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Instagram-Based Arabic Microlearning: Content Mapping, Pedagogical Patterns, and Engagement Analysis of @kursus_arab_alazhar

التعلّم المصغر للغة العربية عبر إنستغرام: خريطة المحتوى والأنماط التعليمية وتحليل التفاعل في حساب@kursus_arab_alazhar

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ABSTRACT

This study investigates Instagram-based Arabic language learning practices through a content mapping and engagement analysis of 50 posts uploaded by the account @kursus_arab_alazhar. Using qualitative content analysis, this research categorizes content types, instructional materials, presentation strategies, and audience engagement patterns. The findings reveal that Arabic microlearning on Instagram is predominantly delivered through Reels and Carousel formats, with speaking skills, vocabulary, and grammar (*nahwu*) constituting the primary instructional focus. Engagement was strongly associated with emotionally contextualized topics, relatable real-life themes, dramatization, and interactive calls to action. Notably, grammar content achieved the highest engagement when presented through theatrical and narrative-based visualization, suggesting that pedagogical presentation may be more influential than content complexity in social media learning environments. Based on these findings, this study proposes the Contextualized Expressive Microlearning Model (CEMM), a conceptual model that integrates emotional contextualization, expressive dramatization, embedded practice, interaction-driven design, and platform-adaptive content delivery. The study extends microlearning scholarship by demonstrating how social media affordances can be leveraged to transform complex language-learning content into highly engaging learning experiences and contributes to the emerging field of digital Arabic pedagogy.

Keywords: Arabic learning, @kursus_arab_alazhar, Instagram, Microlearning.

مستخلص البحث

يهدف هذا البحث إلى استكشاف ممارسات تعلّم اللغة العربية عبر منصة Instagram من خلال تحليل خريطة المحتوى ومستوى تفاعل المستخدمين في خمسين منشورًا نشرها حساب @kursus_arab_alazhar. اعتمد البحث على منهج تحليل المحتوى النوعي لتصنيف أنواع المحتوى والمواد التعليمية واستراتيجيات تقديم المادة التعليمية وأنماط تفاعل الجمهور. تظهر النتائج أن التعلّم المصغّر للغة العربية عبر إنستغرام يُقدَّم في الغالب عبر صيغتي الريلز (Reels) والكاروسيل(Carousel) ، مع تركيزٍ أساسي على مهارات الكلام والمفردات وقواعد النحو (النحو). كما بيّنت النتائج أن مستويات التفاعل ترتبط ارتباطا قويا بالموضوعات ذات الطابع العاطفي، والسياقات الواقعية القريبة من حياة المتعلمين، والمضامين اليومية، إضافة إلى أساليب التمثيل الدرامي، والدعوات التفاعلية لاتخاذ إجراء. ومن أهم النتائج أن محتوى القواعد النحوية حقق أعلى معدلات التفاعل عندما قدم في إطار تمثيلي وسردي بصري، مما يشير إلى أن أسلوب العرض التربوي قد يكون أكثر تأثيرا من مستوى تعقيد المحتوى في بيئات التعلم عبر وسائل التواصل الاجتماعي. واستنادا إلى هذه النتائج، تقترح الدراسة نموذج التعلم المصغر التعبيري المُسيق(CEMM) ، وهو إطار مفاهيمي يدمج بين التوظيف العاطفي السياقي، والتمثيل التعبيري الدرامي، والممارسة المدمجة، والتصميم القائم على التفاعل، وتقديم المحتوى المتكيف مع خصائص المنصة. وتسهم هذه الدراسة في إثراء أدبيات التعلم المصغر من خلال بيان كيفية استثمار إمكانات وسائل التواصل الاجتماعي في تحويل المحتوى اللغوي المعقد إلى خبرات تعلم عالية التفاعل، كما تسهم في تطوير مجال تعليم اللغة العربية الرقمي بوصفه مجالا ناشئا.

الكلمات المفتاحية: تعليم اللغة العربية، @kursus_arab_alazhar، Instagram، التعلم المصغر.

INTRODUCTION

Microlearning is an instructional approach that delivers targeted, action-oriented, bite-sized content to achieve specific objectives within a short period, typically within a few seconds or minutes (Monib, Qazi, & Apong, 2025). Microlearning presents information in small, manageable segments and more accessible parts (Alias & Abdul Razak, 2023; Robles et al., 2023), allowing the transformation of knowledge to become more structured and practically applicable rather than arbitrary (Beste, 2023). When integrated with digital tools such as online platforms, mobile applications, and short-form videos, microlearning significantly enhances students' motivation, performance, and interaction. Content delivered through short modules facilitates knowledge retention and enables learners to connect concepts with real-life situations (Silva, Costa, Lima, & Ferreira, 2025).

