

# THE SUITABILITY OF THE TIKTOK APPLICATION IN QIRA'AH SHAMITAH LEARNING (CASE STUDY OF STUDENTS AT WALISONGO STATE ISLAMIC UNIVERSITY SEMARANG)

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**Abstract:** This research has two focuses: (1) Examine the use of TikTok applied in the teaching of *Qira'ah Shamitah* (QS) for Arabic Language Education (ALE) students at Walisongo State Islamic University Semarang; (2) Investigate students' perceptions of the suitability of TikTok for teaching QS at the university level. This study was designed as explanatory field research with mixed methods, by quantitatively describing students' opinions through questionnaires presented on a Likert scale and combined with interviews, accompanied by qualitative observations of QS learning activities among students. The students involved in this case study were 106 students from the 2022-batch of the ALE department. Data was collected through a questionnaire, observation, and interview. Data were analyzed qualitatively using Spradley's model. The results indicate that the scope of skills in teaching QS encompasses understanding the content of the text, pronouncing it correctly, comprehending the meaning of the text, utilizing information from the text, recognizing and understanding written words, improving silent reading speed, analyzing content structure, and thinking critically about the text. The suitability of TikTok regarding perceptions of QS learning shows that 23.48% strongly agree, 13.44% agree, 13.04% are neutral, 26.24% disagree, and 23.8% strongly disagree. These results identify the potential involvement of TikTok in their Arabic Language Learning (ALL) at the university level, by following up on the obstacles encountered in the process of its use. The implications of TikTok on QS learning are that it fosters group collaboration and student

engagement in learning Arabic texts, as well as providing videos for independent and repeated learning.

**Keywords:** TikTok, Silent Reading, Higher Education, Arabic Language Learning, Students' Perception.

## Introduction

Since its emergence in 2016, TikTok has become one of the largest and most popular social media apps across various demographics. Its emergence, which is seen as bringing a breath of fresh air to social media, has successfully captured the hearts of people worldwide, with a wide range of applications, from marketing and entertainment to lifestyle, business development, economy, and trade, as well as ventures into the fields of health and education. With its signature short videos, TikTok continues to innovate by addressing the various needs of its users.

In the context of the development of learning media, as well as adapting to the characteristics of Generation Z, who generally like things that are creative, practical, and fun in various activities, including when learning<sup>1</sup>.

Even TikTok has become one of the options favored by educational providers, both individuals and organizations, as a social media platform used to promote online learning models, intensive courses, project-based learning, problem-based learning, and the latest learning campaigns in line with ever-changing regulations. In addition, TikTok has also begun to be used as an interactive learning medium in classrooms<sup>2</sup>, a learning resource for students and university students, a tool for assessing language skills, and for developing teaching materials. This is especially true among university students, the majority of whom use TikTok as their social media platform, making this application a highly promising alternative for use in learning. The same is true for Arabic language learning. Numerous TikTok accounts offer Arabic language learning resources, both commercial and non-commercial.

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<sup>1</sup> Muh Sabilar Rosyad and Saleh Muhammad Kabir, 'Towards Deep Arabic Language Learning: Designing Materials That Are Mindful, Meaningful, and Joyful', *LUGHATI: Jurnal Pendidikan Bahasa Arab*, 3.01 (2025), pp. 63–75 <<https://doi.org/10.33754/lughati.v3i01.1613>>.

<sup>2</sup> Qurrota A'yun Azzahra and others, 'The Effectiveness of Using Marhaban.Academy Cartoon Movie on TikTok to Improve Students' Arabic Listening Skills', *Insyirah: Jurnal Ilmu Bahasa Arab Dan Studi Islam*, 8.1 (2025), pp. 78–98, [doi:10.26555/insyirah.v8i1.13170](https://doi.org/10.26555/insyirah.v8i1.13170).

On the other hand, Arabic language learning at the university level, especially for those majoring in Arabic language education, requires qualifications in terms of mastery of basic Arabic language skills, including listening, speaking, reading, and writing. Additionally, students must demonstrate proficiency in Arabic grammar (*nahwu* and *sharf*) from beginner to advanced levels, along with translation skills and the ability to design teaching materials using various modern media. This aligns with the learning outcomes outlined in the Arabic Language Education Department's curriculum. At the final stage as undergraduate students, students are required to complete a thesis in Arabic or substitute it with a publication in a nationally accredited journal with a minimum Sinta-3 rating or higher.

To fulfill this requirement, students must have adequate reading skills so that they can access various sources, most of which are in Arabic. Although English and Indonesian texts are also available as literature sources, students also need to recognize and identify various word forms used in Arabic academic texts. Thus, reading is a skill that serves as the key to unlocking knowledge. Furthermore, there is *QS* (silent reading), which plays a major role in absorbing knowledge from the available reading materials<sup>3</sup>. *QS* itself is a basic course with a weight of 4 credits that second-semester students take after passing the *qira'ah jabriyyah* level. The main objectives of learning *QS* are to understand the content of the text, to know the meaning of the context of the text being read, and to reproduce the text in spoken or written form (Based on the curriculum text of the Arabic Language Education Department).

Several previous studies on TikTok and its implementation in silent reading activities include research on the influence of social media on literacy habits and listening skills among polytechnic students<sup>4</sup>. There is also research on the use of TikTok to increase reading motivation through visual duet words<sup>5</sup>. Another study discusses the

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<sup>3</sup> Inayah Inayah and Muhammad Ahsanul Husna, 'The Problem of Narrative Term on Research in Scientific Journals and the Application of Its Use in Silent Reading Among University Students', in *Proceeding of 3rd Internasional Conference on Implementing Religious Values on Transdisciplinary Studies for Human Civilization* (International Office UIN Prof. K.H. Saifuddin Zuhri Purwokerto. Jl. Jend. A. Yani No. 40A Purwokerto, 2023), pp. 43–58, [doi:10.24090/icontrees.2023.284](https://doi.org/10.24090/icontrees.2023.284).

<sup>4</sup> Tolulope O. Adepoju, 'The Effect of Social Media on Reading and Listening Habits of Polytechnic Students: A Case Study of The Polytechnic, Ibadan', *Lead City International Journal of Library Information and Communication Sciences [LCIJLICS]*, 1.1 (2024), pp. 154–70, [doi:10.63741/](https://doi.org/10.63741/).

<sup>5</sup> Mardhiah Musa and Hanita Hanim Ismail, 'Using Tik Tok as a Way to Enhance Motivation in Reading Fluency through Sight Words Duet', *International Journal of*

impact of TikTok on the reading motivation of #BookTok users<sup>6</sup>. Another study, conducted by Khadidja Bechelagh, examined the Impact of Social Media Platforms on Students' reading habits<sup>7</sup>. The study identified a decline in students' reading habits, along with a greater focus on scrolling through content on various platforms, sending online messages, and engaging in online conversations. The study also proposed alternative solutions that educators can implement to address these issues. Also, Research on using #BookTok in high school classrooms<sup>8</sup>, namely, research on how teachers can apply #BookTok as a teaching aid in the classroom to strengthen students' reading habits for pleasure.

Additionally, there is a study discussing the transformation of students' experiences in using TikTok's duet feature for English language practice<sup>9</sup>, from scrolling to speaking skills. Another study presents research on learning to read using TikTok as an educational resource based on microlearning<sup>10</sup>. Other studies have also identified the connection between #BookTok and the examination of cultural and linguistic identity expression in online reading communities<sup>11</sup>. There are also studies on the impact of TikTok on listening

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*Academic Research in Business & Social Sciences*, 13.7 (2023), pp. 936–50, [doi:10.6007/IJARBS/v13-i7/17263](https://doi.org/10.6007/IJARBS/v13-i7/17263).

