

TikTok-Based Teaching Materials for At-Tahiyyat wa At-Ta'aruf in Arabic Language Learning

Kartini

Institut Agama Islam Negeri Palopo

Jalan Agatis, Balandai, Bara, Palopo City, South Sulawesi, Indonesia

kartini@iainpalopo.ac.id

Abstract. This study aims to develop TikTok-based teaching materials for the *At-Tahiyyat wa At-Ta'aruf* (Greetings and Introductions) topic in Grade X Arabic language instruction, and to assess their validity, practicality, and effectiveness. The study employs the Research and Development (R&D) method using the ADDIE model, which comprises five stages: analysis, design, development, implementation, and evaluation. The trial subjects consisted of 18 Grade X students at a state Islamic senior high school in Palopo. Data collection instruments included validation sheets for subject matter and media experts, practicality questionnaires for teachers and students, and learning outcome tests (pre-test and post-test). The results indicate that: (1) the validity of the teaching materials received scores of 92% (highly valid) from subject matter experts and 83% (highly valid) from media experts; (2) practicality assessments yielded a score of 94% (highly practical) from teachers and a response rate of 87.8% (highly practical) from students; and (3) effectiveness was demonstrated by an average N-Gain score of 0.88 (88.28%), falling into the high category. Thus, the TikTok-based teaching materials for the *At-Tahiyyat wa At-Ta'aruf* topic are deemed valid, practical, and effective for use in Arabic language instruction.

Keywords: Teaching Materials; TikTok; Arabic Language; Greetings and Introductions; ADDIE Model.

1. Introduction

The development of information and communication technology in the 21st century has brought about fundamental changes in various aspects of life, including the realm of education. Digital technology is no longer merely an aid; it has become an integral part of the learning process. This shift requires educators to adopt a progressive and adaptive mindset and to continuously innovate within the teaching-learning process so that existing shortcomings can be addressed (Haryanto, 2015). In the context of Arabic language instruction, the challenges are increasingly complex, as students often perceive the subject matter, particularly vocabulary mastery and its application in daily communication, as difficult and tedious.

Arabic is a compulsory subject in Islamic senior high schools and plays a strategic role in shaping students' language proficiency and religious understanding. However, Arabic instruction in these schools often faces various obstacles, such as monotonous teaching methods, a lack of engaging instructional materials, and low student motivation (Mustafa et al., 2023). This situation is exacerbated by the reliance on printed textbooks and the blackboard as primary instructional media, leading students to quickly become bored and view Arabic as a difficult language to learn. However, effective Arabic instruction requires a communicative and contextual approach to enable students to fully master language skills (Pamessangi, 2021).

The topic of *At-Tahiyat wa At-Ta'aruf* (Greetings and Introductions) is a crucial component of the Arabic curriculum, covering the proper procedures and etiquette for introductions and exchanging greetings in accordance with Islamic teachings. This material encompasses the Arabic vocabulary and expressions commonly used during encounters and introductions, while also teaching interactional etiquette such as offering friendly greetings, inquiring about well-being, shaking hands, and demonstrating polite behavior (Syaharani & Syihabuddin, 2022). Given the importance of this topic, innovative teaching methods are essential to ensure that students not only grasp the theoretical concepts but are also able to apply them in their daily lives. One innovation that can be implemented is the development of teaching materials based on social media, specifically TikTok.

TikTok is a highly popular social media platform among teenagers and became the world's most popular mobile application between 2019 and 2022, particularly during the COVID-19 pandemic, boasting over one billion monthly active users (Kusuma Wati et al., 2024). The app enables users to create short videos featuring various effects and music, serving as a medium to convey information in an engaging and creative manner. Previous studies indicate that utilizing TikTok in education can boost students' learning motivation and interest, while also facilitating a deeper understanding of the subject matter (Priantiwi & Abdurrahman, 2023). TikTok holds significant potential as an audio-visual medium for Arabic language instruction; its visual, interactive, and entertaining nature can render the learning process more enjoyable and effective (Zahirah, 2021).

