



Designing Digital Pedagogy for Generation Z: Arabic Language Education on TikTok

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Abstract

Purpose This research aims to describe the categories of Arabic language learning content developed by Generation Z Arabic language lecturers on the TikTok platform; to analyze the digital pedagogical design represented through material presentation strategies, media design, and pedagogical orientation in Arabic language learning content on TikTok; and examine the role of Generation Z Arabic language lecturers as educators and digital pedagogical designers in informal digital learning spaces. **Methodology.** This study uses a qualitative methodology and is designed as a descriptive case study. A total of 100 Arabic language learning videos were uploaded to conduct this research. Data was collected through non-participant observation of digital content. Thematic analysis, a framework for qualitative content analysis, was used to analyze the data. The analysis was conducted in stages and repeated until consistent and relevant conceptual themes were found to explain the digital pedagogical design techniques used by Arabic language lecturers on TikTok. **Findings.** The research findings indicate that the Arabic language learning materials on the platform can be categorized into several main categories, including language skills development, presentation of vocabulary and formal expressions, and reflection on pedagogical strategies. The research findings indicate that microlearning strategies, language contextualization, and multimodal learning design were consciously used to create the content. These strategies reflect a communicative and constructivist pedagogical orientation. **Implications for research and practice.** The research findings indicate that social media, particularly TikTok, can serve as an important space for learning Arabic. They also show that they can contribute theoretically to the development of digital pedagogical research and practically to educators in designing Arabic language learning that aligns with the characteristics of Generation Z.

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Introduction

The world of education has undergone a digital transformation that has changed the way we learn, teach, and interact between teachers and students. With the advancement of information technology, social media, and mobile devices, learning is no longer limited to formal classrooms. In situations like this, the learning process becomes increasingly flexible and multimodal, and more integrated into students' daily lives. One of the areas most affected by this change is language education, which heavily relies on interaction, context, and communicative practice.

The learning characteristics of students of Generation Z, who are currently in majority at various educational levels, differ from previous generations. They are growing up as digital natives, accustomed to accessing information instantly, visually, and quickly through various digital platforms. New expectations for the learning process are shaped by short, interactive, and visually-driven content consumption patterns (Chardonens, 2023). As a result, linear, textual, and lecture-oriented pedagogical approaches are becoming increasingly irrelevant for the current generation. Under these conditions, teachers must create pedagogical designs that can be adapted to digital culture. They must also be able to align academic goals with the learning styles of the younger generation.

Learning Arabic is becoming increasingly difficult. Arabic is often considered difficult, abstract, and out of context, especially for non-native speakers. This challenge is exacerbated by teaching methods that still focus on memorizing vocabulary and grammatical rules separately, without considering the context of real communication. As a result, productive language skills such as speaking and listening often do not develop well (Sciences, 2025).

This approach has the potential to widen the gap between teaching materials and the learning experiences of Generation Z students. TikTok and other digital platforms are entering the world of education as social media usage increases. TikTok, which initially served as an entertainment platform, is now evolving into a space for sharing information, including language education. TikTok created a short video format that allows content to be delivered concisely, visually, and contextually. This aligns with the ideas of microlearning and informal learning. TikTok is a platform for Generation Z, serving as both a source of entertainment and easily accessible learning that is relevant to their lives (Conde et al., 2024).

TikTok, as a short-video-based platform, not only serves as a medium for entertainment but can also function as a beneficial informal digital learning space, especially for Generation Z (Cervi, 2021). It is used for language education and has recently grown. TikTok can increase student engagement, learning motivation, and exposure to the target language. However, most research still focuses on students' perspectives, including their perceptions, attitudes, and learning outcomes. Social media is often considered an aid or supporting medium for learning. However, the pedagogical process responsible for creating educational content has not received much attention (Pablo & Lara-bocanegra, 2025).

Conversely, real-world work experience shows that educators, especially Gen Z teachers, use TikTok to create and showcase various pedagogical methods in addition to delivering language content. Some of the content uploaded includes teaching hiwar, developing speaking and listening skills, introducing fusha vocabulary and expressions, guidelines for designing learning media, creating educational games, and techniques for teaching Arabic in a communicative and relevant way for young people. This phenomenon shows that social media has become a new educational space where teachers act as creators of digital learning experiences (Damayanti & Wulandari, 2025).

In such circumstances, the role of educators evolves into that of digital pedagogical designers rather than simply delivering material. Educators must consider various design components. This includes learning objectives, audience demographics, the selection of visual representations, narrative structure, and strategies for simplifying material to fit the duration and features of the platform. For Arabic language learning, digital pedagogical design is crucial because it relates to how complex linguistic concepts can be presented in a simple, engaging, and meaningful way (Liu & Zhang, 2023).