<sup>6</sup> Sarah Elizabeth Jerasa and A, 'Welcome To BookTok: Understanding the Impact of TikTok on Reading Motivation' (University of Houston, 2023).

<sup>7</sup> Khadidja Bechelagh, 'The Impact of Social Networking Sites on Students' Reading Habits', *مجلة دفاتر مخبر الشعرية الجزائرية*, 09.01 (2024), pp. 398–409.

<sup>8</sup> Anne Martine Olsen, 'Utilizing #BookTok in Upper-Secondary School Classrooms An Exploration of How Teachers Can Implement #BookTok As An Aid in Classroom Instruction for Enhancing Pupils' Reading for Pleasure Habits' (University of Tromsø, 2023).

<sup>9</sup> Adin Fauzi, 'From Scrolling to Speaking: Students' Experiences in Using TikTok Duet For English Practice', *A Journal of Culture, English Language Teaching, Literature and Linguistics*, 12.1 (2025), pp. 480–98, [doi:10.22219/celtic.v12i1.40680](https://doi.org/10.22219/celtic.v12i1.40680).

<sup>10</sup> Juana Yris Diaz Mujica, Mercedes Maria Nagamine Miyashiro, and Norma Ticse Villanueva, 'Learning How to Read Using TikTok: A Microlearning-Based Educational Resource', *Revista Innovaciones Educativas*, 26.October (2024), pp. 75–87, [doi:10.22458/ie.v26iespecial.5393](https://doi.org/10.22458/ie.v26iespecial.5393).

<sup>11</sup> Sarah Elizabeth Jerasa, 'The #BookTok Connection: Examining Cultural and Linguistic Identity Expression in Online Reading Communities', *Education Sciences*, 15.2 (2025), pp. 1–26, [doi:10.3390/educsci15020234](https://doi.org/10.3390/educsci15020234).

comprehension<sup>12</sup>, the influence of BookTok on reading culture<sup>13</sup>, using sustained silent reading as a core subject in secondary schools to enhance reading engagement<sup>14</sup>, and the transformative experience of reading digital literature on social media<sup>15</sup>. Also, there is research that examines the effectiveness of Islamic educational content on TikTok on an account in order to increase interest in learning Arabic among teenagers<sup>16</sup>. There is research that focuses on TikTok content that contains Arabic in various linguistic contexts<sup>17</sup>. And the influence of TikTok on English language learning<sup>18</sup>. More specifically, Jose Marie T. Sintos utilized TikTok as a method to enhance students' reading comprehension<sup>19</sup>. This is further supported by another study on exploring students' reading interests through TikTok's multimodal literacy<sup>20</sup>.

Although there have been various preliminary studies and research conducted on TikTok in foreign language learning, specifically, researchers have not yet found previous studies focusing

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<sup>12</sup> Mariana Lemos De Azevedo, *Social Media and Second Language Learning: The Impact of TikTok on Listening Comprehension*, Universitas Federal Do Rio Grande Do Norte (Natal, 2022).

<sup>13</sup> Elisavet Rozaki, 'Reading Between the Likes: The Influence of BookTok on Reading Culture' (Utrecht University, 2023).

<sup>14</sup> Hannah S Burwell, 'Using Sustained Silent Reading in the Secondary English Language Arts Classroom to Increase Reading' (Kennesaw State University, 2025).

<sup>15</sup> Nukmatus Syahria and others, 'Transformative Experience of Reading Digital Literature in Social Media', *Journal of English Language Teaching, Linguistics, and Literature*, 5.2 (2025), pp. 248–63, doi:10.37304/ebony.v5i2.20201.

<sup>16</sup> Alfath Akhamanuddin Rabbani Raharja and Hilalludin Hilalludin, 'The Effectiveness of Islamic Educational TikTok Content by @bachrulalam in Enhancing Adolescents' Interest in Learning Arabic', *Journal of Teaching and Learning*, 2.1 (2025), pp. 69–80, doi:10.71305/jtl.v2i1.299.

<sup>17</sup> Khizanatul Hikmah and others, 'The Formation of Bi'ah Lughawiyah Arabic - Based TikTok Content: A Systematic Literature Review', in *Konferensi Internasional Perkumpulan Prodi Pendidikan Bahasa Arab (PPPBA) Indonesia*, ed. by Et.al. Faedurrohan (Prodi Magister Keguruan Bahasa Arab, Fakultas Sastra, Universitas Negeri Malang, 2024), pp. 734–46.

<sup>18</sup> Jusak Patty and Libreck F. A. Noiija, 'Social Media Revolution: Tiktok's Impact on English Language Learning', *Jurnal Review Pendidikan Dan Pengajaran*, 6.4 (2023), pp. 937–45, doi:10.31004/jrpp.v6i4.20610.

<sup>19</sup> Jose Marie T Sintos, '"TikTok" Method: Explicit Instructions in Improving the Reading Comprehension of Grade 11 Humanities and Social Sciences Students', *Ignatian International Journal for Multidisciplinary Research*, 2.4 (2024), pp. 257–270, doi:10.17613/95g5-qd03.

<sup>20</sup> Fakhrurrazi M Amin, 'Exploring Students' Reading Interest Through Tiktok Multimodal Literacy', *Journal of Education and Teaching Learning (JETL)*, 5.2 (2023), pp. 157–64, doi:10.51178/jetl.v5i2.1326.

on the suitability of TikTok in learning QS, especially at the university level. Ideally, QS is essential for students to gain a deep understanding of the reading materials they study, to express linguistic knowledge, and serves as a foundational skill for writing academic papers, particularly when drafting theses and scientific journals. Both types of academic writing are integral components of the learning process for university students<sup>21</sup>. This research aims to: (1) Examine the use of TikTok applied in the teaching of QS for ALE students at Walisongo State Islamic University Semarang; (2) Investigate students' perceptions of the suitability of TikTok for teaching QS at the university level.

TikTok's popularity as a social media platform among Indonesians makes it ideal for use in various learning models in Indonesia, as well as for developing Arabic language skills at the university level. Students from Generation Z are interested in scrolling through TikTok media in their spare time. Researchers and teachers of Qira'ah Shamitah have taken advantage of this phenomenon to incorporate their daily habits into Arabic reading practice, thereby improving their reading literacy. This research begins with the implementation of learning *Qira'ah Shamitah*, by involving TikTok in it. The involvement of TikTok is not taking videos that already exist on TikTok, but students' learning experience in using TikTok as a project source for uploading media videos. This agreement was reached between the lecturer and students at the beginning of the learning process. In the middle of the learning process of *Qira'ah Shamitah*, the researcher observed matters related to the learning of *Qira'ah Shamitah*, the development of students' learning, and the achievements obtained at the end of the course. In the final period, the researcher evaluated the learning through a questionnaire distributed to students, as a form of input and criticism that is relevant to learning theory and student conditions at Walisongo State Islamic University Semarang. With this evaluation, it is hoped that researchers will get an ongoing frame of the suitability of TikTok in the context of learning *Qira'ah Shamitah*, the obstacles that occur during the engagement process, and future opportunities, for various ALL needs in general.

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<sup>21</sup> Muh Sabilar Rosyad and others, 'How Output-Based Standardisation of Writing Skills Learning Should Be Implemented for Non-Arabic Speaker', *JALIE: Journal of Applied Linguistics and Islamic Education*, 9.1 (2025), pp. 117–36 <<https://doi.org/10.33754/jalie.v9i1>>.