Despite extensive research on the use of TikTok in education, a gap remains in the literature regarding the development of TikTok-based teaching materials specifically for the *At-Tahiyat wa At-Ta'aruf* (Greetings and Introductions) topic within Arabic language instruction at the Islamic senior high school level. Most existing studies focus on developing learning media for *maharah al-kalam* (speaking skills) (Zubaidi, 2021) or other subjects such as mathematics (Hutagalung, 2022) and biology (Zahirah, 2021), often failing to integrate the Islamic values that characterize the *At-Tahiyat wa At-Ta'aruf* material. Furthermore, few studies have comprehensively assessed the validity, practicality, and effectiveness of TikTok-based teaching materials using the ADDIE development model within the context of Arabic language learning in *Madrasah Aliyah*.

Based on the background and issues outlined above, this study aims to develop TikTok-based teaching materials for the *At-Tahiyat wa At-Ta'aruf* topic in Grade X Arabic language instruction, as well as to evaluate their validity, practicality, and effectiveness. More specifically, this research seeks to answer the following problem formulation: (1) What is the validity of developing TikTok-based teaching materials on *At-Tahiyat wa At-Ta'aruf* material in Grade X students' Arabic language learning? (2) What is the practicality of TikTok-based teaching materials on class X students' understanding of *At-Tahiyat wa At-Ta'aruf* Arabic language learning material? (3) What is the effectiveness of TikTok-based teaching materials on the understanding of class X students? These three problem formulations become the main framework in directing the discussion and analysis throughout this article.

It is hoped that this research will provide benefits both theoretically and practically. Theoretically, this research is expected to enrich the scientific knowledge regarding the development of social media-based teaching materials in Arabic language learning, as well as contribute to the development of technology-based learning theories in the context of religious education. Practically, it is hoped that this research can be a reference for Arabic language teachers, madrasa administrators, and curriculum developers in designing and implementing TikTok-based teaching materials that are effective and appropriate to the characteristics of madrasah aliyah students.

2. Method

This study employs the Research and Development (R&D) method using the ADDIE model, which consists of five stages: analysis, design, development, implementation, and evaluation. This model was chosen because it is systematic, flexible, and iterative, allowing for continuous improvement during the product development process (Rustandi & Rismayanti, 2021; Batubara, 2015). This study aims to develop TikTok-based teaching materials on the *At-Tahiyat wa At-Ta'aruf* topic and to examine their validity, practicality, and effectiveness. The study was conducted at a state Islamic senior high school (*madrasah aliyah negeri*) in Palopo City, South Sulawesi, from November 2023 to January 2024. The subjects were 18 tenth-grade students in the odd semester as limited trial participants. At the same time, the object of the study was TikTok-based teaching materials on the *At-Tahiyat wa At-Ta'aruf* topic integrating six components of Arabic language skills: *mufradat*, *istima'*, *qira'ah*, *kalam*, *kitabah*, and *qawaid*.

The development procedure in this study follows the five stages of the ADDIE model adapted to the research needs. The first stage is analysis, which includes needs analysis, student analysis, and curriculum analysis. At this stage, the researcher identifies problems in Arabic language learning in Grade X, analyzes the characteristics of students aged 15–16 years who tend to understand lessons theoretically but struggle to apply them in daily communication, and analyzes the applicable curriculum to align the product with core competencies and basic competencies. The second stage is design, which involves designing the teaching materials, including determining the material, preparing the storyboard, designing the display, and developing assessment instruments. The third stage is development, which involves realizing the product according to the design using Canva and CapCut applications, then validating the product with material experts and media experts, and revising it based on validator suggestions. The fourth stage is implementation, which involves testing the product on 18 Grade X students through a practicality questionnaire and a learning outcome test. The fifth stage is evaluation, which involves conducting formative evaluation at each stage and summative evaluation at the end of the development to determine the product's effectiveness through pre-test and post-test. A summary of the development procedure stages is presented in Table 1.

