



The Effect of Instagram Reels on Arabic Vocabulary Learning Outcomes

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Abstract

As one of the important elements in language, vocabulary learning should be a priority in language learning, especially Arabic. However, in reality there are still many students who have not mastered the Arabic vocabulary taught and the lack of media utilization used by teachers in learning Arabic vocabulary. This study aims to determine the effect of Instagram Reels media on Arabic vocabulary learning outcomes. This research used pre-experimental method with one group pretest posttest design through quantitative approach. The instrument in this study consisted of Arabic vocabulary written test in the form of pretest and posttest. The results of this study indicate that there is an increase in the learning value of students' Arabic vocabulary as evidenced by the paired t-test with a significance level (sig) two-sided $p < 0.001 < 0.05$ so that H_a is accepted and H_0 is rejected. The implication of this study shows that the use of Instagram reels is proven effective in improving the mastery of Arabic vocabulary, because it presents the material visually and interestingly. The creative short video content facilitates understanding and strengthens the learner's memory of new vocabulary. with that Instagram reels can be used as an innovative and fun alternative learning media in the Arabic language learning process.

INTRODUCTION

Vocabulary is one of the important elements and an inseparable part of any language (Alamer et al., 2025; Manz et al., 2016; Trainin et al., 2016). Vocabulary itself is a combination of several letters that contain meaning. Mastery of Arabic vocabulary is closely related to the mastery of language skills, namely Listening, Speaking, Reading, and Writing. In other words, mastery of Arabic language skills requires good mastery of vocabulary (Gharaibeh & Alhassan, 2023; Lewis, 2015; Masrai & Milton, 2019; Palfreyman & Al-Bataineh, 2018).

Foreign language learning is a teacher's effort to teach the language maximally to students with the aim that students are able to master and use the language. And Arabic vocabulary learning is an effort made by teachers and learners in order to achieve the predetermined learning objectives of Arabic vocabulary

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(Iftikhar & Li, 2024; Li et al., 2024; Morgan, 1998; Muñoz, 2014; Service, 1992). namely learners are able to pronounce, understand, and apply the Arabic vocabulary in life properly and correctly. A person's communication will be well established if he has an adequate Arabic vocabulary (İlter, 2015).

In teaching Arabic vocabulary, teachers should be able to utilize the current development of information and communication technology. The use of rich and varied Arabic learning media not only increases learning motivation, but also makes learning outcomes more meaningful (Sahana Anggian, 2022). And learning media is one of the important elements and must be fulfilled in the learning process, including Arabic language learning (Mahmudah, 2018). Learning media itself is all things and tools that can transform messages used in learning and are able to achieve the desired target in learning, increasing the enthusiasm of students so that in the teaching and learning process a conducive and efficient atmosphere is created. Therefore, the purpose of using facilities in education is not only to complete the teaching and learning process and attract students' attention, but the use of facilities in the education and education process aims to facilitate the teaching process and achieve learning objectives.

Many forms of technology can be utilized as media in learning Arabic such as the internet, web, Arabic e-learning, and social media which provide opportunities for teachers to explore information in the learning process (Iswanto, 2017). One of the social media that is widely used by teenagers and students is Instagram. Instagram is a social media that has a great influence, especially for teenagers. Indonesia is the fourth highest Instagram user in the world (Rokhim et al., 2022). Approximately 89.89 million Instagram users, dominated by 39% of teenage Instagram users with an age range of 18-24 years.

Based on the importance of learning Arabic vocabulary and the importance of using learning media in the process of learning Arabic vocabulary above, students should master the Arabic vocabulary they have learned and teachers should be able to facilitate and transfer Arabic vocabulary by utilizing learning media especially in the massive development of information and communication technology today (Aldawood et al., 2023; Maghfurin et al., 2025; Sehlaoui, 2008). But in reality, based on observations made to students. It was found that some of the average scores of students' Arabic vocabulary learning did not reach the school's minimum completion criteria. And after conducting interviews with several Arabic language teachers at school, it was found that in the process of learning Arabic vocabulary the teacher did not use learning media. Students are only asked to record Arabic vocabulary that has been written on the board, memorize it and then deposit it with the teacher. The absence of media used results in students getting bored easily and lack of understanding related to the Arabic vocabulary they have memorized.

Many studies have proven that Instagram can be used as one of the media for language learning. The results showed that the use of Instagram Reels had an impact on interest in learning by 32.2% which was very strong in influencing interest in teaching Arabic. The results showed that the utilization of Instagram as a learning media was able to improve students' mastery of Arabic vocabulary (Khanna, 2025; Messner et al., 2016; Weiland & McLoughlin, 2024). The results show that the use of Instagram can be a good strategy in learning, especially to help learners memorize Arabic vocabulary (mufrodat).

The novelty in this research is that this research was conducted on Madrasah Aliyah level students who are at the greatest age as Instagram users. The method

used in this research is different from previous research. Namely, this research uses a pre-experimental research method using a one group posttest-pretest model through a quantitative approach. Through this research, teachers and students can use and utilize Instagram Reels as a medium in learning Arabic, especially in vocabulary learning. Further research can also discuss the effect of Instagram Reels by using a quasi-experimental or true experimental research design to get more accurate results.

