

Optimization of Arabic Language Learning through Probing Prompting with Instagram Application

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Abstract: This study aims to evaluate the effectiveness of the probing prompting technique in learning Arabic through the Instagram platform at the MBS Jatinom Islamic Boarding School, Klaten. With a descriptive qualitative approach, this study involved teachers and students as the main subjects. Data were obtained through observation, interviews, documentation, and questionnaires. Observations focused on learning interactions using Instagram features, such as stories and live streaming, while interviews and questionnaires explored teachers' and students' perceptions regarding the application of the probing prompting method in the teaching and learning process. The results showed that the application of probing prompting combined with the use of Instagram significantly improved Arabic language skills, especially in speaking and listening aspects. Students in the experimental group showed greater improvement than the control group, with better learning outcomes and a deeper understanding of the material. The use of Instagram as a learning medium also allows for more flexible and dynamic interactions between teachers and students, expanding the scope of learning from the classroom to the digital realm. The conclusion of this study confirms that the probing prompting method through Instagram can be an effective learning strategy in improving Arabic language skills. However, there are challenges that need to be considered, such as access to technology and user readiness to utilize social media optimally. Integration between traditional learning methods and digital technology can increase motivation, participation, and the quality of learning outcomes, making learning more relevant to the needs of the times.

Keyword: Probing Prompting, Instagram, Arabic Language Learning, Digital Technology, Language Skills

1. Introduction

Arabic language learning in various educational institutions has a very strategic role, especially in shaping students' abilities in understanding the main sources of Islamic teachings and deepening their knowledge of Arabic culture and language. However, Arabic language learning is often faced with challenges in terms of student learning motivation and lack of innovation in teaching approaches.[1]

The reality in the field shows that many teachers or educators still rely on traditional teaching methods, such as lectures, questions and answers, and giving written assignments which tend to be monotonous. Although these methods are effective for delivering material directly, they are often unable to encourage active student

involvement in the learning process.[2] Students tend to be passive recipients, waiting for information to be delivered by the teacher without having enough opportunities to engage in deeper language exploration. In addition, there is a tendency for students to feel less motivated because learning Arabic is considered difficult and not relevant to their daily lives, especially when the learning media used is less interesting and interactive.[3]

At the same time, the use of technology, especially social media, has become an inseparable part of students' lives.[4] Social media such as Instagram, which was initially only used for sharing photos and videos, has now developed into a platform that can be used for various educational activities.[5] Despite its great potential, the use of Instagram as a medium for learning Arabic is still very minimal. Teachers are often hesitant to use this technology, either because of limited knowledge or because there is no structured learning model that effectively integrates social media in teaching Arabic.

Ideally, Arabic language learning in the digital era should be able to integrate technology that is relevant to students' daily lives to increase their motivation and participation in learning.[6] One approach that can be optimized is probing prompting, which is a learning method that requires students to actively think, respond, and solve problems through a series of questions that provoke deep reflection. This method aims to encourage students to be more intensively involved in learning, not only as recipients of information, but also as solution seekers.[7]

If this probing prompting method is combined with the use of the Instagram application, Arabic language learning can be designed to be more interactive and interesting. Instagram has various features that allow two-way communication between teachers and students, such as stories, live streaming, polls, and comment columns that can be used for discussion. By utilizing these features, teachers can provide students with questions, either in the form of images, videos, or text, and ask students to respond creatively. This process not only increases student participation but also encourages them to think critically in understanding the context of the language being learned.

In addition, Instagram as a platform that is familiar to students can eliminate the impression of monotony in Arabic language learning. Learning is no longer limited to physical classrooms, but can be done anytime and anywhere through interactions on social media. This opens up opportunities for students to learn independently and exploratively, so that they are more motivated to understand the material in a way that is more interesting and relevant to their lives.

This method involves the use of questions that stimulate critical and in-depth thinking, and encourages students to not only remember information obtained from observations and learning experiences, but also to analyze and apply their knowledge in it after the process in learning. By utilizing the Instagram application as a learning medium, which is one of the most widely used social media platforms, researchers strive to create an interactive and interesting learning environment for students in the Arabic language teaching and learning process at the MBS Jatinom Islamic boarding school, Klaten.

This study aims to determine the extent to which the optimization of the application of probing prompting through the Instagram application as a medium for learning Arabic at the MBS Jatinom Islamic Boarding School, Klaten. Using a quasi-experimental design,

this study involved two groups of students divided into a control group and an experimental group to determine the differences and impacts of interventions on Arabic language skills and the level of student involvement in learning Arabic. The results of this study are expected to provide new insights into the use of social media in learning Arabic and contribute to the development of more effective and innovative learning methods in accordance with the demands and developments of the times.