## Literature Review

Against the background of students' low interest in reading Arabic literature, and the urgent need for reading skills obtained from silent reading activities, in the form of text comprehension coupled with the ability to capture the meaning of mufradat in the context of written text, it is necessary to prevent this low interest, by bringing their daily life to social media into silent reading activities<sup>22</sup>. TikTok has become the most popular social media platform today, serving various circles and purposes. Learning a second or foreign language can be challenging for language learners because their native language has rules to which they are accustomed<sup>23</sup>.

The concept of silent reading (*Qira'ah Shamitah*) in Arabic literature and modern literacy studies refers to the skill of reading texts silently to achieve a deep understanding, rather than merely reciting them. In the context of literacy studies, QS plays a role in improving language competence holistically, training independent learners, and facilitating in-depth text analysis so that they are able to communicate well both orally and in writing, as well as improving language literacy in general. The Relationship between QS and Modern Literacy Studies is: (1) Improved Text Comprehension and Analysis; (2) Student Independence and Responsibility; (3) Development of Language Competence; (4) Improving Foreign Language Literacy (FLL), in the context of learning a foreign language such as Arabic; (5) Complex Thinking Process.

Some principles of QS are: (1) Focus on Understanding; (2) b. Learner Independence; (3) The Role of the Teacher as a Guide. The teacher acts as a guide who provides hints (rather than detailed explanations); (4) Application in Arabic Language Learning. This method is often used in ALL in higher education to improve literacy in reading.

This study supports the concept of qira'ah shamitah with a four-step learning process<sup>24</sup>. QS is expected to increase the reading interest

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<sup>22</sup> Di Giacomo Dina and others, 'The Silent Reading Supported by Adaptive Learning Technology: Influence in the Children Outcomes', *Computers in Human Behavior*, 55 (2016), pp. 1125–30, doi:10.1016/j.chb.2014.09.053.

<sup>23</sup> Dheifallah Altamimi and Radzuwan Ab Rashid, 'Spelling Problems and Causes among Saudi English Language Undergraduates', *Arab World English Journal (AWEJ)*, 10.3 (2019), pp. 178–91, doi:10.24093/awej/vol10no3.12.

<sup>24</sup> Ifran Febriza, Efa Silfia, and Ridho Praja Dinata, 'The Influences of Silent Reading Strategy Toward Students Reading Comprehension at SMAN 15 Muaro Jambi', *JELT: Journal of English Language Teaching*, 8.2 (2024), pp. 101–06, doi:10.33087/jelt.v8i2.167.



of students majoring in the Arabic language in Arabic literacy as a source of reference. Reading silently is expected to improve reading achievement and attitudes towards reading. Furthermore, good reading skills tend to have an impact on improving their writing skills. And this is very much needed by students, especially when compiling scientific papers, scientific publications, and theses as final assignments. And silent reading enriches basic knowledge, facilitates connections, and understanding of new content in the science of the Arabic language and its learning development.

With the characteristics of the Arabic language having a certain stress on short length and the inclusion of certain syllables as part of the Arabic vocabulary<sup>25</sup>, both of these favour silent reading learning. The same characteristics are shared by English and Croatian, respectively<sup>26</sup>. Silent reading learning that takes place in the ALE department in this study is an integrated part of the course, not pre-lecture activities, as stated in Rosdiana's research<sup>27</sup>. Silent reading learning has developed in such a way. from direct memory strategies related to vocabulary retention and text recall<sup>28</sup>, the Suggestopedia method<sup>29</sup>, and the Integrated Language Method, by utilizing appropriate materials to help students improve their reading skills, in addition to their writing and speaking skills<sup>30</sup>. Additionally, distance

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<sup>25</sup> Tareq Monther Al Damen, 'The Effectiveness of M-Reader in Promoting Extensive Reading among Arab EFL Learners', *Arab World English Journal (AWEJ) Proceedings of 1st MEC TESOL Conference 2018*, 1.1 (2018), pp. 3–23, [doi:10.24093/awej/MEC1.1](https://doi.org/10.24093/awej/MEC1.1).

<sup>26</sup> Kristina Cergol and Marijan Palmovic, "The Role of Stress in Silent Reading," in *Proceedings of the 2024 Symposium on Eye Tracking Research and Applications*, ETRA '24 (New York, NY, USA: Association for Computing Machinery, 2024), <https://doi.org/10.1145/3649902.3656492>.

<sup>27</sup> Aliva Rosdiana, 'Membangun Literasi Dalam Program Sustained Silent Reading Di Kelas Semantik', *Jurnal Edulingua*, 4.2 (2017), pp. 121–30, [doi:10.34001/edulingua.v4i2.632](https://doi.org/10.34001/edulingua.v4i2.632).

<sup>28</sup> Saepudin, M Taufiq Hidayat Pabbajah, and Mustaqim Pabbajah, 'Unleashing the Power of Reading: Effective Strategies For Non-Native Arabic Language Learners', *Alsinatuna: Journal of Arabic Linguistics and Education*, 9.2 (2024), pp. 116–38, [doi:10.28918/alsinatuna.v9i2.7826](https://doi.org/10.28918/alsinatuna.v9i2.7826).

<sup>29</sup> Yogia Prihartini, Wahyudi Buska, and Nur Hasnah, 'The Implementation of Suggestopedia Method in Arabic Teaching for Qira'ah', *Innovatio: Journal for Religious-Innovation Studies*, XIX.1 (2019), pp. 27–42, [doi:10.30631/innovatio.v19i1.76](https://doi.org/10.30631/innovatio.v19i1.76).

<sup>30</sup> Arwa Fahad Alfayez, 'Saudi Teachers' Self-Efficacy in Implementing the Arabic Language Integrative Curriculum', *Hindawi Education Research International*, 2022.6823935 (2022), [doi:10.1155/2022/6823935](https://doi.org/10.1155/2022/6823935).



learning through WhatsApp has evolved into technology-based learning and active, learner-centered learning<sup>31</sup>.

Good learning is learning that is close to everyday life, or in other words, incorporating daily activities in various aspects of learning. both in terms of material, methods, media, and forms of evaluation. and social media is one of the closest worlds to today's learners. not limited to primary, secondary, and even tertiary level learners. and social media activities are the second world after the world of reality around them. and social media activities are the second world after the world of reality around him. although the inclusion of social media in the world of learning is not considered a new thing for some in the world of education<sup>32</sup>, for learning in Indonesia, especially Arabic language learning, especially on TikTok social media, is still very minimally developed. because learning before the COVID-19 pandemic tended to be book centre.

TikTok, which is one of the social networking sites, has been researched for at least the last two decades<sup>33</sup>. It's a social media platform featuring short videos, which has been used as an educational tool with various purposes<sup>34</sup>. Such as communication skills development<sup>35</sup>, and a positive impact on vocabulary acquisition and foreign language pronunciation<sup>36</sup>. TikTok can also be an assessment tool to evaluate

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<sup>31</sup> S. Farhad, 'Dynamics and Polemics in Effective Teaching and Comprehensive Learning of Literature', *An International Peer-Reviewed Journal*, 24.2 (2025), pp. 32–44.

<sup>32</sup> Destia Herlisya and Purna Wiratno, 'Having Good Speaking English Through Tik Tok Application', *Journal Corner of Education, Linguistics, and Literature*, 1.3 (2022), pp. 191–98, doi:10.54012/jcell.v1i3.35.

<sup>33</sup> Gloria Tonazzo, 'The Role and Impact of Instagram and TikTok Accounts to Learn Languages on the L2 or FL Learning Experience From Theoretical Principals to a Practical Experience: Creation of an Account to Teach Italian on Instagram and TinTok' (Universita Ca' Foscari Venezia, 2022).