One of the online platforms widely used for microlearning today is Instagram. Its diverse features provide strong potential for learning environments. As of January 2025, Instagram has reached approximately 1.74 billion users worldwide, making it the third most popular social media platform globally (Kemp, 2025). In Indonesia, Instagram has approximately 100.8 million active users (Akmal, 2025). Furthermore, Instagram possesses one of the largest communication capacities for global image distribution (Thomas, Chavez, Browne, & Minnis, 2020). These statistics motivated the researchers to select Instagram as the context of this study.

Instagram offers various features such as infographics, stories, reels, live broadcasts, direct messages (DM), and highlights. These features are not only used for entertainment and news but also for educational content and knowledge sharing across different academic fields. In language learning contexts, Instagram-based learning success is closely related to interactive features such as polls and question-and-answer sessions that allow students to test their knowledge and interact with educators. Infographics that visually summarize grammar rules or vocabulary themes are easily shareable and effective for retention (Quba & Abu Guba, 2025).

An Instagram account that consistently publishes Arabic learning content in Indonesia is @kursus_arab_alazhar. As of January 5, 2026, the account had accumulated 228,000 followers. The account provides a wide range of Arabic learning materials, including vocabulary, expressions in both Arabic colloquial (ʻāmiyah) and standard Arabic (fuṣḥā), grammar rules, and other learning resources. These materials are presented through various formats such as infographics, reels (short videos), and stories.

Previous studies have explored the use of Instagram in Arabic language learning from various perspectives. Existing research has mainly focused on learning outcomes and learner-related variables, including students' learning interest (Wijaya & Rismawati, 2023), academic achievement (Nisak, 2020), writing instruction (Audina & Muassomah, 2020), vocabulary acquisition (Sulfikar & Nurul Fawzani, 2023; Suranto & Gumiandari, 2024), listening skills (Asifah & Hendra, 2023), and content management strategies (Hamzah, Mufidah, Muhammad, & Boy, 2025). Several studies have also investigated Arabic-learning Instagram accounts, including @nahwu_pedia (Fuadah, 2020), @alazharcenterpare (Rahmawati, Aisyah, Mufidza, & Umbar, 2024), @taalum.id, @arabiyahtalks, @bahasaarablughotiy, and @marhaban.academy (Habibi, Fauji, & Hamzah, 2024), as well as @arabicwithenes (Muiz, Nurmuzib, & Purnama, 2025). Other studies mapped the digitalization of Arabic learning through social media (Muhlis, Rahmayanti, Fitrah, Muhamad, & Hattab, 2024) and reviewed the effectiveness of computer-aided Arabic learning (Asy'ari, Siraj, Rufaiqoh, & Yaqin, 2025). These studies collectively demonstrate the growing pedagogical potential of Instagram for Arabic language learning.

However, the existing body of literature reveals two important limitations. First, most studies have concentrated on effectiveness, learner perceptions, content utilization, or multimedia principles, while limited attention has been paid to how Arabic microlearning content is pedagogically designed and structured within social media environments. Although Instagram-based Arabic learning has been increasingly examined, the instructional logic underlying content creation, contextualization, dramatization, and audience engagement remains underexplored. Second, previous studies have generally treated engagement as an outcome metric rather than investigating which pedagogical characteristics contribute to higher engagement levels. Consequently, the relationship between content design, pedagogical presentation, and audience engagement in Arabic microlearning remains insufficiently understood.

This limitation is particularly important because recent scholarship has highlighted the increasing convergence between microlearning and social media environments. Microlearning research has traditionally focused on mobile learning applications, learning management systems, workplace training, and digital learning platforms (Lee, 2023). Meanwhile, social media studies have increasingly recognized the educational potential of short-form content, visual storytelling, and interaction-driven learning experiences (Conde-Caballero, Castillo-Sarmiento, Ballesteros-Yánez, Rivero-

Jiménez, & Mariano-Juárez, 2024). Nevertheless, limited research has examined how microlearning principles are operationalized in Arabic language learning content on Instagram and how specific pedagogical strategies influence audience engagement. As a result, a theoretical gap remains regarding the design principles of social media-based Arabic microlearning and the mechanisms through which engagement is generated in such environments.

To address these gaps, this study investigates Instagram-based Arabic microlearning through a qualitative content analysis of the Instagram account @kursus_arab_alazhar. Unlike previous studies that primarily examined effectiveness, user responses, or content categories, this study focuses on three interconnected dimensions: content mapping, pedagogical patterns, and engagement analysis. More importantly, this study moves beyond descriptive content classification by proposing the Contextualized Expressive Microlearning Model (CEMM), a conceptual model that explains how emotional contextualization, expressive dramatization, embedded practice, interaction-oriented design, and platform-adaptive content delivery may contribute to engagement in Arabic microlearning environments. Therefore, this study contributes not only to the growing literature on Instagram-based Arabic learning but also to broader discussions on microlearning design and digital Arabic pedagogy. Accordingly, this study aims to analyze the types of Arabic learning content published by @kursus_arab_alazhar, map the instructional materials and topics presented, examine the pedagogical presentation strategies employed, identify engagement trends across different content types, and formulate a conceptual model of contextualized expressive microlearning for Arabic language learning on social media.