2. Methods

This study aims to determine the extent to which the optimization of the application of probing prompting through the Instagram application as a medium for learning Arabic at the MBS Jatinom Islamic Boarding School, Klaten. Using a quasi-experimental design, this study involved two groups of students divided into a control group and an experimental group to determine the differences and impacts of interventions on Arabic language skills and the level of student involvement in learning Arabic. The results of this study are expected to provide new insights into the use of social media in learning Arabic and contribute to the development of more effective and innovative learning methods in accordance with the demands and developments of the times.

3. Results and Discussion

3.1. The Advantages of the Experimental Group in Improving Language Skills

The results of the study showed that the experimental group experienced significant improvements in Arabic speaking and listening skills through the use of the probing prompting technique supported by the Instagram platform, revealing a number of important aspects of language learning. This improvement is not only related to the technical aspects of learning, but also related to a more active and interactive pedagogical approach, where students are encouraged to become more involved participants in the learning process, rather than just passive recipients. In language learning, speaking and listening skills are two very important components because both serve as the foundation for effective oral communication. Speaking involves the ability to actively produce language and express thoughts in verbal form, while listening involves the ability to understand and interpret verbal messages from others. Both complement each other and require continuous practice in a supportive environment.[8]

This study shows that the experimental group using the probing prompting technique experienced significant improvements in both of these skills. This suggests that probing prompting, which specifically encourages students to think more deeply, is able to create intensive interactions with learning materials. In this technique, students are not only asked to passively understand information, but also to respond to it critically and analytically. Questions asked by the teacher in the probing prompting technique function as cognitive triggers that force students to think more deeply and find answers or solutions, so that the learning process becomes more dynamic.

This active interaction strengthens listening skills because students do not just listen to the material or instructions, but must process the information deeply. In the context of

speaking skills, this technique provides students with the opportunity to express their views, which encourages more intensive and repeated oral language practice.[9] Both are important elements that help strengthen their communication skills in Arabic.

The probing prompting method is an approach that requires students to be more involved in the process of thinking, solving problems, and analyzing information.[7] In the context of language learning, this method requires students to do more than just memorize vocabulary or grammar; they must relate the concepts to real-world practice.

When applied in experimental groups, probing prompting stimulates students to question and explain the use of Arabic in various real-life contexts, such as in everyday conversations. This process forces students to not only think about the correct answer, but also to formulate how Arabic is used in different communication situations. This is a critical aspect of language learning, where students must learn the context, nuances, and how to use the language effectively in real communication.

This application provides students with a space to hone their speaking skills by sharing answers, opinions, or ideas verbally, both in direct interaction through the classroom and through the Instagram platform. This creates a repetitive practice cycle where students continuously use the language, both receptively (listening) and productively (speaking), which is very important for successful language learning.

Instagram, as a very popular social media platform, offers a number of features that allow for interactive learning. In this study, Instagram serves as a tool that supports the implementation of the probing prompting technique and helps improve students' speaking and listening skills. Features such as stories, live streaming, and comment columns provide a flexible and collaborative environment, where students can practice speaking and listening in a more relaxed and informal way.

The use of these social media platforms also reflects a broader trend in education, where technology is increasingly being integrated into learning to increase student engagement. With live streaming, for example, students can interact in real-time with teachers or classmates in language conversations, while through stories, they can receive assignments in the form of engaging visuals or text, which they then respond to creatively.[10]

The ease of access and familiarity with Instagram also removes the psychological barriers that are usually associated with formal classroom learning. Students are more likely to feel comfortable and confident in participating in speaking and listening exercises when they are in an environment that they are familiar with and comfortable with, such as social media. This significantly helps in improving students' communication skills, especially speaking skills. One of the main reasons why the probing prompting technique proved effective in this study is because this approach explicitly encourages more active student engagement in the learning process. In traditional one-way teaching methods, students are often passive recipients of information, where they simply memorize or repeat information without really engaging critically with the material being taught.[11]

In contrast, probing prompting places students at the center of the learning process. They not only receive information but are required to analyze, solve problems, and

participate in active discussions. This is in accordance with the theory of constructivism in education, which states that students build their understanding through experiences and interactions with their environment. In the context of Arabic language learning, this interaction is not only limited to interactions with teachers, but also with classmates through platforms such as Instagram.

By encouraging students to think more deeply and provide analytical responses, probing prompting creates a more active and collaborative learning environment. This is especially important in language learning, where speaking and listening skills cannot be mastered through memorization or passive learning alone. Instead, these skills require repeated practice, direct interaction, and critical reflection on the use of language in different situations.