<sup>34</sup> Billie-lucas Horgan, *The Modern Scroll: Exploring TikTok as a Platform for Heutagogical Learning* (Cork city, 2025), doi:10.13140/RG.2.2.28194.75208.

<sup>35</sup> Nurain Jantan Anua Jah and others, 'TikTok as Pedagogical Tool for English Language Learning: A Systematic Literature Review', *Gading Journal for the Social Sciences*, 27.October (2024), pp. 101–11, doi:10.24191/gading.v27i0.548.

<sup>36</sup> Fatema Alharthy, 'Exploring the Impact of TikTok on Second-Language Vocabulary Acquisition: Benefits, Challenges, and Learner Perceptions', *JHSSS: Journal of Humanities and Social Sciences Studies*, 7.3 (2025), pp. 22–31, doi:10.32996/jhss.2025.7.3.2; Muhammad Fariq Heemal Attruk and Mohammad Ilham Yasin, 'A Critical Review of TikTok's Role in Motivating Indonesian Students to Learn Foreign Languages', *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, 4.2 (2025), pp. 157–69, doi:10.56113/takuana.v4i2.144.

language learning progress and an out-of-class learning tool to motivate and engage students in language skill development<sup>37</sup>.

## Method

This study employed an explanatory<sup>38</sup> field research with mixed methods, by quantitatively describing students' opinions through questionnaires presented on a Likert scale and combined with interviews, accompanied by qualitative observations of QS learning activities among students at UIN Walisongo. The students involved in this study were 106 students, consisting of 38 students from class B, 35 students from class C, and 33 students from class D, from the 2022 batch of the Arabic Language Education department, who were enrolled in the *QS* subject. Their perceptions were collected through a questionnaire designed using a Likert scale with five response categories<sup>39</sup>: strongly agree, agree, neutral, disagree, and strongly disagree. The questionnaire consists of 25 items, the validity of which was tested using product-moment correlation, calculated using MS Excel. The codes applied from the product-moment correlation coefficient are as follows.

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<sup>37</sup> Shaina Mae S De Matta and others, 'Effects of TikTok English Teaching Videos in the Second Language Acquisition of Elementary Learners', *Dialektika*, 10.2 (2023), pp. 230–51, [doi:10.13140/RG.2.2.28194.75208](https://doi.org/10.13140/RG.2.2.28194.75208).

<sup>38</sup> Inayah Inayah and others, 'Implications of Academic Writing Training on Journal Writing Activities of Arabic Language Learning Students at UIN Walisongo Semarang', in *Proceeding of International Conference on Arabic Language (INCALA) 2024* (Arabic Department, Faculty of Letters, Universitas Negeri Malang, Indonesia, 2024), 3 (1), pp. 354–71; Khansa Nabila and others, 'Tāthbīq Nāmūdḥāj Āt-Tā 'Āllum Āl-Qā'īm "Ālā Āl-Māshārī" Bī-Isṭikhḍām Wāsāith Powtoon Lī-Tāhsīn Māhārāt Āl-Kālām Lādāy Āt-Tullāb', *Mantiqū Tayr: Journal of Arabic Language*, 5.2 (2025), pp. 183–205, [doi:10.25217/mantiqutayr.v5i2.5815](https://doi.org/10.25217/mantiqutayr.v5i2.5815); Muhammad Ahsanul Husna and others, 'Project-Based Learning on Direct Translation Material with Pop-Up for Students of Walisongo State Islamic University Semarang', *ALSUNIYAT: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab*, 8.1 (2025), pp. 266–90, [doi:10.17509/alsuniyat.v7i2.73132](https://doi.org/10.17509/alsuniyat.v7i2.73132).

<sup>39</sup> Leonor Dauzón-Ledesma and Jesús Izquierdo, 'Language Learning Investment in Higher Education: Validation and Implementation of a Likert-Scale Questionnaire in the Context of Compulsory EFL Learning', *Education Sciences*, 13.4 (2023), [doi:10.3390/educsci13040370](https://doi.org/10.3390/educsci13040370); Imam Kusmaryono, Dyana Wijayanti, and Hevy Risqi Maharani, 'Number of Response Options, Reliability, Validity, and Potential Bias in the Use of the Likert Scale Education and Social Science Research: A Literature Review', *International Journal of Educational Methodology*, 8.4 (2022), pp. 625–37, [doi:10.12973/ijem.8.4.625](https://doi.org/10.12973/ijem.8.4.625); Constantin Mircioiu and Jeffrey Atkinson, 'A Comparison of Parametric and Non-Parametric Methods Applied to a Likert Scale', *Pharmacy*, 5.26 (2017), pp. 1–12, [doi:10.3390/pharmacy5020026](https://doi.org/10.3390/pharmacy5020026).

$$r_{xy} = \frac{N \sum XY - (\sum X)(\sum Y)}{\sqrt{[N \sum X^2 - (\sum X)^2][N \sum Y^2 - (\sum Y)^2]}}$$

Statement:

- $r_{xy}$  : correlation coefficient of variable x and variable y.
- $\sum XY$  : sum of the products of variable x and variable y.
- $X$  : sum of each item.
- $Y$  : fixed sum.
- $N$  : number of research samples.

A significance level of 5% is achieved when the calculation results show that  $r_{\text{count}} > r_{\text{table}}$  or  $\text{Sig.} < 0.05$ , and therefore the item in question is considered valid. Conversely, if  $r_{\text{count}} < r_{\text{table}}$  or  $\text{Sig.} > 0.05$ , the item in question is considered invalid. In the distribution of the statistical result with  $N = 33$  and  $DF = 31$ , the result for the 5% significance level is 0.344.

The purpose of the reliability test was to assess the consistency of the instrument during repeated measurements. If the Cronbach's Alpha score is greater than 0.60, the questions are considered reliable. Conversely, if the Cronbach's Alpha score is  $< 0.60$ , they are considered unreliable. The reliability test used Cronbach's Alpha as follows.

$$r_{11} = \left( \frac{n}{n-1} \right) \left( 1 - \frac{\sum \sigma_i^2}{\sigma^2} \right); \quad \sigma^2 = \frac{-\sum x^2 - \left( \frac{\sum x^2}{N} \right)}{N}$$

Statement:

- $r_{11}$  : instrument reliability.
- $n$  : number of question items.
- $\sum \sigma_i^2$  : total variance for each item.
- $\sigma_i^2$  : total variance.

The questionnaire, which had been tested for validity and reliability, was distributed to several respondents (33 students). The questionnaire results were analysed descriptively with percentages and qualitatively using Spradley's model<sup>40</sup>, with four lines of analysis. *The first* was domain analysis, which consisted of technology (involving TikTok as a social media platform), ALL (covering QS), and the

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<sup>40</sup> Ummu Zahrotun Ni'mah and others, 'Implementation of Imla Method in Mahārah Al-Kitābah Learning to Students'IX Class MTsNU Nurul-Huda Mangkang Semarang', *Al Mahāra Jurnal Pendidikan Bahasa Arab*, 11.1 (2025), pp. 48–68, doi:10.14421/almahara.2025.0111-03; Inayah Inayah and others, 'Ikhtibār Mi'yār Al-Kafā'ah Fī Al-Lughah Al-'Arabiyyah Bi-Mutaṣaffiḥ Al-Imtiḥān Al-Āmin Fī Jāmi'ah Walisongo Al-Islāmiyyah Al-Ḥukūmiyyah Semarang', *LISANIA: Journal of Arabic Education and Literature*, 7.2 (2023), pp. 198–216, doi:10.18326/lisania.v7i2.198-216.

compatibility of the two sides (benefits and challenges for ALE students). *Second*, taxonomy, which analyses TikTok in terms of video uploads, opportunities for Arabic language input, and the quality of silent reading content produced. Meanwhile, QS is analyzed in terms of increasing students' interest in Arabic literacy, enriching basic knowledge, facilitating connections, and understanding new content in Arabic language science and its development, and emphasizing short words and the inclusion of certain syllables as part of Arabic vocabulary. The final analysis was the suitability of TikTok for QS learning, which includes the suitability of TikTok as a medium for developing Arabic language skills, the appeal of its appearance, the benefits that can be gained, and the challenges faced in engaging with TikTok itself.