Digital pedagogy on social media continues to evolve, but research specifically examining the analysis of digital pedagogical designs developed by educators is still very limited, particularly in the context of Arabic language learning. Previous studies have focused more on media as a teaching aid or on student responses and learning outcomes (Abdurachman & Ar-Rachmah, 2025; Ainiy & Sholah, 2025; Middleton, 2022; Piskurska et al., 2025). Meanwhile, the process of designing pedagogical content, including pedagogical, linguistic, and technological considerations, continues to evolve. The incompleteness of this study indicates that further research is needed involving educators as digital pedagogical designers in informal learning spaces, beyond simply being media users.

In these situations, the TikTok account of an Arabic language professor from Generation Z becomes interesting. The content created not only focuses on language learning for students but also serves as a space for pedagogical education for teachers, instructors, practitioners, and other educators. Content such as Arabic

language learning media tutorials, game-based learning design, and contextual teaching strategies demonstrates the integration of language mastery, pedagogical skills, and digital literacy. This demonstrates how layered and complex digital pedagogical practices are, which have not been widely discussed in the scientific literature (Abid & Sain, 2025; Zaenuri et al., 2025; Zuhirawati et al., 2025).

The choice of this research topic is based on the belief that the digital teaching methods used by Generation Z Arabic lecturers on TikTok are a modern educational phenomenon related to current educational needs. TikTok is not just a platform for content distribution, but also a place for educators to reflect on pedagogy and share learning practices (Lemana et al., 2024). Therefore, to understand how language learning can be designed contextually, communicatively, and in alignment with the digital culture of Generation Z, it is important to examine the digital pedagogical designs developed by Arabic language lecturers on this platform.

There isn't much research looking at how Arabic language lecturers create digital pedagogical designs on social media, especially TikTok. Some studies have also not yet examined the content creation process, the types of pedagogical strategies used, and how language learning and teacher education elements are integrated into the digital environment. This research examines the categories of Arabic language learning content developed by Generation Z lecturers on TikTok, the representation of digital pedagogical design in material presentation strategies and media design, and the role of lecturers as educators and digital pedagogical designers in the digital learning space. The incompleteness of this research indicates that further studies should place educators as the primary object of analysis rather than just media facilitators.

As a result, this study aims to explain the categories of Arabic language learning content created by Generation Z Arabic language lecturers on TikTok. This research focuses on Arabic language content developed on TikTok, how media design and learning strategies can be combined, and how the role of lecturers changes in non-formal digital learning. This research is expected to contribute theoretically to the development of digital pedagogy research in Arabic language education. Additionally, this research can provide practical contributions to educators in designing Arabic language learning that is relevant, contextual, and aligned with the digital culture of Generation Z.

Literature Review

Digital Pedagogy in Language Education

Digital media in the educational environment is developing very rapidly, and digital pedagogy is now becoming an essential structure in modern language teaching. Digital pedagogy is not just about using digital tools; it also involves creating learning activities that align with teaching principles and technological capabilities. Digital pedagogy emphasizes student-centered teaching, diverse input, student engagement, and the use of language in real-world communication. Recent studies emphasize that teachers must shift their role from simply delivering information to designing learning experiences by selecting, directing, and supporting learning in digital environments for successful digital pedagogy (Heyang & Martin, 2024; Liu & Zhang, 2023; Tan et al., 2022; Vizcaíno-Verdú & Abidin, 2023).

In the field of applied linguistics, research on digital pedagogy is still limited and tends to focus on formal learning platforms such as learning management systems, mobile applications, or online classes. However, it has been shown to support language learning, student autonomy, and student engagement, especially when instructional content is tailored to the platform's features and student demographics. Although informal digital spaces are becoming increasingly important for learners today, there is still little research studying them (Rezai & Goodarzi, 2025).

Toshiyuki and Mei-shiu (2024) conducted a qualitative study on digital-based language learning methods and found that planned pedagogical design, not just the use of technology, enhances student engagement and learning autonomy. However, most research still focuses on English language learning in formal contexts. This allows for further research on Arabic language learning in informal digital environments.

Generation Z and Digital Learning Characteristics

Individuals generally considered part of Generation Z, those born in the 1990s, have unique learning styles influenced by their constant interaction with digital tools and social networking sites. They are known to have limited concentration spans, prefer visually appealing and interactive content, and tend to opt for self-paced learning that is accessible whenever they need it. These characteristics pose challenges for conventional teaching methods, necessitating teaching strategies that are concise, engaging, and relevant to their lives. Studies on language acquisition indicate that Generation Z students tend to thrive in educational frameworks that emphasize simplicity, diverse approaches, and practical real-life applications (Chardonnes, 2023).