Table 1. Stages of ADDIE Model Development Procedure

No.	Stages	Activities	Instruments	Implementers
1.	Analysis	Needs analysis, student analysis, curriculum analysis	Interview Guidelines, Interview Guidelines	Researchers, teachers, students
2.	Design	Storyboard, video flow, and script	Draft sheet	Researcher
3.	Development	Product creation, validation, and revision	Material and media expert validation sheet	Researcher, materialist, media member
4.	Implementation	Limited product application	Practicality questionnaire, learning outcome test	Teachers and students
5.	Evaluation	Product effectiveness assessment	Pre-test then post-test	Grade X students

The data collection techniques in this study include observation, interviews, questionnaires, tests, and documentation. Observation was conducted at the initial stage of the research to observe the Arabic language learning process and the teaching materials used in Grade X, as well as to specifically examine the curriculum and syllabus for Arabic language learning on the *At-Tahiyat*

wa At-Ta'aruf topic. Interviews were conducted with the Arabic language teacher to identify the usual learning process, the teaching materials used, and students' responses to learning the At-Tahiyat wa At-Ta'aruf material. Questionnaires were used to obtain validation data from material experts and media experts, as well as practicality data from teachers and students. The material expert validation questionnaire consisted of 13 indicator items covering four aspects: material suitability, language, presentation, and usefulness. The media expert validation questionnaire consisted of 12 indicator items covering three aspects: design, usefulness, and media quality. The teacher practicality questionnaire consisted of 14 indicator items, while the student response questionnaire consisted of 11 indicator items. Tests were used to measure student learning outcomes through pre-test and post-test. Documentation was used to collect supporting data in the form of photographs of learning activities.

Table 2. Data Collection Instrument Grid

No.	Instruments	Measured Aspects	Number of Items	Respondents
1.	Subject matter expert validation sheet	Suitability of material, language, presentation, usefulness	13	Material Expert
2.	Media expert validation sheet	Design, usefulness, media quality	12	Media members
3.	Teacher's Practical Questionnaire	Feasibility of content, language, usefulness, media quality, ease of use	14	Arabic teacher
4.	Student response questionnaire	Ease of use, language, usability, design	11	Grade X students
5.	Learning outcome tests	Understanding the material of <i>At-Tahiyat wa At-Ta'aruf</i>	10	Grade X students

The research instruments in this study used a Likert scale with five assessment categories: score 1 (very poor), 2 (poor), 3 (fair), 4 (good), and 5 (very good). The material expert and media expert validation instruments were used to measure the feasibility of the product before it was tested. In contrast, the teacher practicality instrument and student response questionnaire were used to measure the practicality level of the product after it was used in learning. The learning outcome test instrument was used to measure the effectiveness of the product through a comparison of pre-test and post-test results. Before the instruments were used, validity and reliability tests were conducted to ensure that they met scientific quality standards. The data analysis techniques in this study include qualitative and quantitative analysis, in which qualitative analysis was used to process data from interviews, observations, and criticisms and suggestions for improvement from validators and was presented descriptively to illustrate the process of product development and improvement. In contrast, quantitative analysis was used to determine the level of validity, practicality, and effectiveness of the product. Validity and practicality data were analyzed using the percentage formula: $\text{Percentage} = (\text{Obtained Score} / \text{Ideal Maximum Score}) \times 100$, and the percentage results were then categorized according to the validity and practicality criteria presented in Table 3 and Table 4.

Table 3. Product Validity Categories

No.	Validity Results	Validity Criteria
1.	41%–60%	Quite Valid
2.	61%–80%	Valid
3.	81%–100%	Highly Valid

Table 4. Product Practicality Criteria

No.	Practicality Results	Practicality Criteria
-----	----------------------	-----------------------

1.	41%–60%	Quite Practical
2.	61%–80%	Practical
3.	81%–100%	Very Practical

The effectiveness of the product is analyzed using the following N-Gain formula:

$$N\text{-gain} = (S \text{ Post} - S \text{ Pre}) / (S \text{ Max} - S \text{ Pre})$$

The results of the N-Gain calculation are then categorized according to the criteria presented in Table 5.

Table 5. N-Gain Interpretation Categories

No.	N-Gain Value	Categories
1.	$N\text{-Gain} \geq 0.7$	High
2.	$0.3 \leq N\text{-Gain} < 0.7$	Medium
3.	$N\text{-Gain} < 0.3$	Low

In addition, the effectiveness of the product is also interpreted based on the percentage of N-Gain score according to the category presented in Table 6.