*Third*, component analysis, by creating a focus cone from the taxonomy found. In this study, the TikTok component focuses on the production of educational videos by certain groups of students. Several focuses in QS involve understanding content, pronunciation, text interpretation, information capture based on *siyaq*, the number of vocabulary words absorbed, reading speed, accompanying grammar rules, and text criticism. Meanwhile, the suitability component focuses on perceived practical value and challenges. *Fourth*, cultural theme analysis, also known as discovering cultural themes. This is done to find common threads from the beginning of the domain analysis, taxonomy analysis, and component analysis processes. Once researchers have successfully identified the common thread, they can construct a social structure reconstruction to determine whether TikTok is suitable for QS learning in terms of value. This allows researchers to conclude the various findings obtained from this research process.

## **Result and Discussion**

### **TikTok in the Teaching of QS for ALE Students at Walisongo State Islamic University Semarang**

QS is one of the subjects taught to Arabic Language Education (PBA) students over the past two years. This subject is relatively new in 2022, as it had never been taught to PBA students before. The QS instruction provided to ALE students at UIN Walisongo Semarang consists of a series of learning activities, including reading texts, looking up the meanings of vocabulary words, and translating texts into Indonesian (to assess initial understanding of the text's content). In the subsequent session, the focus shifts to analyzing grammatical rules. The

textbook used is *Al Arabiyyah Baina Yadaik*, with a focus on volumes 3A and 4B.

Teaching QS or silent reading involves several important skills. These skills include understanding the content of the text, the ability to pronounce the text correctly, understanding the meaning of the text, and using information from the text for various purposes. In addition, QS also involves the ability to detect and understand the number of written words, as well as improving the speed of silent reading. Thus, the scope of skills in teaching QS includes: (1) Understanding the content of the text; (2) Pronounce the text correctly; (3) Understanding the meaning of the text; (4) Utilizing information from the text; (5) Detecting and understanding the number of words writte; (6) Improving silent reading speed; (7) Analyzing content structure, language rules, and communication objectives; (8) Thinking critically about the text.

The main components of QS material taught to second-semester students based on the 2020 Arabic language education curriculum implemented in 2022 are shown in Table 1.

Table 1. QS Material Based on the 2020 ALE Curriculum at UIN Walisongo Semarang

No.	Subject Matter	Linguistic Rules/ Arabic Grammar	Method & Learning Experience
1.	<i>Al Mu'jizah al Kholidah</i>	<i>Kaana wa akhawatuha</i> <i>Inna wa akhawatuha</i>	a. Focus on silent reading comprehension, intensive reading exercises, c. The use of visual media and group discussions. d. Practice the ability to identify main ideas, find facts, and summarize information from the text being read
2.	<i>Yaum fi hayati Nasyi'</i>	<i>Anwa' al Khobar</i> <i>Taqdim Khobar Mubtada'</i>	
3.	<i>Aqalliyyatuna fi al 'Alam</i>	<i>Adawat Syarth al Jazimah</i> <i>Adawat Syarth Ghairu al Jazimah</i>	
4.	<i>Al Sunnah al Nabawriyyah</i>	<i>Iqtiran Jawab Syarth bil Fa'</i> <i>Naibul Fa'il</i>	
5.	<i>Al Athfal wa al Qiro'ah</i>	<i>Dzanna wa Akhawatuha;</i> <i>Kasaa wa a'tha</i>	
6.	<i>Hijrah al 'Uqul</i>	<i>A'lama wa Ara; Ta'diyatul Afal</i>	
7.	<i>Thaba Naumukum</i> <i>Thaba Yaumukum</i>	<i>Al mamnu' min al Sharf</i>	Learning Methods and Models: a. Discovery Learning b. Jigsaw c. Silent Way d. Discussion
8.	<i>Navadir wa Thuruf</i>	<i>Badal; Taukid</i>	
9.	<i>Al 'Aulamah</i>	<i>Isim Fi'il; Uslub Ta'ajjub</i>	
10.	<i>Al Nadhafah</i>	<i>Uslub Nafi; Uslub Madh wa Dzam</i>	
11.	<i>Al Babitis 'an Al Haqiqah</i>	<i>Isti'malat 'Ma'; Isti'maalat laa</i>	
12.	<i>Thabaqat al Ashdiqa'</i>	<i>Kaada wa akhawatuha; Jama'</i>	

13. <i>Atsar al Tsaqafah al Islamiyyah</i>	<i>Musytaqat; Al Jumal al Lati Laba minal 'rab</i>	e. <i>Qowaid wa Tarjamah</i> (Grammar and Translation) f. Contrastive Analysis
14. <i>Mafhum al Amn</i>	<i>Al Jumal al lati laa mahalla laba; Asma' Marfu'ah</i>	
15. <i>Al Himayah min al Talawwuts</i>	<i>Al Asma' manshubab; Asma' Majruroh</i>	
16. <i>Amwa' al Thaqab</i>	<i>'rab Fi'il Mudlari'; Muraja'at Nahwiyyah<sup>41</sup></i>	

Practice of QS learning in this context (through TikTik visual) covering the competence of understanding the content of the text, pronouncing the text correctly, understanding the meaning of the text, and utilizing information from the text.



Picture 1. Practice of QS Learning Through TikTik at UIN Walisongo

Based on Picture 1, the QS learning practice carried out by students in classes B, C, and D includes the ability to understand the content of the text through translation into Indonesian. This is then discussed in class meetings. Regarding the pronunciation of the text, after it is read aloud together, the lecturer provides notes if there are errors in pronunciation, serving as a form of independent learning evaluation through discovery. Then, utilizing information from the text involves reviewing the text's content in their own words, both written and spoken, discussing it in a jigsaw format, and using vocabulary to complete practice tasks.

In this study, some of the TikTik links include:

[https://www.tiktok.com/@badbooy\\_1/video/7105994236461468954?r=1&t=8YOLzhBlQ](https://www.tiktok.com/@badbooy_1/video/7105994236461468954?r=1&t=8YOLzhBlQ);  
<https://www.tiktok.com/@1manusiabaiik/video/7105763260447804698?r=1&t=8YNs7zGWKut>;  
<https://www.tiktok.com/@user36369150033174/video/7105998645828324635?r=1&t=8YNs7zGWKut>.

In addition to the four competencies in QS in Picture 1, there are also other competencies, such as detecting and understanding the number of

<sup>41</sup> Abdur Rahman bin Ibrahim al Fauzan, Muhtar al Thahir Husain, Muhammad Abdul Kholiq Muhammad Fadhal, *Al 'Arabiyyah Baina Yadaik*, Kitab Thalib Tsalits Qism Awwal dan kitab Thalib Rabi' Qism tsani, Mamlakah 'Arabiyyah Saudiyyah : al 'Arabiyyah li al Jami', Ishdar 2, 2014.

words written, improving silent reading speed, and thinking critically about the text, those shown in Picture 2.