Specifically, social media platforms have been identified as learning spaces that align with Generation Z's learning preferences due to their ease of use, wide accessibility, and interactive features. When designed with clear learning objectives, these platforms can facilitate informal learning, greater exposure to language,

and higher levels of learning motivation.

In the context of Arabic language teaching, Generation Z students often view Arabic as a complex language separate from their daily linguistic experiences, especially in regions where Arabic is not the dominant language. Therefore, it is crucial to integrate Arabic language education into the digital environment they are already familiar with and comfortable with, as this can reduce their concerns, highlight the importance of the language, and develop their ability to communicate effectively (Saadataen & Sopian, 2025).

A study conducted by Harun and Bandar (2025) through a survey of Generation Z students showed that they are more responsive to language learning presented visually, concisely, and contextually compared to long text-based methods. Similar findings were also reported by (Chardonnens, 2023). Who found that using social media in language learning can increase the motivation and active participation of Generation Z students, especially when the material is tailored to their daily experiences? These results reinforce the importance of learning designs that align with the characteristics of Generation Z.

Microlearning and Short Video-Based Instruction

Microlearning is a popular and effective learning method in today's digital environment, and it aligns with the current learning styles of students. This method involves spreading the material into small, focused sections, which allows for the rapid achievement of specific learning objectives. Studies show that microlearning, especially when using mobile devices and social media, can help people remember lessons better, make understanding easier, and increase student engagement (Mairret et al., 2024).

TikTok and other short-video platforms enable microlearning thanks to their focus on audiovisual communication, limited video duration, and algorithm-driven content distribution. Studies show that short educational videos, if made with a clear educational purpose, can help students learn languages by improving vocabulary, pronunciation, and conceptual understanding. From a language use perspective, microlearning aligns with the principles of communicative language teaching because it allows students to use language contextually, meaningfully, and task-focused. However, instructional design, content organization, and the teacher's ability to keep up with the complexity by providing in-depth instruction are all factors that determine the success of microlearning (Laksanasut, 2022).

According to research conducted by Silva et al. (2025) on microlearning-based learning experiments, students who received material in the form of short videos had higher retention and engagement levels than students who received material in the form of long videos.

TikTok as a Digital Learning Space

Although TikTok is typically understood as a place for socialization and fun, recent research in the academic world demonstrates its potential as an informal learning medium outside of traditional educational settings. With elements like short videos, visuals supporting the narrative, integrated audio, and interactive tools, TikTok is an ideal platform for presenting language learning content with a focus on authenticity, repetition, and student engagement. Nurjanah et al. (2025) is one study that states that educational content on TikTok can increase student interest, expand their opportunities to listen to the language being learned, and encourage the formation of independent learning habits that go beyond the usual classroom teaching methods. Nevertheless, most current research is more inclined toward English language learning, while other languages like Arabic, which are not as popular as English, still lack adequate attention. In addition, more research is still needed to develop effective educational content on TikTok. Many studies prioritize the perspectives of learners or the potential of the platform, but very few examine how teachers meticulously plan their content, utilize diverse teaching methods, and adapt to their new roles as online content creators and instructional designers.

A study conducted by Dominic and Tamano (2025) examined research highlighting the potential and challenges of TikTok as a pedagogical tool in language learning. From the existing literature review, it is evident that TikTok has the potential to be an effective informal learning space, provided the content presented has clear learning objectives and is relevant to the users' social context. Some studies have also not yet examined the content creation process, the types of pedagogical strategies used, and how language learning and teacher education elements are integrated into the digital environment. This research differs from previous literature reviews because it discusses the categories of Arabic language learning content developed by Generation Z lecturers on TikTok, the representation of digital pedagogical design in material presentation strategies and media design, and the role of lecturers as educators and digital pedagogical designers in the digital learning space.

Methodology

Research Design

This research applies a qualitative method with a descriptive case study design. This design was chosen

because the main focus of the research is to gain an in-depth understanding of the digital learning design developed by a Generation Z Arabic language lecturer using TikTok as an informal learning platform. Case studies provided researchers with the opportunity to examine phenomena in a comprehensive and contextual manner, especially when teaching practices, the digital environment, and teacher identity interact with each other. This research does not aim to test a hypothesis, but rather to describe and interpret the patterns of pedagogical design reflected in digital artifacts in the form of TikTok content. The analysis was conducted based on a conceptual model that includes teaching orientation, selection of Arabic language learning content, digital media design tactics, instructional delivery, and audience response.

Sample and Population

The subject of this research is a TikTok account owned by a Generation Z Arabic language lecturer who actively produces educational content about Arabic language learning and teaching methods. The selection of this subject was done purposively, with the rationale that the account reflects integrated digital pedagogical practices, namely combining mastery of Arabic language material, technological literacy, and teaching strategies within a comprehensive content ecosystem.