The superiority of the experimental group in the final grades also reflects the effectiveness of the probing prompting approach in integrating theory with practice. Higher final grades indicate that students are not only more skilled in speaking and listening, but also have a better understanding of the learning material as a whole. Probing prompting techniques facilitate deeper understanding because students are asked to think critically about the question being asked, analyze the context, and provide answers that reflect their overall understanding. In addition, stronger speaking and listening skills help students answer more complex exam questions, which may involve verbal comprehension and the ability to interpret instructions or questions given. This gives them an added advantage in academic aspects, which ultimately reflects in their final grades.

3.2. Optimizing Arabic Language Learning Through Instagram

Optimizing Arabic Language Learning Through the Instagram Application offers significant opportunities in the context of modern education that combines classical teaching methods with digital technology. The probing prompting technique itself is an approach designed to encourage students to engage more deeply with the subject matter through a series of challenging questions. Students are not only expected to remember information, but to dig deeper, analyze, and reflect on the knowledge they have acquired. In language learning, especially Arabic, this method can help students develop a deeper understanding of language structures and the ability to apply them in practical contexts. In today's digital era, applications such as Instagram present a platform that can enrich the language learning experience.

With its interactive features, Instagram provides a wide space for students to practice using Arabic in a more authentic context. The use of Instagram allows students to be exposed to visual and audio content that supports the mastery of listening and speaking skills, two important components in language acquisition. Instagram, as a social platform, not only allows interaction between teachers and students, but also opens up opportunities for collaboration between fellow students in a more informal and supportive atmosphere.[12]

In the context of optimizing Arabic language learning through probing prompting, Instagram acts as a catalyst that expands the scope of learning from the classroom to the digital realm. Teachers can use Instagram to provide probing questions, for example by

uploading videos or audio recordings of students speaking Arabic. The questions given can be reflective or analytical, encouraging students to think critically about the use of language in everyday situations. Students can be asked questions that challenge them to explore various themes, such as how to use a particular expression in a particular cultural context, or how to structure an argument in a formal conversation. The advantage of this approach lies in its interactivity.

The Instagram-enabled probing prompting technique allows for quick and personal feedback. Teachers can respond directly to students' answers or recordings, providing constructive comments and challenging students to think more deeply. For example, a student might upload a recording of a conversation in Arabic, and the teacher can respond with additional questions, such as "Why did you choose this sentence structure?" or "How could you express the same opinion in a more formal way?". These types of questions not only encourage conceptual understanding of the language, but also help students apply their knowledge in practical situations.

Furthermore, using Instagram as a learning medium helps create a more flexible learning environment and supports independent learning. Students can access materials anytime and anywhere, allowing them to learn at their own pace. This is especially important in language learning, which requires time and continuous practice. By using Instagram, students can rewatch videos, re-listen to conversations, or repeat activities they have participated in, all of which will support better retention and comprehension.[13]

In addition, the probing prompting technique applied through Instagram also encourages greater student engagement. In traditional learning models, interactions are often limited to formal classrooms, where students may feel reluctant to actively participate. Instagram, with its social nature, allows students to interact in a more comfortable and familiar environment. This can increase students' motivation to participate more actively in the learning process and dare to take risks in using Arabic, both orally and in writing.

However, the success of optimizing Arabic learning through this technique depends heavily on the teacher's ability to design appropriate questions that are relevant to the needs of students. The questions asked must have an appropriate level of difficulty so that they can challenge students without making them feel burdened. In addition, teachers must also be sensitive to students' technological capabilities, ensuring that all students have adequate access and are able to use Instagram effectively as a learning platform.[14]

On the other hand, Instagram-based learning also presents challenges, especially in terms of time management and monitoring application usage. Given that Instagram is a social platform that also contains elements of entertainment, good supervision is needed so that application usage remains focused on learning objectives. Teachers need to set clear boundaries and provide appropriate direction so that the use of Instagram in the context of learning remains effective and focused.

Overall, the probing prompting method that emphasizes critical and reflective thinking is combined with the power of digital technology such as Instagram. This approach not only helps students to understand Arabic more deeply, but also prepares them to apply these language skills in real life with more confidence and flexibility. Optimizing learning

through this technique shows that the integration of teaching methods with technology can produce learning that is more meaningful, interactive, and relevant to the needs of the times.

There are several key aspects in optimizing Arabic language learning, including the following:

3.2.1. Integration of Probing Prompting Techniques and Technology

This model combines two main components: the probing prompting technique and the Instagram application. The probing prompting technique focuses on the use of questions that trigger students to think critically, reflect, and dig deeper into the material being studied. In language learning, especially Arabic, this technique aims to help students connect theoretical aspects of the language (such as grammar and vocabulary) with their application in real-life contexts. The use of Instagram as a supporting medium provides greater flexibility and accessibility for students. Instagram allows students to learn outside the classroom in a more personal and informal way. The features of this application, such as video, audio recording, and comments, provide space for direct feedback from teachers, as well as facilitate dynamic interactions between students and teachers.