Picture 2. Practice of Other Competence on *QS* Learning Through TikTok

In Picture 2, the TikTok video produced by students is intended to detect and understand the number of words written through the delivery of vocabulary in each theme discussed. The vocabulary is related to its appearance in the text and its function in the context intended in the writing. Additionally, improvements in silent reading speed can be achieved through the use of repeated audio playback of the video. Meanwhile, critical thinking about the text is developed through handwritten notes on the information and explanations presented through the TikTok visualization.

Several TikTok links discussing the competencies in Picture 2 include:  
<https://www.tiktok.com/@sijayhu/video/7108550627550186778?r=1&t=8YNcOsUl44>;  
<https://www.tiktok.com/@1manusiabaiik/video/7105772656351317275?r=1&t=8YNs8lMAqQr>;  
<https://www.tiktok.com/@cintaazs/video/7105225529342627099?r=1&t=8YPlisZ7uT>.

There is also analyzing content structure, language rules, and communication objectives competence, as shown in Picture 3.



Picture 3. Analyzing Content Structure, Language Rules, and Communication Objectives Competence Through TikTok on *QS* Learning

Picture 3 shows a TikTok video that contains documentation of the content structure in the reading text, as well as Arabic language rules, including *nahwu* and *sarf*. Some links containing Arabic grammar material from *QS* lessons are:

<https://www.tiktok.com/@minee.03/video/7108652132324166938?r=1&t=8YNcaqSP14s>;  
<https://www.tiktok.com/@hilo.teen/video/7106042447934006022?r=1&t=8YNdkNKInAA>  
[https://www.tiktok.com/@badbooy\\_1/video/7105994236461468954?r=1&t=8YOLzhfBjq](https://www.tiktok.com/@badbooy_1/video/7105994236461468954?r=1&t=8YOLzhfBjq).



### Students' Perceptions Regarding the Suitability of TikTok in the Teaching of QS at the University Level

The next step after implementing TikTok as part of the QS learning process for ALE students at UIN Walisongo Semarang class of 2022 is to evaluate the learning process by collecting student opinions through a questionnaire distributed at the end of the QS lecture. There are two types of questionnaires used, namely closed and open questionnaires. The closed-ended questionnaire consists of 30 questions related to the suitability of TikTok as a medium for learning QS among Arabic language learners at the university level. The response options include five categories: Strongly Agree (SA), Agree (A), Neutral (N), Disagree (DA), and Strongly Disagree (SDA). The second type of questionnaire is an open-ended questionnaire, where questions are directed at the pros and cons or challenges in involving TikTok in QS learning, as well as suggestions or input for the future. From these two types of questionnaires, it is hoped that findings and descriptions of problems that occur during the QS learning process will be obtained.

Table 2. Results of the validity questionnaire items (n:25); (N:33)

Questions Number	Score of $R_{\text{Account}}$ ( $R_{\text{table}}$ $DF=31$ ; $n=25$ ; 0.344)	Validity	QN.	Score of $R_{\text{Account}}$	Validity
1.	0.4632815	Valid	14.	0.62024103	Valid
2.	0.4441509	Valid	15.	0.510946068	Valid
3.	0.374224711	Valid	16.	0.393383242	Valid
4.	0.403394647	Valid	17.	0.401684591	Valid
5.	0.34254473	Invalid	18.	0.278989696	Invalid
6.	0.354499649	Valid	19.	0.369602711	Valid
7.	0.473576068	Valid	20.	0.608939251	Valid
8.	0.350519011	Valid	21.	0.361816564	Valid
9.	0.464961514	Valid	22.	0.584959125	Valid
10.	0.290677844	Invalid	23.	0.404111717	Valid
11.	0.465710544	Valid	24.	0.472162229	Valid
12.	0.360335946	Valid	25.	0.509251608	Valid
13.	0.539832454	Valid			

From Table 2, the validity questionnaire items results showed that the significance result for each of the 25 questions was greater than 0.344, and therefore the questions was considered valid. However, three questions (number 5,10,18) were considered invalid because their results were less than 0.344, and invalid questions will not be used in

this study. The reliability test in this study was conducted using Cronbach’s Alpha equation to measure the reliability of each variable, as shown in Table 3.

Table 3. Results of the Reliability Questionnaire Items (n:25); (N:33)

$$r_{11} = \left(\frac{n}{n-1}\right)\left(1 - \frac{\sum \sigma_i^2}{\sigma^2}\right)$$

$$r_{11} = \left(\frac{25}{25-1}\right)\left(1 - \frac{4960606}{2330644}\right)$$

$$r_{11} = 0.819955$$

Based on Table 3, the reliability of the Questionnaire Items results using MS Excel in Table 3 showed that the  $\alpha$  result for focus was 0.819955. if the Cronbach Alpha value is greater than 0.60 (based on Bland & Altman, 2019) or 0.70 (based on Pallant, 2016).<sup>42</sup> Based on these standards, the Cronbach’s Alpha value in this study is  $\alpha=0.819955 > 0.60$ . Based on this, it can be concluded that the focus questions are considered reliable.

Table 4. Students’ Perceptions Regarding the Suitability of TikTok in the Teaching of QS at the University Level

No.	Questions	Response Categories					Total	
		SA	A	N	DA	SDA		
Closed Questionnaire								
1.	Learning QS through TikTok can improve written text comprehension skills	6%	23%	15%	33%	23%	100%	
2.	Learning QS through TikTok can help me understand the main ideas	31%	2%	25%	32%	10%	100%	

<sup>42</sup> Andrew Carkeet, ‘A Review of the Use of Confidence Intervals for Bland-Altman Limits of Agreement in Optometry and Vision Science’, *Journal of the American Academy of Optometry*, 97.1 (2020), pp. 3–8, [doi:10.1097/OPX.0000000000001465](https://doi.org/10.1097/OPX.0000000000001465); Sören Möller and others, ‘An Extension of the Bland – Altman Plot for Analyzing the Agreement of More than Two Raters’, *MDPI Dignostics*, 11.1 (2021), pp. 1–12, [doi:10.3390/diagnostics11010054](https://doi.org/10.3390/diagnostics11010054); Julie Pallant, *SPSS Survival Manual A Step by Step Guide to Data Analysis Using IBM SPSS*, 7th edn (Routledge Tylor & Francis, 2020); Turki Mesfer Alqahtani, Farrah Dina Yusop, and Siti Hajar Halili, ‘Content Validity of the Constructivist Learning in Context of the Flipped Classroom in Higher Education’, *Humanities & Social Sciences Communications*, 10.268 (2023), pp. 1–12, [doi:10.1057/s41599-023-01754-3](https://doi.org/10.1057/s41599-023-01754-3); Krissina M Alari, Steven B Kim, and Jeffrey O Wand, ‘A Tutorial of Bland Altman Analysis in A Bayesian Framework A Tutorial of Bland Altman Analysis in A Bayesian Framework ABSTRACT’, *Measurement in Physical Education and Exercise Science*, 25.2 (2021), pp. 137–48, [doi:10.1080/1091367X.2020.1853130](https://doi.org/10.1080/1091367X.2020.1853130).