The sample used in this study consists of 100 Arabic language learning videos uploaded to the account from March to December 2025. These videos were selected based on the established inclusion criteria: they must contain elements of Arabic language learning or aspects of Arabic language pedagogy; they must showcase media design or content delivery strategies; and they must have visible audience interaction.

Personal, non-educational videos, or those unrelated to Arabic language learning were removed from the dataset. This research places more emphasis on analyzing digital artifacts rather than the personal characteristics of the account owner, in order to maintain academic integrity.

Research Instrument and Data Collection

Arabic language learning videos were the primary data source, and captions, hashtags, and audience comments that are pedagogically relevant are supporting data sources. Data collection was carried out through non-participatory observation of digital content. Researchers recorded and documented every video that met the criteria in a systematic manner without engaging in interaction with the audience. The primary data is Arabic language learning videos, while the supplementary data consists of captions, hashtags, and audience comments relevant in a pedagogical context. Each video is recorded based on runtime, theme, language skills taught, language use, and visual and instructional aspects. To reduce potential bias in selection, data collection was carried out chronologically with clear inclusion criteria. All the information is then stored and organized as a research corpus.

Data Analysis

Data was analyzed through thematic analysis within the context of qualitative content analysis. The analysis stages were carried out in a specific order. First, the researchers repeatedly observed the videos to gain a thorough understanding of the content patterns and pedagogical strategies employed. Second, open coding was conducted to identify emerging pedagogical design elements, such as learning objectives, content delivery methods, the use of Arabic language, visual representations, and the type of interaction with the audience. Third, these codes are grouped into main themes that reflect the dimensions of digital pedagogical design. The analysis process is repeated until a coherent and relevant conceptual theme is found to explain the digital pedagogical design practices of Arabic language lecturers on TikTok.

Results

This research examines the content of Arabic language learning materials uploaded by Generation Z lecturers on the TikTok platform using a qualitative analysis approach. The findings of this study are centered on two important elements: the types of Arabic language learning content and the mapping of digital pedagogical designs applied within each content type.

The Types of Arabic Language Learning Content

Through analysis of educational content on TikTok created by Gen Z Arabic language teachers, it was found that learning materials can be divided into seven main categories, as shown in [Table 1](#). These categories reflect diverse digital pedagogical designs that prioritize the delivery of language information and learning packaging methods adapted to the characteristics of learning.

[Table 1](#) shows that the content of Arabic language learning on that TikTok account reflects a diversity of instructional approaches, is not singular, and encompasses a range of instructional methods from language material delivery and language skills practice to pedagogical reflection for educators.

Table 1: Overview of Content Categories and Pedagogical Descriptions

No	Content Categories	Pedagogical Description	Language Skill Focus	Content Examples	Links
1	Digital Learning Media Tutorials	Content demonstrating the design of both digital and conventional media, leveraging digital platforms for Arabic language instruction (e.g., game-based learning and interactive visual media).	Integrated Language Skills (<i>Istimā'</i> , <i>Kalām</i> , <i>Qirā'ah</i> , <i>Kitābah</i>)	Tutorials for: Arabic game-based learning, animation videos, digital flipbooks, Canva-based digital comics, and Arabic Augmented Reality (AR).	https://vt.tiktok.com/ZS5DY5qW8/ https://vt.tiktok.com/ZS5DYfQyw/ https://vt.tiktok.com/ZS5kskLqv/ https://vt.tiktok.com/ZS5ksu67W/ https://vt.tiktok.com/ZS5kshQWq/ https://vt.tiktok.com/ZS5BuC42t/ https://vt.tiktok.com/ZS5BH1hL7/ https://vt.tiktok.com/ZS5BHNeW3/ https://vt.tiktok.com/ZS5Bu3T7h/
2	Al-Hiwār (Contextual Arabic Dialogue)	Contextual Modern Standard Arabic (MSA) dialogues designed to facilitate communication skills relevant to Generation Z.	Kalām (Speaking) and Istimā' (Listening)	Thematic conversations, lecturer-student dialogues, POV (Point of View) scenarios: mother & child, husband & wife.	https://vt.tiktok.com/ZS5BHLmnB/ https://vt.tiktok.com/ZS5DYnrwN/ https://vt.tiktok.com/ZS5DYq3Hq/ https://vt.tiktok.com/ZS5BHBjirJ/ https://vt.tiktok.com/ZS5BHfWSJ/ https://vt.tiktok.com/ZS5BusA5S/
3	Mahārah Kalām (Speaking Skills)	Practice in speaking and pronouncing Modern Standard Arabic (MSA).	Kalām (Speaking Skills)	MSA film reviews, Arabic-language vlogs, oral expression exercises, and speaking tips.	https://vt.tiktok.com/ZS5BH2qwV/ https://vt.tiktok.com/ZS5BHMMr9/
4	Istimā' (Listening Skills)	Audio-visual content designed to train and enhance listening comprehension skills.	Istimā' (Listening Skills)	Short listening videos, daily activity videos for listening assessments, and vocabulary pronunciation.	https://vt.tiktok.com/ZS5BH51Km/ https://vt.tiktok.com/ZS5BHylene/
5	Mufradāt (Vocabulary)	Vocabulary introduction through visual aids and contextual usage.	Vocabulary and Qirā'ah (Reading)	Thematic vocabulary, word visualizations, and Arabic-language vlogs.	https://vt.tiktok.com/ZS5BHvLF/ https://vt.tiktok.com/ZS5BHwvGn/ https://vt.tiktok.com/ZS5B9dbpa/ https://vt.tiktok.com/ZS5B92Mje/ https://vt.tiktok.com/ZS5B9DTrL/
6	Formal Arabic Expressions	Formal and academic Modern Standard Arabic (MSA) expressions.	Kalām (Speaking) and Qirā'ah (Reading)	Official expressions, formal conversations, polite expressions, and comparative styles (Indonesian-Arabic vs. MSA).	https://vt.tiktok.com/ZS5B9ARv7/ https://vt.tiktok.com/ZS5B9LgRb/
7	Arabic Teaching Strategies	Reflective content regarding approaches, methods, and games for engaging Gen Z and Gen Alpha students in learning Arabic.	Arabic Pedagogy	Practical teaching tips for younger generations, learning motivation, and enjoyable Arabic learning methods.	https://vt.tiktok.com/ZS5B9LTBn/ https://vt.tiktok.com/ZS5D2jvHV/ https://vt.tiktok.com/ZS5D2YUwJ/ https://vt.tiktok.com/ZS5B9mf6q/ https://vt.tiktok.com/ZS5B9LPHR/ https://vt.tiktok.com/ZS5B9VSRp/ https://vt.tiktok.com/ZS5B9bLx/ https://vt.tiktok.com/ZS5B9bmQC/