Table 6. Categories of Effectiveness Interpretation

No.	Percentage (%)	Categories
1.	< 40	Very weak
2.	40–55	Weak
3.	56–75	Enough
4.	> 76	Effective

Thus, all data analysis techniques used in this study are directed to answer three problem formulations, namely the validity, practicality, and effectiveness of TikTok-based teaching materials on *At-Tahiyat wa At-Ta'aruf* material in Arabic language learning.

3. Result

Product Development Results

The development of TikTok-based teaching materials on the *At-Tahiyat wa At-Ta'aruf* topic was carried out through the five stages of the ADDIE model. In the *analysis* stage, the researcher found that Grade X students had difficulty applying *At-Tahiyat wa At-Ta'aruf* expressions in daily conversation despite having learned them theoretically. The analysis also revealed that the teaching materials used were still dominated by printed books and lecture methods, causing students to feel bored and unmotivated quickly. Based on these findings, the researcher decided to develop TikTok-based teaching materials that could accommodate students' needs for more engaging, interactive, and contextual learning.

In the *design* stage, the researcher designed the teaching materials using Canva for visual design and CapCut for video editing. The teaching materials developed were short videos containing six components of Arabic language skills: *mufradat*, *istima'*, *qira'ah*, *kalam*, *kitabah*, and *qawaid*. The videos were designed with an attractive, interactive appearance and adapted to the characteristics of Grade X students. The researcher also developed assessment instruments in the form of material expert and media expert validation sheets, as well as teacher and student practicality questionnaires.

In the *development* stage, the product that had been designed was then validated by material experts and media experts. The material expert validation result obtained a score of 60 out of a maximum score of 65, or 92%, in the "very valid" category. Suggestions from the material expert included correcting improper harakat and adding examples of vocabulary usage in more varied contexts. Meanwhile, the media expert validation result obtained a score of 50 out of a maximum score of 60, or 83%, in the "very valid" category. Suggestions from the media expert included

shortening the introduction, adding Indonesian translations to main titles, adding background music, correcting writing errors, and organizing the video sequence to be more structured. After revision based on validator suggestions, the product was declared feasible for testing.

Product Validity

The validation results by the material expert showed a percentage of 92%, which falls into the very valid category. Based on these results, the product was declared not to require comprehensive revision and only needed attention to the durability aspect of the product so that it remains relevant for long-term use. Meanwhile, the validation results by the media expert obtained a score of 83%, which also falls into the very valid category. Notes from the validator emphasized the selection of vocabulary sourced from textbooks and in-depth verification of every word included in the TikTok content. After passing the validation process, the teaching materials were refined again according to the input and suggestions from the validators before being used in the next stage.

The material expert validation data, consisting of 13 indicator items covering four aspects: material suitability, language, presentation, and usefulness, are presented in Table 7.

Table 7. Material Expert Validation Results by Aspect

No.	Aspect	Number of Indicators	Obtained Score	Maximum Score	Percentage	Category
1.	Material Suitability	5	23	25	92%	Very Valid
2.	Language	2	8	10	80%	Valid
3.	Presentation	3	14	15	93.3%	Very Valid
4.	Usefulness	3	15	15	100%	Very Valid
Total		13	60	65	92%	Very Valid

Based on Table 7, the overall material expert validation calculation is as follows:

Value = (Obtained Score / Ideal Maximum Score) $\times$ 100 = (60 / 65) $\times$ 100% = 92%

The media expert validation data, consisting of 12 indicator items covering three aspects: design, usefulness, and media quality, are presented in Table 8.

Table 8. Media Expert Validation Results by Aspect

No.	Aspect	Number of Indicators	Obtained Score	Maximum Score	Percentage	Category
1.	Design	8	34	40	85%	Very Valid
2.	Usefulness	3	12	15	80%	Valid
3.	Media Quality	1	4	5	80%	Valid
Total		12	50	60	83%	Very Valid

Based on Table 8, the overall media expert validation calculation is as follows:

Value = (Obtained Score / Ideal Maximum Score) $\times$ 100 = (50 / 60) $\times$ 100% = 83%

Product Practicality

The practicality test results by the subject teacher obtained a score of 66 out of a maximum score of 70, or 94%, in the "very practical" category. The teacher suggested adding more learning videos to broaden and deepen the material coverage. Meanwhile, the student response questionnaire involving 18 Grade X students obtained a score of 870 out of a maximum score of 990, or 87.8%, in the "very practical" category. These results indicate a positive response from students

toward the developed product. Although achieving a high score, some students still needed time to adapt to the media features, so the student score was slightly lower than the teacher score.