	and supporting ideas in the reading						
3.	Learning QS through TikTok can help determine the meaning of words	42%	5%	4%	27%	22%	100%
4.	Learning QS through TikTok can improve reading speed	29%	24%	15%	23%	9%	100%
5.	Learning QS through TikTok can help you focus while reading	2%	7%	8%	52%	31%	100%
6.	Learning QS through TikTok can help identify the conclusion of a reading passage	15%	27%	24%	34%	-	100%
7.	Learning QS through TikTok can make it easier to critique and evaluate reading texts	34%	12%	6%	7%	41%	100%
8.	Learning QS through TikTok can improve understanding of the context of the text and the author's intent	37%	12%	33%	14%	4%	100%
9.	Learning QS through TikTok encourages me to enjoy reading texts	33%	4%	27%	24%	12%	100%
10.	TikTok is a tool that can minimize distractions when reading text	7%	12%	4%	53%	24%	100%
11.	Learning QS through TikTok can improve the ability to pronounce the text correctly	20%	4%	7%	34%	35%	100%
12.	Learning QS through TikTok can help me understand the meaning of the text	42%	13%	2%	6%	37%	100%
13.	Learning QS through TikTok can help to use information from the text for various purposes	27%	6%	18%	6%	43%	100%
14.	Learning QS through TikTok can improve the ability to detect and understand the number of written words	33%	24%	15%	12%	16%	100%

15.	Learning QS through TikTok can improve the speed of silent reading	32%	5%	14%	26%	23%	100%
16.	Learning QS through TikTok helps to understand the content of the text	22%	12%	29%	32%	5%	100%
17.	Learning QS through TikTok helps one to pronounce the text correctly	34%	30%	2%	30%	4%	100%
18.	Learning QS through TikTok makes it easier to understand the meaning of the text	27%	24%	4%	29%	16%	100%
19.	Learning QS through TikTok is expected to enable to application of the knowledge obtained from reading for various purposes.	4%	5%	12%	21%	58%	100%
20.	Learning QS through TikTok can help detect and understand the number of words written	24%	24%	15%	27%	10%	100%
21.	Learning QS through TikTok can improve silent reading speed	32%	34%	12%	17%	5%	100%
22.	Learning QS through TikTok can improve the ability to analyze content structure, language rules, and communication objectives	28%	6%	7%	14%	45%	100%
23.	Learning QS through TikTok can help me think critically about the text	16%	5%	15%	37%	27%	100%
24.	Learning QS through TikTok can help me identify biases	8%	12%	6%	28%	46%	100%
25.	Learning QS through TikTok can draw logical conclusions.	2%	4%	7%	38%	49%	100%
Totally		587	336	326	656	595	2500
		23.48 %	13.4 4%	13.0 4%	26.2 4%	23.8 %	100%
Open Questionnaire							
26.	What are the benefits of using TikTok in silent reading ( <i>QS</i> ) learning? (More than one answer is possible) a. Increases interest in reading b. Facilitates understanding of concepts						

	c. Improves memory d. Makes the learning environment more enjoyable e. Others: _____
27.	What are the possible obstacles in using TikTok for silent reading ( <i>QS</i> ) learning? (More than one answer is possible) a. Distraction from other content b. Limited information in short videos c. Reliance on videos d. Video quality is not always good e. Others: _____
28.	Additional Suggestions and Feedback Are there any other suggestions or feedback regarding the use of TikTok for silent reading ( <i>QS</i> ) learning?

Based on Table 4, it appears that 23.48% (25 students) strongly agree, 13.44% (14 students) agree, 13.04% (14 students) are neutral, 26.24% (28 students) disagree, and 23.8% (25 students) strongly disagree. so that it can be visually displayed in diagram 1.

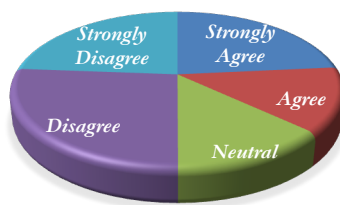


Diagram 1. Classification of Students' Perceptions Regarding the Involvement of TikTok in *Qira'ah Shamitah* Learning

## Discussion

A crucial activity in higher education is reading. This activity is not merely for pleasure, but more than that, reading is for obtaining information that has been researched, organized, and documented under the rules of academic discourse<sup>43</sup>. Therefore, it is very important for university students to develop a habit of reading for their academic

<sup>43</sup> Inayah Inayah and Muhammad Ahsanul Husna, "The Problem of Narrative Term on Research in Scientific Journals and the Application of Its Use in Silent Reading Among University Students", *Proceeding of Saizui International Conference on Transdisciplinary Religious Studies*, 2023, pp. 43–58, [doi:10.24090/icontrees.2023.284](https://doi.org/10.24090/icontrees.2023.284); Inayah, "Pembelajaran Silent Reading Mahasiswa UIN Walisongo Semarang", in *Faktor Peningkat Keterampilan Literasi Dan Bahasa*, ed. by Adi Wijayanto, 1st edn (Akademia Pustaka, 2024), pp. 29–38, [doi:https://zenodo.org/records/11370313](https://zenodo.org/records/11370313).

achievement<sup>44</sup>. TikTok was chosen as a means of engagement in QS learning because it is used in everyday communication and as a means of mass entertainment for most people<sup>45</sup>. Based on the findings presented in this study, it can be generally concluded that TikTok, as a popular social media platform among the general public, does not significantly influence the QS activities of Arabic Language Education students at UIN Walisongo Semarang. This can be seen from the percentages of the survey on the questionnaire distributed to 106 students, showing that 26.24% (28 students) disagreed and 23.8% (25 students) strongly disagreed with the use of TikTok for QS learning. From further interviews with the students, several reasons for their disagreement were based on several factors. First, the limited duration of TikTok videos (short videos), whereas the content required for learning necessitates a longer duration (long videos).

Secondly, many students reported that videos they had uploaded to TikTok via their accounts were subject to copyright restrictions and deemed to violate community guidelines. However, the videos they uploaded were purely self-recorded videos. Thirdly, many of the finished content pieces had unclear Arabic articulation due to the video speeding process. As a result, some parts of the material were not captured properly. Fourthly, unfortunately, some students also complained about difficulties in the editing process, particularly in combining multiple video clips into a minimalist, practical, and understandable video. Sometimes, additional editing apps like Kinemaster and CapCut are required. Additionally, the upload process often needs to be repeated due to various technical issues encountered along the way.

When analyzed socially, the reasons why students disagree with TikTok being involved in QS learning include the loss of modesty, where TikTok can encourage narcissistic behavior and eliminate modesty, which contradicts the good moral values that should be instilled in learning based on the Arabic language. There is also the impact of inappropriate behaviour, where uneducational content on TikTok is very likely to be imitated and cause deviant behaviour among students, which can hurt their attitudes and morals. In addition, there is also the issue of addiction and negligence. Excessive use of TikTok

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<sup>44</sup> Adepoju, "The Effect of Social Media on Reading and Listening Habits of Polytechnic Students: A Case Study of The Polytechnic, Ibadan".

<sup>45</sup> Mujica, Miyashiro, and Villanueva, 'Learning How to Read Using TikTok: A Microlearning-Based Educational Resource'.

can lead to addiction, making students lazy and forgetful of time, as well as negligent in carrying out their academic tasks.

Technically, TikTok's focus is on entertainment, where its attractive features are more geared towards entertainment content and self-expression, rather than the depth and seriousness of the material or reading Arabic. In terms of culture, students who disagree with the use of TikTok in QS learning consider it to reduce academic performance. The use of TikTok can hurt students' interest in learning and academic performance, as well as trigger mental health problems such as depression and anxiety. Coupled with the influence of the hedonistic lifestyle displayed on TikTok, this also causes anxiety for some students. Furthermore, their perception of TikTok is still as an entertainment medium. TikTok is generally viewed as a medium for entertainment or promotion, not as a serious tool for academic learning, so it is not appreciated by some students who focus on formal learning. Some argue that the use of TikTok is limited to recommendations from friends. Students tend to be encouraged to use TikTok because of recommendations from friends, who may not fully consider its impact on education, particularly in terms of Arabic literacy skills.