The Mapping of Digital Pedagogical Designs Applied

In TikTok content, Arabic is always connected to events involving individuals' daily lives, in accordance with the principles of communicative language teaching. Considering that audiences have diverse backgrounds and varying levels of ability, this strategy becomes crucial on social media platforms. The mapping details are presented clearly in [Table 2](#).

Table 2: Mapping of Digital Pedagogical Design

No	Content Categories	Pedagogical Orientation	Digital Media Design Strategies	Instructional Delivery on TikTok	Audience Response (Indicators)
1	Digital Learning Media Tutorials	Applied-Constructivist	Game-based learning, Interactive media	Direct Demonstration	High viewership, Reflective comments, substantial likes, saves and shares, tutorial inquiries.
2	Hiwār (interactive dialogue)	Communicative Approach	Contextual Dialogues and Role-Play	Fushah-based Conversational Practice	Vocabulary-related inquiries, Critical Feedback and suggestions, Linguistic imitation, Interactive Q&A.
3	Mahārah Kalām (Speaking Skills)	Communicative-Performative Orientation	Speaking Practice Videos	Direct Instruction and Arabic-language vlogs	Oral participation, Inquiries regarding content requests, Critical feedback and suggestions.
4	Istimā' (Listening Skills)	Adaptive Audiolingualism	Short-form Audio-visual Content	Clear articulation of Arabic vocabulary and phrases; Facilitating linguistic expansion into varied sentence structures.	Comprehension indicators, Requests for listening worksheets, Inquiries for background audio/song sources
5	Mufradāt (Vocabulary)	Cognitive-Contextual	Word Visualization	Vocabulary presentation with sentence examples	High engagement (likes/saves), Requests for thematic vocabulary, Inquiries on teaching methods and media design.
6	Formal Arabic Expressions	Academic-Functional	Textual and Contextual Framing	Concise explanations; Contextual Dialogues	Content distribution (shares), Requests for similar content themes, Inquiries regarding additional expressions
7	Pedagogical Strategies	Pedagogical Reflection	Narrative Video	Experiential Reflection; Demonstration	Educator discussions, Inquiries on appropriate methods, strategies, and approaches for specific skills (<i>Mahārah</i>)

Mapping in Table 2 shows that each content category has different digital pedagogical design characteristics, but overall, they demonstrate integration between pedagogical orientation, digital media strategies, and audience interaction patterns.

Discussion

The results of this study indicate that TikTok-based Arabic language learning content is able to increase the learning engagement of Generation Z students. This finding is consistent with previous research stating that the use of short video platforms can increase students' motivation and attention in digital learning (Pablo & Lara-bocanegra, 2025). This increased engagement can be understood because TikTok provides attractive audiovisual content that is tailored to the preferences of Generation Z. Additionally, this study provides an empirical contribution in the context of Arabic language learning, which is still relatively limited in discussions within digital pedagogy based on social media.