The practicality data by the subject teacher, consisting of 14 indicator items covering five aspects: content feasibility, language, usefulness, media quality, and ease of use, are presented in Table 9.

Table 9. Teacher Practicality Results by Aspect

No.	Aspect	Number of Indicators	Obtained Score	Maximum Score	Percentage	Category
1.	Content Feasibility	3	15	15	100%	Very Practical
2.	Language	2	8	10	80%	Practical
3.	Usefulness	5	24	25	96%	Very Practical
4.	Media Quality	2	10	10	100%	Very Practical
5.	Ease of Use	2	9	10	90%	Very Practical
Total		14	66	70	94%	Very Practical

Based on Table 9, the overall teacher practicality calculation is as follows:

Value = (Obtained Score / Ideal Maximum Score) × 100 = (66 / 70) × 100% = 94%

The student trial data, consisting of 11 indicator items covering four aspects – ease of use, language, usefulness, and design are presented in Table 10.

Table 10. Student Trial Results by Aspect

No.	Aspect	Number of Indicators	Obtained Score	Maximum Score	Percentage	Category
1.	Ease of Use	1	86	90	95.6%	Very Practical
2.	Language	1	74	90	82%	Very Practical
3.	Usefulness	3	234	270	86.7%	Very Practical
4.	Design	6	476	540	88.1%	Very Practical
Total		11	870	990	87.8%	Very Practical

Product Effectiveness

The effectiveness test results from the *pre-test* and *post-test* on 18 Grade X students showed an average *pre-test* score of 53.33, while the average *post-test* score was 93.33. This indicates an increase in student learning outcomes after using the developed media or teaching materials. The N-Gain calculation showed an average of 0.88, or in percentage form 88.28%. Based on the N-Gain interpretation criteria, this value falls into the high category (≥ 0.7). Thus, it can be concluded that the improvement in student learning outcomes using video learning media indicates that this media is effective for application in Arabic language learning in Grade X.

The *pre-test* and *post-test* data processed based on N-Gain indicators are presented in Table 11.

Table 11. Pre-Test and Post-Test Results Based on N-Gain Indicators

No.	Post-Test	Pre-Test	Post – Pre	Ideal Score (100 – Pre)	N-Gain Score	N-Gain Score (100%)	Category
1.	100	60	40	40	1.00	100%	High

2.	100	40	60	60	1.00	100%	High
3.	90	80	10	20	0.50	50%	Medium
4.	100	90	10	10	1.00	100%	High
5.	100	70	30	30	1.00	100%	High
6.	90	50	40	50	0.80	80%	High
7.	100	60	40	40	1.00	100%	High
8.	100	50	50	50	1.00	100%	High
9.	90	30	60	70	0.86	86%	High
10.	90	50	40	50	0.80	80%	High
11.	80	40	40	60	0.67	67%	Medium
12.	100	80	20	20	1.00	100%	High
13.	100	70	30	30	1.00	100%	High
14.	100	90	10	10	1.00	100%	High
15.	100	30	70	70	1.00	100%	High
16.	80	50	30	50	0.60	60%	Medium
17.	90	40	50	60	0.83	83%	High
18.	90	40	50	60	0.83	83%	High
MEAN	93.33	53.33	40	47.78	0.88	88.28%	High

Based on Table 11, the *pre-test* and *post-test* results of 18 Grade X students showed an average *pre-test* score of 53.33, while the average *post-test* score was 93.33. This indicates an increase in student learning outcomes after using the developed media or teaching materials. The N-Gain calculation showed an average of 0.88, or in percentage form 88.28%. Based on the N-Gain interpretation criteria, this value falls into the high category (≥ 0.76). Thus, it can be concluded that the improvement in student learning outcomes using video learning media indicates that this media is effective for application in Arabic language learning in Grade X.