METHODS

This research uses quantitative methods with a pre-experimental type with a one group pretest-posttest model. This type of research is used to explore possible relationships between variables or to measure the effects of an intervention or program. The research was conducted in a classroom with a sample of 20 students (Engkizar et al., 2023; Mardiana et al., 2022; Nafisah et al., 2025; Sepriasa et al., 2020; Yogi & Aimah, 2025). Sampling using purposive sampling technique. Purposive sampling is a sampling technique with certain considerations made by the researcher himself based on previously known characteristics or properties of the population. The instruments in this study were pretest and posttest questions in the form of Arabic vocabulary written tests on *الصححة* material. The pretest was given before the influence of Instagram Reels media in Arabic vocabulary learning and the posttest was conducted afterwards. The data obtained was then analyzed using the normality test to determine whether the data was normally distributed or not and the t test to see the significance of the difference between the pretest and posttest results using the help of the SPSS 30 application.

RESULT AND DISCUSSION

Vocabulary is the key that must be mastered and owned by Arabic language learners. Because the mastery of Arabic vocabulary is closely related to the mastery of language skills, namely listening, speaking, reading and writing. But in fact, there are still many obstacles faced in learning vocabulary. Such as boredom in learning, easily forgetting the vocabulary that has been memorized, and the absence of media use in learning. The lack of learning outcomes of students' Arabic vocabulary learning can be seen from the pre-test results that researchers conducted (Abubakar Garba et al., 2023; An & Zheng, 2022).

The purpose of this study was to determine the effect of Instagram Reels media on students' Arabic vocabulary learning outcomes. The main data in this study are pretest and posttest scores in the form of Arabic vocabulary written tests on *الصححة* material. It begins with a pre-test to find out the results of Arabic vocabulary learning before the influence of Instagram Reels media. Then proceed with the Arabic vocabulary learning process using Instagram Reels media. And ended with a posttest to determine the results of Arabic vocabulary learning after the influence of Instagram Reels media. And researchers conducted the results of pre-test and post-test scores on students.

The pretest results showed that the average score of students was 63.45 with a total overall score of 1,269. After the learning intervention using intagram reels, the average score of pottett increased to 86.2 with a total score of 1,724. this increase reflects the positive influence of using social media as a learning tool. Some students showed a significant increase from obtaining a low score to an increase. This increase in scores suggests that the use of intagram reels can facilitate understanding and mastery of Arabic vocabulary more effectively (Kurniati, 2022; Sariroh & Jannah,

2024; Sholihah et al., 2019). Overall, this data supports previous findings that social media, especially Instagram, can be an effective tool in Arabic language learning. The visual and interactive content presented through reels is able to increase students' interest and motivation, as well as strengthen their memory of new vocabulary. Thus, social media Instagram in learning strategy can be an innovative alternative for students.

Based on the students' pretest and posttest scores, it can be seen that there is an increase in the average score in learning Arabic vocabulary between before and after the use of Instagram Reels media. Furthermore, in conducting research analysis, researchers used SPSS 30 to conduct a normality test and t test. The normality test aims to determine whether the data used is normally distributed or not and the t test is conducted to determine whether there is a difference in results between the pretest and posttest. Based on the results of the pretest and posttest values obtained, as for the results of the calculation of the normality test and t test in the study showed that the pretest and posttest data met the assumptions of normal distribution, the normality test was carried out using the Kolmogorov-Smirnov and Shapiro-Wilk methods. This test is important because many parametric statistical analyses, such as the t-test, assume that the data is normally distributed (Putri, 2017).

The Kolmogorov-Smirnov test results show a significance value (Sig) of 0.200 for pretest data and 0.200 for posttest data. Meanwhile, the Shapiro-Wilk test produced a sig value of 0.551 for the pretest and 0.706 for the posttest. Because all of these significance values are greater than 0.05, it can be concluded that the pretest and posttest data are normally distributed. The significance level (sig) obtained on the pretest value is 0.551 and the posttest value is 0.706 which means that the Shapiro-Wilk sig value on the pretest and posttest is > 0.05 . And this indicates that the data is normally distributed.

The results of the t test show that the significance level (sig) two-sided p is 0.001 which means that the sig two-sided p value is $0.001 < 0.05$. And this shows that there is a significant difference between the pretest and posttest scores. With this it can be concluded that the null hypothesis (H_0), namely the absence of the effect of Instagram Reels on the learning outcomes of students' Arabic vocabulary, is rejected and the alternative hypothesis (H_a), namely the effect of Instagram Reels on the learning outcomes of Agam students' Arabic vocabulary, is accepted.

CONCLUSION

This study has successfully revealed the effect of Reels Instagram media on students' Arabic vocabulary learning outcomes. This can be seen from the increase in student scores before and after the use of Reels Instagram media in learning Arabic vocabulary. The average pretest score was 63.45 and the posttest score was 86.2. This shows that there is an increase in student scores by 22.75. As for knowing the effect of Reels Instagram media on students' Arabic vocabulary learning outcomes, researchers conducted an analysis using the t test. From the calculation, it can be seen that the significance level (sig) two-sided p is 0.001, which means that the sig value two-sided p $0.001 < 0.05$. And this shows that there is a significant difference between the pretest and posttest scores. With this it can be concluded that the null hypothesis (H_0), namely the absence of the effect of Instagram Reels on students' Arabic vocabulary learning outcomes is rejected and the alternative hypothesis (H_a), namely the effect of Instagram Reels on students' Arabic vocabulary learning outcomes is accepted.

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DECLARATIONS

Author contribution

Fadila Khairunisa: Data curation, Writing-Original draft preparation, **Muhammad Total Kaema Yala:** Writing-Reviewing and Editing, **Barihan Ibrahim:** Visualization, Supervision, Formal analysis, **Fadila Khairunisa:** Conceptualization, Methodology, Validation, Supervision, Software.

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Ethical clearance

The research company has agreed to carry out the research and is willing if the results of this research are published.

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