The main advantage of this integration is its ability to bridge the gap between formal classroom learning and authentic real-world practice. By using social media such as Instagram, learning is no longer limited to classroom hours and spaces. Students can continue to engage in the learning process, explore their language skills, and get feedback from teachers outside of the formal environment. This is a significant step in improving the quality of learning, especially in the context of language learning that requires continuous practice.[15]

3.2.2. Optimizing Learning Through Interactivity and Feedback

One of the key elements in this optimization model is interactivity. The probing prompting technique encourages two-way interaction between teacher and student, which is very important in language learning. In this technique, the teacher not only provides material, but also challenges students through questions that provoke deep thinking. This creates an interactive learning environment where students are not just passive recipients of information, but also active participants in the learning process.

In the context of using Instagram, this interactivity is further amplified. Instagram allows teachers and students to communicate in real-time. Teachers can ask questions via video, comments, or direct messages, while students can respond with voice recordings or videos, creating a fast and effective feedback cycle. This optimization model is invaluable in improving speaking and listening skills, as students are constantly involved in communication situations that are close to real conditions.[16]

In addition, feedback provided directly by teachers through this digital platform plays an important role in the formation of language competence. Feedback provided in the form of suggestions, improvements, or follow-up questions helps students correct their mistakes and deepen their understanding of the use of Arabic in various situations. In the

long run, this model increases students' confidence in using the language and encourages more meaningful learning.

3.2.3. Optimization of Independent and Collaborative Learning

This optimization model also takes into account the need for independent and collaborative learning. In language learning, one of the biggest challenges is giving students enough opportunities to practice independently. By utilizing Instagram, students can learn and practice anytime, without time or place constraints. Students can access language content, such as videos, recorded conversations, or texts, and repeat them as needed.[17]

On the other hand, Instagram also allows for better collaboration between students. They can communicate with each other, share ideas, and give feedback to each other through this platform. For example, students can comment on their classmates' video recordings or engage in discussions about how to use certain sentence structures in different contexts. This kind of collaborative learning encourages students to be more active participants in the learning process, while enriching their learning experience.

3.2.4. Increasing Student Motivation and Engagement

The use of Instagram as part of the Arabic language learning optimization model has a positive impact on student motivation and engagement. Instagram, as a social media that is familiar to many students, provides a sense of comfort and enjoyment in the learning process. By combining challenging probing prompting methods with a visual and interactive platform, this model is able to attract students' interest and maintain their engagement in language learning.

The increase of motivation is very important in learning Arabic, which is often considered a complex and difficult language to master. By presenting learning materials in a format that is more interesting and relevant to students' daily lives, this model encourages students to be more enthusiastic about learning and feel more connected to the language they are learning.[18]

3.2.5. Challenges and Limitations of the Model

Although this optimization model offers many advantages, there are some challenges to consider. First, using Instagram as a learning platform requires adequate access to technology. Not all students may have devices or a stable internet connection, which can hinder the effectiveness of learning. In addition, the use of social media also has the potential to cause distraction, as students may be encouraged to spend time on content that is not relevant to learning.

Second, the success of this model is highly dependent on the teacher's ability to design effective probing questions. Teachers need to ensure that the questions asked really challenge students' critical thinking and are relevant to the learning objectives. This requires good training and readiness from the teacher so that this model can be implemented optimally.

4. Conclusion

This study shows that the application of the probing prompting technique through the Instagram platform in Arabic language learning at the MBS Jatinom Islamic Boarding School, Klaten, provides significant results in improving students' language skills, especially in speaking and listening aspects. This method is proven to be effective because it allows students to practice directly and receive feedback interactively through Instagram features such as stories and live streaming. In addition, the combination of the probing prompting method, which emphasizes critical thinking, with digital technology expands the scope of learning from conventional to digital, providing a more flexible and relevant learning experience with current technological developments. Optimizing learning through Instagram also increases student motivation and engagement, because this method supports independent and collaborative learning. Students feel more confident in using Arabic in real-life contexts, while teachers also find it easier to supervise, evaluate developments and provide quick feedback. However, there are several challenges such as limited access to technology and the readiness of teachers and students to integrate social media effectively into learning. Overall, this study shows that the integration of teaching methods with technology such as Instagram not only enriches the learning experience, but is also able to significantly improve learning outcomes, although there are still several aspects that need to be considered in its implementation.

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