4. Discussion

This study, entitled the development of TikTok-based teaching materials on the *At-Tahiyat wa At-Ta'aruf* topic in Arabic language learning for Grade X, was developed using the ADDIE development model consisting of five stages: analysis, design, development, implementation, and evaluation. This study aimed to determine the level of validity, practicality, and effectiveness of TikTok-based interactive video learning media. The first stage was carried out by identifying various problems related to Arabic language learning in Grade X and analyzing student characteristics. The researcher then analyzed the material that needed to be developed into a learning media based on core competencies, basic competencies, and the learning resources used.

The next stage was product design, which began with designing the framework of the media developed using a storyboard. The design included display design, coloring, content of each slide page, and determining what components were needed in the media realization stage. The researcher then developed research instruments in the form of validation sheets and student response questionnaires. The validation sheet is a data collection tool used in the validation process, in which the developed media will be assessed for its validity by a team of experts. The student questionnaire aimed to determine responses to the TikTok-based interactive video media that had been developed.

The third stage was the development stage, in which the researcher realized the product according to the design results. The media product that had been developed was then validated by expert validators consisting of material expert and media expert validators. Before the validators assessed the product, the researcher first conducted validation of the expert validator assessment instruments and student response questionnaires. After the product was validated, product revision was carried out according to the notes and suggestions from the validators. The product that had gone through the revision process was then tested on 18 Grade X students.

The fourth stage in this development model was the implementation stage. The researcher tested the TikTok-based interactive video media on the *At-Tahiyyat wa At-Ta'aruf* topic (greetings and introductions) with Grade X students. Before implementing the media, the researcher first gave a pre-test to students to determine their initial ability on the material to be studied. Next, the researcher explained instructions and directions on how to access the interactive video on the TikTok platform. The video was played using a handphone device, and students were asked to fill out an assessment questionnaire on the media used.

The last stage was evaluation. At this stage, two forms of evaluation were carried out: formative and summative evaluation. Formative evaluation was carried out at every stage in the form of revision and improvement. This revision was carried out as a consideration in improving and perfecting the developed media. Meanwhile, summative evaluation was carried out at the end of the development process to determine the effectiveness and quality of the resulting product, which was measured by giving a post-test to students.

The validation test results by the material expert showed a percentage of 92%, which falls into the very valid category. Based on these results, the product was declared not to require comprehensive revision and only needed attention to the durability aspect of the product so that it remains relevant for long-term use. Meanwhile, the validation results by the media expert obtained a score of 83%, which also falls into the very valid category. Notes from the validator emphasized the selection of vocabulary sourced from textbooks and in-depth verification of every word included in the TikTok content. After passing the validation process, the teaching materials were refined again according to the input and suggestions from the validators before being used in the next stage.

After the product revision stage was completed, the researcher conducted a practicality test involving 18 Grade X students. The data collection instrument used was a student response questionnaire to evaluate their experience during the use of TikTok-based media in learning. Based on data analysis, the practicality score from the expert practitioner (teacher) was 94%, while the student response questionnaire results reached an average of 87.8%. Both achievements placed this media in the "Very Practical" category. These results reflect a positive response from students, so the TikTok media was declared feasible to be implemented in Arabic language learning in Grade X. Although achieving a high score, the score from the expert practitioner had not reached the maximum because there was crucial input regarding adding more learning videos to broaden and deepen the material coverage. On the other hand, the student score was slightly lower because some of them still needed time to adapt to the media features.

The effectiveness test stage was carried out on 18 Grade X students to measure the impact of using TikTok-based media on learning outcomes. The researcher applied instruments in the form of pre-test questions before media use and post-test questions after the media intervention in the learning process. Based on data analysis using the Gain formula, an average N-Gain Score of 0.88 was obtained. This score falls into the high category because it exceeds the threshold of 0.7. In addition, the N-Gain Score (%) reached 88.28%, which is interpretively classified as effective. This finding proves a significant increase in student competence after utilizing TikTok media, so it can be concluded that this teaching material innovation is very feasible and effective to be implemented in Arabic language learning in Grade X. Although showing satisfactory results, this effectiveness value had not reached a perfect figure. This was influenced by several technical factors, including variations in each individual's initial understanding level and limited face-to-face duration, so exploration of the learning video content had not run maximally for all students.

