78 to 98, each obtained by 2 respondents (5.9%), while other scores were each obtained by 1

respondent (2.9%). The highest recorded score was 100, and the lowest was 66. Based on these data, the majority of respondents provided high ratings for the material, indicating a positive perception of the quality of the learning content presented. Further data are illustrated in the following histogram:

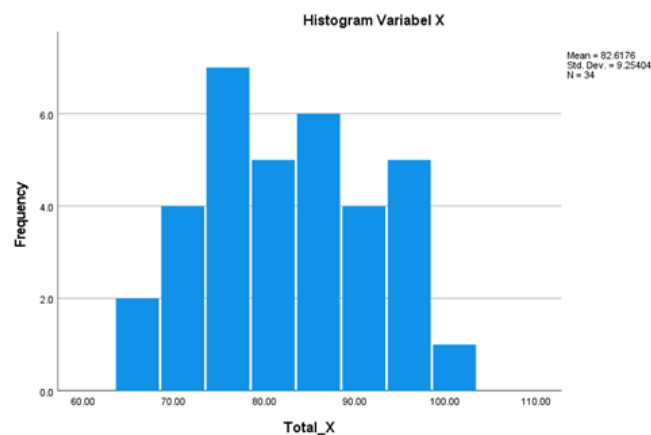


Figure 1 Histogram of Variable X

Furthermore, the collected data were organized based on the trends observed in the Arabic learning materials on the @arabiyahtalks Instagram account. These groupings were established by determining the mean and standard deviation. The

research findings indicate a score range starting from a minimum score of 75, with a mean of 100.12, a median of 99.50, and a standard deviation of 14.299. The following statistical calculations provide the foundation for these data:

Table 4 Descriptive Statistics of Variable X

Statistics		
Arabic language learning content on the Instagram account @arabiyyahtalks		
N	Valid	34
	Mising	0
Mean		100.12
Median		99.50
Mode		75 ^a
Std. Deviation		14.299
Variance		204,471
Range		52
Minimum		75
Maximum		127
Sum		3404

a. Multiple modes exist. The smallest value is shown

After presenting a general overview of students' perceptions toward digital learning media, the analysis proceeds to the data presentation for Variable Y, namely student's learning interest among tenth-grade students at MAN 1 Bogor. In line with the data acquisition of the previous variable, the measurement of learning interest was conducted to capture the students' affective conditions, which include aspects of attraction, attention, and their participation in studying the Arabic language after being exposed to educational content on social media.

Universally, learning interest serves as a psychological driving force that determines the extent to which students are willing to allocate their time and concentration toward a subject, particularly those with high levels of complexity such as Arabic.

The data gathered through the student's learning interest questionnaire were subsequently processed using descriptive statistics to determine the typology of student enthusiasm. The researcher categorized the scores based on interest classification standards to observe whether the data distribution

tended to cluster in high, medium, or low categories. Through this identification, the objective position of student's learning interest in the field could be determined. This step serves as a vital foundation before conducting the correlation test, as the score levels in this frequency distribution provide a preliminary indication of the potential relationship between the digital media stimulus and the students' interest response.

In more detail, the distribution of respondent scores regarding the level of student's learning interest among tenth-grade students at MAN 1 Bogor is mapped into a frequency distribution table. This table provides information concerning the range of achieved values, the number of students in each category, and the proportional percentage of the total sample of 34 respondents. A comprehensive overview of the frequency distribution for Variable Y can be observed in the table below:

Table 5 Frequency Distribution of Variable Y

Students' Learning Interest				
	Frequency	Percent	Valid Percent	Cumulative Percent
	67.00	1	2,9	2,9
	71.00	2	5,9	8,8
	73.00	3	8,8	17,6
	74.00	1	2,9	20,6
	78.00	2	5,9	26,5
	79.00	2	2,9	32,4
	80.00	1	2,9	35,3
	84.00	1	2,9	38,2
	86.00	1	2,9	41,2
Valid	88.00	2	5,9	47,1
	89.00	2	5,9	52,9
	90.00	2	5,9	58,8
	91.00	1	2,9	61,8
	92.00	5	14,7	76,5
	93.00	2	5,9	82,4
	94.00	3	8,8	91,2
	95.00	1	2,9	94,1
	97.00	1	2,9	97,1
	100.00	2	2,9	100,0
Total	34	100,0	100,0	

The results of the frequency distribution analysis for the student's learning interest variable indicate that responses vary from 67 to 100. Among

the 34 participants, 5 students (14.7%) achieved a score of 92, making it the most frequent score, followed by scores of 73 and 94, which each appeared 3

times (8.8%). This indicates that the majority of students possess a strong desire to learn. These data are also

visualized in the form of a histogram, as shown below:

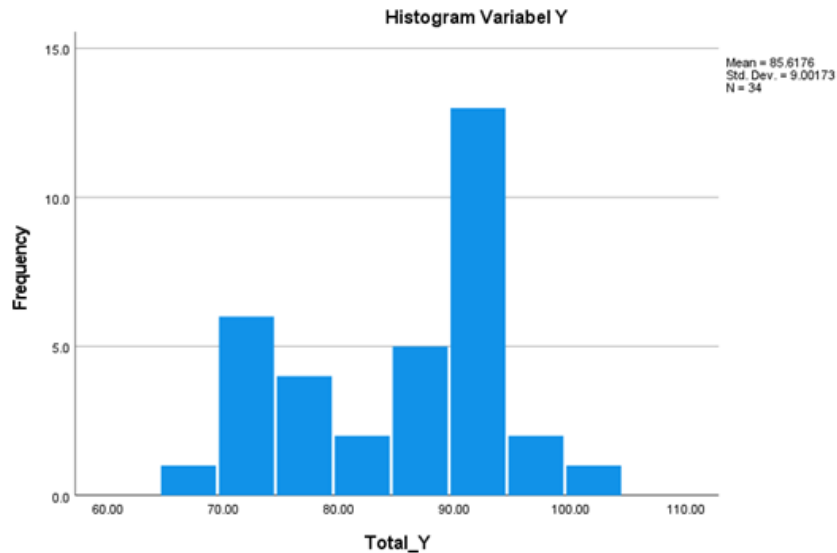


Figure 2 Histogram of Variable Y

The resulting histogram shows a distribution that tends to concentrate on higher scores, indicating that the majority of students possess a favorable level of student’s learning interest. Although there are a few students with learning interest below the average, their number is relatively small. Overall, according to these statistics, most students exhibit a strong desire to learn, which is a positive aspect in supporting instructional effectiveness. The

student’s learning interest was found to have a mean of 85.676 and a standard deviation of 9.001, allowing for this classification to be determined. This indicates a moderate variation among students. The scores for learning interest range from below 70 to nearly 110, with most values clustered around the mean or approaching the maximum score. This information is derived from the following statistical calculation table:

Table 6 Descriptive Statistics of Variable Y

Statistics		
Students’ Learning Interest		
N	Valid	34
	Mising	0
Mean		103.12
Median		101,00

Mode	90 ^a
Std. Deviation	13,070
Variance	170,834
Range	47
Minimum	79
Maximum	126
Sum	3506
a. Multiple modes exist. The smallest value is shown	

Discussion

Based on the research findings, empirical evidence demonstrates a very strong positive correlation between the utilization of the @arabiyahtalks Instagram account and student's learning interest at MAN 1 Bogor. This finding is substantiated by a correlation coefficient (r) of 0.917. According to the criteria for interpreting correlation coefficients, this value falls within the 0.80 - 1.000 range, signifying that the relationship between variables is in the "very strong" category. This high correlation indicates that a more positive student perception of the @arabiyahtalks content quality corresponds directly to a higher level of interest in learning the Arabic language.

Further analysis through frequency distribution tables and descriptive statistics reveals that the learning content variable on Instagram @arabiyahtalks (Variable X) predominantly falls into the "excellent"

category. This is reflected (Arikunto, 2010) in the frequency distribution graphs, which show a concentration of data at the highest score ranges. Substantially, the content presented by @arabiyahtalks has successfully overcome the barriers of Arabic learning, which has long been perceived as rigid and difficult. The use of aesthetic visual elements and the micro-learning concept effectively caters to the students' affective aspects. This aligns with the perspective of (Maolana et al., 2024), as stated in the introduction, which posits that the transformation of Instagram into an effective educational medium can serve as a solution in the digital disruption era. Engaging visualizations have proven to be a stimulant for digital natives at MAN 1 Bogor, encouraging deeper engagement with the presented material.

The data synchronization for Variable Y (student's learning interest) exhibits a similar trend, where the

highest frequency is concentrated in the high-interest category. As proposed by the theories of (Slameto, 2015) and (Lase, 2022), interest indicators – including attraction and attention – emerge significantly when students interact with adaptive media. The results of this study prove that learning interest is not static but can be reconstructed through the selection of appropriate media. The integration of @arabiyahtalks content has proven capable of bridging the "saturation point" experienced by students due to conventional instructional patterns, as observed during the initial field research.

Furthermore, the coefficient of determination (r) of 0.841 indicates that the @arabiyahtalks Learning Content variable contributes 84.1% to the formation of student's learning interest at MAN 1 Bogor. Meanwhile, the remaining 15.9% is influenced by other factors not examined in this study. The magnitude of this influence emphasizes that, in the context of modern Arabic language learning, the presence of educational social media is no longer merely a supplement but a dominant catalytic instrument. These findings support (Pane, 2018) argument

regarding the importance of innovation in Arabic instruction to ensure that the essence of religious teachings is understood more enthusiastically by the younger generation. Overall, this research provides tangible evidence that the synchronization between independent digital content and the formal school environment at MAN 1 Bogor creates a more dynamic and persuasive learning ecosystem for students.

CONCLUSION

Based on the data analysis and discussion presented, this study concludes that there is a positive and highly significant relationship between the utilization of the @arabiyahtalks Instagram account and the student's learning interest among tenth-grade students at MAN 1 Bogor. This finding is based on a correlation value (r) of 0.917, which indicates a relationship at a "very strong" level. Through the analysis of the coefficient of determination, it was determined that the visual educational content on the @arabiyahtalks account contributes 84.1% to the formation of students' interest in learning Arabic, while the

remaining 15.9% is influenced by other external factors.

Practically, this research proves that the integration of micro-learning-based social media can serve as an effective solution to overcome learning saturation within formal school environments. Creatively and aesthetically curated content has been shown to reconstruct students' perceptions of the Arabic language—previously considered difficult—into one that is more engaging and accessible. These results provide important implications for educators at MAN 1 Bogor and other formal institutions to begin adapting non-conventional digital learning resources as catalysts for fostering student enthusiasm in the era of digital disruption

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