Digital Pedagogical Design in Arabic Language Learning Content

The research results indicate that using TikTok for Arabic language instruction functions not only as a digital tool but also as a platform optimized for education. In addition to posting language-related content, teachers design learning experiences by considering video duration, audience demographics, and the capabilities of each platform. This finding supports the view that digital pedagogy requires attention to design that simultaneously integrates pedagogical, technological, and linguistic elements.

TikTok, as an educational tool, is equipped with unique features. The short video format allows for easier-to-understand presentation of material, more focused learning objectives, and effective visual representation. This process reflects the core principle of digital pedagogy, regarding how learning is designed to remain relevant in a fast-paced and competitive digital era. Thus, the quality of learning on social media platforms is determined more by instructional design than by the characteristics of the platform itself.

Through content analysis of educational TikTok uploads produced by Generation Z Arabic language

teachers, it was found that their learning content can be divided into seven main categories, as shown in [Table 1](#). These categories reflect diverse digital pedagogical designs focused on delivering language material and packaging learning strategies tailored to the characteristics of the teaching and learning process.

[Table 1](#) shows 7 categories of Arabic language learning content. The content in the first category is digital learning media tutorials, which discuss how to design and utilize digital and conventional learning media for teaching Arabic. This content includes creating game-based learning, animated videos, digital worksheets, interactive PowerPoint presentations, flipbooks, digital comics, Canva-based animations, and augmented reality. From a pedagogical perspective, this category indicates that teachers are not just media users; they also design digital learning. Listening, speaking, reading, and writing are used simultaneously as the focus of language skills development.

The results show that digital education design must be organized and focus on multimodal learning. This category became the most popular content and received a lot of feedback from the audience. Additionally, this content demonstrates practical ways to create, design, and use Arabic language learning media. Furthermore, this content serves as an evaluation tool and a medium for teaching students languages, especially Arabic. This also serves as an example of an innovative teaching method that can be implemented by other educators, both in the field of language and other fields.

The second type is *hiwār*, or dialog in Arabic, which presents dialog in the context of *fusha*. Teacher-student interactions, everyday conversations (*al-ḥayāh al-yaumiyyah*), and dialog from a family's perspective (POV) are some examples of real-life situations related to Generation Z's life. Pedagogically, this category emphasizes the use of language as a tool for communication and enhances speaking and listening skills. This method aligns with the concept of communicative language learning, where language is learned through relevant contexts and interaction. The dialog and speaking skills category indicates a communicative pedagogical orientation. Speaking and dialog exercises are presented in real-world situations using *Fusha* Arabic, ensuring that learning is not separate from the communicative function of the language. Meanwhile, the "*istimā*" category presents listening materials concisely yet structured, demonstrating pedagogical awareness of video duration limitations.

The third category, *mahārah kalām* content, focuses on practicing speaking and pronunciation in *Fusha* Arabic. This content includes Arabic film reviews, educational video blogs, oral expression exercises, and Arabic speaking guides. This method motivates students to demonstrate their language abilities directly. This can boost their confidence and ability to speak fluently. The results show that TikTok is used as a place for authentic oral practice and is suitable for students' characteristics.

Fourth, listening materials, which include short audio-visual materials used to improve Arabic language listening skills. This type of material includes listening test exercises, listening videos, and vocabulary pronunciation. The material is presented concisely and focuses on a single main learning objective. This indicates the use of a microlearning strategy. Generation Z tends to have a short attention span and prefers audio-visual digital content, making this strategy suitable for them.

Fifth, vocabulary content that focuses on thematic introduction to Arabic vocabulary with visual support and usage context. Vocabulary is presented in a specific context, making it easier to understand and remember. Vocabulary material is delivered through vlogs. Pedagogically, this method enhances students' vocabulary and reading comprehension, and supports more contextual vocabulary learning. In classical Arabic, vocabulary and expression categories demonstrate the integration between visual and linguistic design elements. To enhance understanding and retention, vocabulary and expressions are integrated through visualization and contextual examples. The Arabic language teaching strategy for the younger generation consists of reflective content aimed at students and the Arabic language education community, including educators and prospective teachers.

Sixth, the content of Classical Arabic expressions, which includes formal and academic expressions in the Arabic language. This category covers official and polite expressions, as well as comparisons between Indo-Arabic and Classical styles. From a pedagogical perspective, this category helps students understand the differences in language register and terminology usage in academic and formal contexts. Speaking and reading skills are the primary skills being developed, especially in formal communication.