Overall, the results of this study indicate that TikTok-based teaching materials on the *At-Tahiyyat wa At-Ta'aruf* topic developed through the ADDIE model have met the criteria of being

valid, practical, and effective. Product validity was proven through material expert and media expert assessments falling into the very valid category. Product practicality was proven through teacher and student assessments falling into the very practical category. Product effectiveness was proven through increased student learning outcomes, falling into the high category. This finding strengthens the argument that TikTok can be utilized as an effective learning medium to improve student motivation and learning outcomes, especially in Arabic language learning, which is often considered difficult and boring (Kusuma Wati et al., 2024; Priantiwi & Abdurrahman, 2023).

The advantage of this TikTok-based teaching material lies in its ability to integrate visual, audio, and interactive elements into a single platform familiar to students. Short videos packaged with attractive displays, background music, and visual effects can attract students' attention and make learning more enjoyable. In addition, this teaching material can be accessed anytime and anywhere via mobile devices, providing flexibility for students to learn independently (Zahirah, 2021). However, the success of utilizing this teaching material also depends on the teacher's ability to facilitate learning and students' ability to use technology wisely. Therefore, synergy between teachers, students, and the school is needed to optimize the utilization of this TikTok-based teaching material.

The theoretical implication of this study is the need to develop an Arabic language learning model based on social media that emphasizes not only technical aspects but also pedagogical and spiritual aspects. This model must be able to integrate social media with Islamic values, so that Arabic language learning is not only a transfer of knowledge but also a means of character and noble moral formation. The practical implication is the need to improve the digital competence of Arabic language teachers, provide adequate technological infrastructure in madrasah, and strengthen synergy between schools and families in accompanying students to use social media wisely.

5. Conclusion

Based on the results of the research and development conducted on the development of TikTok-based teaching materials on the *At-Tahiyat wa At-Ta'aruf* topic in Arabic language learning for Grade X students, it can be concluded that the developed product is valid, practical, and effective. The validity of the product is proven through the assessment of material experts, who obtained a score of 92% in the very valid category, and media experts, who obtained a score of 83% in the very valid category. The practicality of the product is proven through the assessment of the subject teacher, which obtained a score of 94% in the very practical category, and the student response questionnaire, which obtained an average score of 87.8% in the very practical category. The effectiveness of the product is proven through the pre-test and post-test results of students, with an average N-Gain Score of 0.88 or 88.28%, which falls into the high category. Thus, this TikTok-based teaching material is feasible and effective to be used as an alternative teaching material in Arabic language learning in *madrasah aliyah*.

This study has several limitations. First, the material coverage in this teaching material is limited to the *At-Tahiyat wa At-Ta'aruf* topic, so it does not yet cover other Arabic language materials. Second, the trial subjects were limited to 18 Grade X students in one state Islamic senior high school. Hence, the generalization of the findings to a broader context needs to be done carefully. Third, this teaching material can only be accessed using an internet connection, so students with limited internet access will experience difficulties.

Based on these limitations, future researchers are advised to expand the material coverage in this TikTok-based teaching material so that it is not limited to vocabulary introduction (*mufradat*) only, but also extends to other language proficiency aspects such as speaking skills (*maharah al-kalam*).

and listening skills (*maharah al-istima'*) in the At-Tahiyyat wa At-Ta'aruf material. In addition, it is recommended to test the effectiveness of this media at different educational levels or use experimental methods to see a stronger correlation with cognitive learning outcome improvement. For educational practitioners, Arabic language teachers are advised to creatively and consistently integrate TikTok social media into their lesson plans. Considering that the main problem of Grade X students is low interest and motivation, teachers should not only act as content presenters but also as facilitators who invite students to produce similar creative content in Arabic. For schools, it is expected that they provide facility support and policies for the utilization of digital technology in the classroom. Given the great potential of TikTok as a modern learning medium, schools need to organize digital literacy training and creative content creation for teaching staff. In addition, periodic evaluation of supporting facilities (such as internet networks and mobile phone usage policies) needs to be carried out so that digital-based teaching material innovations can be implemented optimally without technical obstacles.