However, 23.48% (25 students) and 13.44% (14 people) strongly agreed and agreed with the involvement of TikTok in QS learning. The involvement of TikTok in QS learning is a form of creating a learning environment that is integrated with technology<sup>46</sup>. Under these conditions, it is more challenging for students than just learning in class. It can also stimulate students' understanding by effectively combining pedagogical knowledge, content, and technology<sup>47</sup>, that is considered to support the integration of digital resources into Arabic language learning, especially the improvement of QS learning. Some of the arguments they presented were based on the need for innovation and creativity among students in the ALL environment, particularly at the university level. It is hoped that TikTok could become one of the promising social media platforms for the development of the Arabic language in general, whether for educational purposes, commercial

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<sup>46</sup> Thomas K F Chiu and others, 'Investigating the Relationship of Technology Learning Support to Digital Literacy From the Perspective of Self-Determination Theory', *Educational Psychology*, 42.10 (2022), pp. 1263–82, [doi:10.1080/01443410.2022.2074966](https://doi.org/10.1080/01443410.2022.2074966).

<sup>47</sup> Garry Falloon, 'From Digital Literacy to Digital Competence: The Teacher Digital Competency (TDC) Framework', *Educational Technology Research and Development*, 68.5 (2020), pp. 2449–72, [doi:10.1007/s11423-020-09767-4](https://doi.org/10.1007/s11423-020-09767-4).



courses, and online training, or addressing Arabic language issues in content that is appealing and aligned with the preferences of Gen-Z and Gen Alpha today.

However, some suggestions made by the students include the need for structured preparation in learning before involving TikTok, examples of implementation from lecturers or the university in general, and a clearer evaluation system at the end of the course. They also believe that TikTok helps visualize reading material, which is usually in the form of textbooks, into videos. This is reinforced by findings from previous research on reading visualization<sup>48</sup>, coupled with learners' motivation and engagement in the reading process<sup>49</sup>.

One of the inputs from the QS learning process for the 2022 cohort also touched on the content or texts presented, suggesting that contemporary educational materials should also be included. One of the objectives of the QS learning process for students is to develop literacy skills that will be used in the preparation of final assignments, such as theses or journals. It would be beneficial if the texts presented also serve as practice for students in consuming texts from selected theses or scientific journals. Even more importantly, if the journal is the result of research reports by lecturers or faculty members at UIN Walisongo Semarang, particularly in the ALE Department. In this way, students also gain an understanding of the research direction and writing style of Arabic language lecturers. This is to help them develop familiarity with their lecturers' writing. Some students also believe that no matter how good Arabic texts or writings may be elsewhere, they feel more meaningful and understandable when written by their own lecturers, who teach them Arabic language skills and understand their general circumstances.

Another point noted in the interview was that TikTok, which was involved in the QS learning process for the 2022 cohort of students, has been highly beneficial for students, particularly those who agreed, in reviewing previously covered material, simply to recall some of the vocabulary they had learned, the use of vocabulary in various contexts, analyzing the content of readings or specific paragraphs, and expanding their knowledge of the grammar that had been taught. Unfortunately, however, some of these videos have been taken down by TikTok, so they cannot serve as permanent documentation for future generations.

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<sup>48</sup> Musa and Ismail, 'Using Tik Tok as a Way to Enhance Motivation in Reading Fluency through Sight Words Duet'.

<sup>49</sup> Jerasa and A, 'Welcome To BookTok: Understanding the Impact of TikTok on Reading Motivation'.

That's because on TikTok, videos are ranked based on metrics such as views, likes, and shares, and can become popular videos with different levels of views if the combined rankings reach certain values<sup>50</sup>. So if it is not consistent in one style of viewing on an account, it may be difficult to use in college learning, which is temporary per semester. unless a special platform is provided by the lecturer or official institution, where the video content is entirely ALL.

The input for future learning of QS is to adjust the steps of QS to be more appropriate, for example by taking 30 minutes to read the text silently, before entering the next stage, such as discussing the text, finding the vocabulary used in the text, a more detailed learning plan on syllabus, maximizing the time provided by higher education institutions in real learning activities, enriching various interactive exercises, and having a more focused evaluation system.

However, the challenges faced through TikTok engagement have become a form of digital literacy applied in university learning. This is because using TikTok requires technical skills, as the principle of digital literacy emphasises the importance of developing ideas in the use of technology to solve problems<sup>51</sup> (in this case, technical problems that have been explored previously) and to acquire vital knowledge and skills in a digital context. Also, a form of educational technology development<sup>52</sup>, where QS learning practices with TikTok involve the structured application of knowledge about QS and the TikTok operating system, for the purpose of improving learning, understanding, and independent learning.

From the various technical challenges faced by students in their research, it is necessary to provide basic digital competence and digital literacy training<sup>53</sup> especially for new students. Furthermore, at

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<sup>50</sup> Yidi Zhang and others, 'Analysis of Short Videos on TikTok for Learning Portuguese as a Foreign Language', *Comunicar: Media Education Research Journal*, 31.77 (2023), pp. 9–19.

<sup>51</sup> Lan Anh, Thuy Nguyen, and Anita Habók, 'Tools for Assessing Teacher Digital Literacy: A Review', *Journal of Computers in Education*, 11.1 (2024), pp. 305–46, doi:10.1007/s40692-022-00257-5; Luci Pangrazio, Anna-Lena Godhe, and Alejo Gonzalez Lopez Ledesma, 'What Is Digital Literacy? A Comparative Review of Publications Across Three Language Contexts', *E-Learning and Digital Media*, 17.6 (2020), pp. 442–59, doi:10.1177/2042753020946291.

<sup>52</sup> Gwendolyn M. Morel and J. Michael Spector, *Foundations of Educational Technology: Integrative Approaches and Interdisciplinary Perspectives*, ed. by J. Michael Spector, 3rd edn (Routledge Taylor & Francis, 2023), doi:10.4324/9781003268406.

<sup>53</sup> Maria Spante and others, 'Digital Competence and Digital Literacy in Higher Education Research: Systematic Review of Concept Use Digital Competence and

Walisongo State Islamic University, the Arabic language education department also accepts students from Islamic boarding schools, some of whom lack digital literacy skills from their previous education. This training could take the form of workshops or training sessions organised legally by the institution, with the involvement of digital literacy experts.

## Conclusion

The teaching of QS (silent reading) at the university level, as practised with Arabic language education students of the 2022 cohort at Walisongo State Islamic University in Semarang, involves several important skills, namely understanding the content of the text, the ability to pronounce the text correctly, understanding the meaning of the text, and using information from the text for various purposes. Additionally, it involves the ability to detect and understand the number of words written, as well as improving silent reading speed. In general, students want an upgraded learning model for QS, specifically, and Arabic language learning in general, within the context of contemporary learning, such as TikTok. However, lecturers need to plan carefully to ensure learning runs smoothly, achieve objectives, and overcome technical obstacles that periodically arise during the learning process.

The scientific contribution of this research to ALL is the development of digital literacy and the involvement of TikTok social media technology in QS learning. So far, not many researchers have done this. From this research, the University also took the initiative to explore TikTok as a medium for disseminating digital information about academics, which was released about 3-4 years ago. The limitations of this research are that it focuses more on exploring student perceptions, which may be influenced by their individual ability levels when attending lectures. It was not empirically researched through an experiment, which is also a limitation of this research, as this has not been done in a separate study before. It is necessary to compare this with other campus learning models that have the same materials and majors to understand and analyse the issues that arise in greater depth.

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