Seventh, including reflective and pedagogical approaches in teaching Arabic to Generation Z and Alpha. This content covers methods, techniques, games, and tips to make learning Arabic fun and not intimidating for students. This result indicates that teachers are aware of students' affective elements such as motivation, self-confidence, and learning comfort. Lecturers not only serve as material presenters but also as facilitators and designers of learning experiences relevant to the times in this context.

Microlearning and Contextualization Strategies for Arabic Language for Generation Z

The Arabic language teaching materials designed use more microlearning formats. This method provides students with the opportunity to learn in a more flexible way without the need for long hours of engagement.

The delivery of information in small, focused, and relevant chunks aligns with the unique characteristics of Generation Z students. Arabic language learning, often considered complex [Article \(2024\)](#), gains pedagogical influence from microlearning. Instructors can overcome barriers in early learning by breaking down the material into small parts that revolve around a single phrase, sentence structure, or communication context. This approach can boost students' confidence and increase their interest in learning a language. Language context is one of the important strategies in digital learning, alongside microlearning. As described in [Table 2](#) in the previous results section.

In the digital learning media tutorial category, a constructivist pedagogical approach [Safirah et al. \(2024\)](#) was applied, emphasizing learning as an active activity that encourages students to build knowledge through practice and exploration. The media designs implemented include educational games and media interaction, as well as the process of creating and using media for the Arabic language. Live demonstrations provide the audience with the opportunity to witness the media creation process in real-time. High view counts, reflective feedback, and interaction through likes indicate audience response. This response indicates that the content is not only visually appealing but also offers educational value beneficial to Arabic language teachers and students. The dialog category focuses on communication pedagogy, with an emphasis on using Arabic as a communication tool. In media design strategy, contextual discussion and the role of simulation are crucial. To make it easier for viewers to imitate, the instructional presentation is delivered through short, contextual dialogs in classical Arabic. Audience response can be seen through the practice of imitating dialog and the questions and answers that appear in the comment section. This shows that hiwār content helps people interact with each other and learn to speak orally.

Mahārah kalām has a communicative and performative teaching approach; this category emphasizes speaking ability as a linguistic action. One approach to media design is the practice of speaking using video, including live instructional videos and vlogs in Arabic. The purpose of the instruction is to encourage the audience to imitate, try, and learn to speak independently. Audience engagement in speaking can be seen in their reactions, both through comments in Arabic and verbal responses to the subsequent content. This shows that TikTok serves as a platform for free and spontaneously engaging practice.

The approach to media design uses simple audio-visual references that emphasize clarity in vocabulary pronunciation and sentence structure in Arabic, while the istimā category aligns the principles of listening comprehension with the characteristics of digital media. Instructive presentations are designed to help the audience clearly hear vocabulary or sentences in Arabic, and then develop them in various contexts. Audience response is evident through signs of understanding, such as answering questions, repeating vocabulary, or connecting the material to different contexts. This indicates that the microlearning method is effective for listening comprehension. The cognitive-contextual method is used in the vocabulary category to learn vocabulary through the relationship between meaning and the context of its use. Visualizing words with everyday sentence examples is used as a media design strategy. Instructions are given simply and focus on one vocabulary theme per video. The high number of likes and requests for related vocabulary indicates audience response. Respondents stated that the vocabulary content meets students' real needs to expand their Arabic vocabulary.

The category of expressions in Classical Arabic focuses on academic-functional pedagogy with the aim of introducing students to formal and academic vocabulary. To decipher the meaning of each expression, the media design approach combines text with its context. To help listeners differentiate between the use of terms in formal and informal contexts, the instructions are presented through concise and direct explanations. Repeated content and questions related to other expressions reflect audience responses. This indicates that the content can serve as a reference for academic communication in Arabic.

The teaching approach for this category of Arabic language instruction prioritizes reflective pedagogy, utilizing students' experiences as a source for learning. The media design strategy uses narrative videos featuring reflections on student experiences, recommendations, and Arabic language teaching techniques targeted at Generation Z and Alpha. The teaching presentation is reflective and dialogic, encouraging learners, especially educators, to discuss methods, strategies, and approaches suitable for each skill or subject area. By holding pedagogical discussions and following up with questions, audience responses can be seen. This indicates that this content supports the exchange of best practices in teaching Arabic.

Overall, the visualizations in [Table 2](#) show that the digital pedagogical arrangements implemented are diverse and bring together pedagogical orientations, media strategies, and the characteristics of the TikTok platform. The active response from the audience indicates that these arrangements are not only visually appealing but also facilitate students in learning Arabic through the social media platform. The visualizations illustrate that digital pedagogical approaches do not occur by chance; rather, they are designed through alignment between pedagogical orientations, media design methods, and instructional presentation. The form and strength of the audience's response as an indicator of learning engagement on social media are influenced by this alignment.