6. References

- Asmani, J. M. (2011). *Tips Efektif Pemanfaatan Teknologi Informasi Dan Komunikasi Dalam Dunia Pendidikan*. Diva Press.
- Batubara, H. H. (2015). Pengembangan Media Pembelajaran Interaktif Pada Materi Operasi Bilangan Bulat. *Jurnal Madrasah Ibtidaiyah*, 1(1), 1-12.
- Hake, R. R. (1998). Interactive-Engagement Versus Traditional Methods: A Six-Thousand-Student Survey Of Mechanics Test Data For Introductory Physics Courses. *American Journal of Physics*, 66(1), 64-74. <https://doi.org/10.1119/1.18809>
- Haryanto. (2015). *Teknologi pendidikan*. UNY Press.
- Hutagalung, C. D. B. (2022). Pengembangan Media Pembelajaran Matematika Menggunakan Aplikasi Tiktok pada Siswa SMK [Skripsi, Universitas Islam Raden Intan Lampung].
- Kusuma Wati, P., Pagu, P., & Kuning, U. L. (2024). Pengaruh Media Sosial Tiktok terhadap Keterampilan Bahasa Anak Usia 7-8 Tahun di SDN 173 Pekanbaru, Kecamatan Tenayan Raya. *Jurnal*, 3(1), 1-9.
- Maghfiroh, M., Anshory, A. M. A., & Hasaniyah, N. (2024). Pemanfaatan Video Interaktif Canva Dalam Pembelajaran Bahasa Arab Di Madrasah Ibtidaiyah. *Jurnal Teknologi Pendidikan dan Pembelajaran (JTTP)*, 2(4), 1142-1148.
- Munir. (2017). *Pembelajaran Digital*. Alfabeta.
- Mustafa, M., Alisa, N., & Pamessangi, A. A. (2023). Pengembangan Media Interaktif Digital Bahasa Arab dengan Smart Apps Creator untuk Kelas X di SMA Negeri 7 Luwu Timur. *Jurnal Sinestesia*, 13(1), 252-260.
- Nata, A. (2017). *Pendidikan Islam di era milenial*. Prenadamedia Group.
- Pamessangi, A. A. (2021). *Media Dan Permainan Pembelajaran Bahasa Arab*. Universitas Nusantara PGRI Kediri.
- Priantiwi, T. N., & Abdurrahman, M. (2023). Analisis Konten Pembelajaran Bahasa Arab Pada Media Tiktok. *Jurnal Ilmiah Profesi Pendidikan*, 8(3), 1365-1371.
- Rustandi, A., & Rismayanti. (2021). Penerapan Model ADDIE dalam Pengembangan Media Pembelajaran di SMPN 22 Kota Samarinda. *Jurnal Fasilkom*, 11(2), 57-60. <https://doi.org/10.37859/jf.v11i2.2546>

- Sukiman. (2012). Pengembangan Media Pembelajaran. Pedagogia.
- Sukiman. (2018). Mendidik Anak Di Era Digital. Maguwuharjo.
- Syahrani, J., & Syihabuddin, S. (2022). Efektivitas Permainan Uno Stacko Mission Dalam Meningkatkan Keterampilan Berbicara Bahasa Arab Peserta Didik. *Scaffolding: Jurnal Pendidikan Islam dan Multikulturalisme*, 4(3), 397–407.
- Wijaya, M. S., Marzuq, A., & Bahtiar, I. R. (2023). Arabic Language Learning Video Media Model For Speaking Skills For Eighth Grade Students at MTs Negeri 39 Jakarta. *International Society for Technology, Education, and Science*.
- Zahirah, T. (2021). Pengembangan Media Pembelajaran Biologi Berbasis Tiktok pada Materi Sistem Ekskresi untuk Kelas XI di MAN 1 Langsa. Tidak dipublikasikan.
- Zubairi, A., Asrori, I., Nurhidayati, & Judijanto, L. (2024). Development Of Genre-Based Arabic Teaching Materials Inspired By Kediri Ulama To Enhance Students' Motivation. *Al Ibtidaa: Jurnal Pendidikan Guru MI*, 11(1).
- Zubaidi, A. (2021). Pengembangan Media Pembelajaran Maharah Al-Kalam Berbasis Media Sosial Menggunakan Aplikasi Tiktok Di Universitas Islam Indonesia. Universitas Islam Indonesia.