The Role of Lecturers as Educators and Digital Pedagogy Designers

The research findings indicate that teachers are not only teaching language material, but also building

digital pedagogical approaches. The methods used by teachers in designing, delivering, and interacting with Arabic language content on social media platforms reflect this role. This also includes visual aspects that consider learning objectives as well as audience characteristics. Some content is designed for educators through educational media tutorials and reflections on teaching methods, in addition to targeting students. This indicates that TikTok serves as a medium for disseminating Arabic language learning strategies and innovative ideas.

Other content is aimed at motivating students in the field of teacher education, as well as those who are completing scientific theses on education, especially in the context of Arabic language education. This includes teaching and learning methods, learning resources, and language proficiency.

From a pedagogical perspective, the uploaded content indicates an organized and implicit lesson arrangement. This can be seen from the consistent themes, the focus on relevant materials such as thematic vocabulary, communication expressions, or Arabic language learning guides, as well as the content's suitability to the needs of native digital audiences. The lecturers deliberately adjusted the complexity of the language, the length of the videos, and the delivery method to align with the rhythm, visuals, and clarity of the message that are priorities for TikTok users.

As digital education designers, teachers have the ability to create teaching materials through visual and audiovisual elements. This approach aims to strengthen students' attention and memory, including the use of short on-screen texts, a communicative tone of voice, emphasis on keywords, and nonverbal expressions. The principle of multimodal learning allows this approach to focus on mutually supportive visual and auditory aspects in addition to spoken text.

The research findings indicate that the audience targeted by the content is not limited to students or Arabic language learners, but also includes the educational community, such as teachers, lecturers, instructors, and students. This is reflected in the content, which includes guides for creating learning media, reflections on teaching experiences, and recommendations for methods for teaching Arabic. TikTok serves as a platform for sharing educational practices, providing an opportunity for educators to exchange ideas, inspiration, and innovations in a relaxed yet meaningful way.

Furthermore, TikTok can be considered a credible informal learning platform. The generated content demonstrates a clear educational focus, defined learning objectives, and planned delivery strategies, even though it is not tied to an official curriculum, written syllabus, or academic grading system. This indicates that in today's digital world, the line between formal and informal learning is increasingly blurring. The lecturers serve as a link between these two things.

Conceptually, these findings reinforce the idea that digital educational design makes a significant contribution to expanding the Arabic language learning environment in the age of social media (Awad, 2025). Lecturers not only play a role in transferring knowledge, but also in creating learning experiences, learning communities, and a learning culture that adapts to technological advancements. Thus, teacher involvement on platforms like TikTok is not merely a trend, but rather symbolizes the changing role of teachers in contemporary Arabic language education.

The teaching approach for this category of Arabic language instruction focuses on reflective pedagogy, relying on students' experiences as a source of learning information. The media design utilizes narrative videos that imply students' reflections on their experiences, including recommendations and Arabic language teaching methods tailored for Generation Z and Alpha. The information delivery is reflective and interactive, inviting students, especially educators, to discuss appropriate methods, strategies, and approaches for each skill or subject. Through educational discussions and follow-up questions, audience responses were expressed. This indicates that this content facilitates the exchange of best practices in teaching Arabic.

Conclusion

This study aims to analyze the Arabic language learning content developed by Generation Z Arabic language lecturers on the TikTok platform, focusing on content categories, digital pedagogical design, and the role of lecturers as educators and digital pedagogical designers in informal digital learning spaces. The research findings indicate that Arabic language learning content on TikTok represents a diverse range of learning categories, including language skills development, presentation of formal vocabulary and expressions, and reflection on pedagogical strategies. This content is designed by integrating microlearning strategies, language contextualization, and multimodal design, which align with the characteristics of Generation Z learners. The research findings also confirm a shift in the role of Arabic language lecturers from simply delivering material to designing digital pedagogical learning experiences.

However, this study has limitations. First, this research only examines TikTok content created by Generation Z Arabic language lecturers, so it does not represent digital pedagogical practices employed by educators from other generational groups or different social media platforms. Second, this study uses a

qualitative content analysis method without directly measuring how TikTok content helps students learn Arabic. Third, their responses to TikTok content Based on these limitations, further research should involve educators from different generational backgrounds and compare the use of various social media platforms in Arabic language learning. Additionally, further research could combine content analysis with quantitative approaches, experiments, or longitudinal studies to determine how effective social media use is in Arabic language learning. Future research could also look at how learners perceive learning in informal digital learning spaces.

This research has both theoretical and practical implications. Theoretically, the results of this study indicate that social media, particularly TikTok, can function as a legitimate and meaningful space for learning Arabic if used with the appropriate pedagogical approach. Practically speaking, the findings of this research provide a reference for Arabic language lecturers and teachers in designing their learning programs.

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