RESEARCH METHOD

This study employs qualitative content analysis to describe the presentation style and trends of Arabic learning content on the Instagram account @kursus_arab_alazhar. The primary data source of this research is the Instagram account itself. As of January 5, 2026, the account had uploaded 4,408 posts. The researchers used systematic sampling to determine the research sample. In this method, samples are selected based on a predetermined sequence. In this study, the researchers selected 50 posts, starting from the most recent post on December 31, 2025, and moving backward chronologically until reaching the fiftieth post. Only posts displayed on the Instagram homepage were included in the analysis. Other types of content such as Instagram stories, live sessions,

or temporary content were excluded because they are difficult to track and may not be permanently stored on the profile. Posts unrelated to Arabic learning, such as course advertisements or competition posters, were also excluded.

Data collection employed observation (*simak*) and note-taking (*catat*) techniques. Observation involved carefully reviewing each post to identify content types, instructional materials, topics, and presentation strategies. The note-taking technique was used to record all relevant findings for subsequent analysis through coding. The research procedure consisted of the following steps:

1. Selecting posts using systematic sampling
2. Observing each post to identify upload date, screenshots, content type, learning material, topic, presentation style, and engagement metrics (likes and comments)
3. Recording the collected data
4. Classifying and analyzing the data through coding techniques
5. Identifying trends in Arabic learning content

Data analysis was conducted using coding techniques, classifying data according to upload date, content format, learning material, topic, presentation style, and engagement metrics. Image 1 shows the research flowchart.

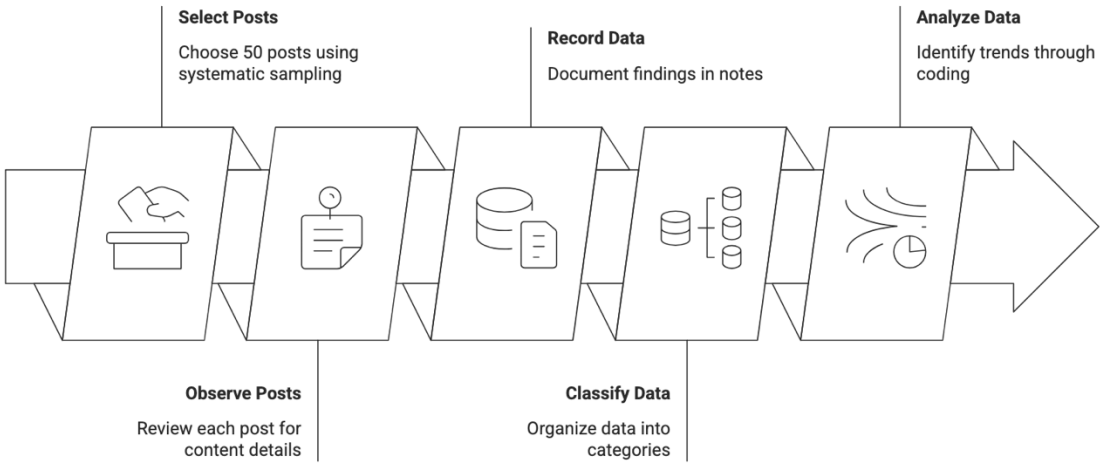


Image 1. Research flowchart

RESULT AND DISCUSSION

The account maintains nearly daily uploads, missing only two dates (19/12/25 and 29/12/25). This consistency suggests strategic algorithm optimization. Nevertheless, there is no specific pattern related to the types of content and learning materials uploaded. Furthermore, two posts (21/12/25 and 28/12/25) are not related to

Arabic language learning materials. The detailed distribution of content types and Arabic language learning materials posted by the Instagram account @kursus_arab_alazhar is presented in Image 2.



Image 2. Content distribution

The distribution of content formats uploaded by the @kursus_arab_alazhar account is dominated by reels, with 33 posts accounting for 66% of the total 50 pieces of content analyzed in this study. The dominance of Reels is not merely a matter of content format preference but reflects a convergence between microlearning principles, learner attention patterns, and platform-specific affordances. Microlearning theory emphasizes the delivery of concise, focused learning units that can be completed within a short period of time, making learning more manageable and reducing unnecessary cognitive burden (Buchem & amelmann, 2010; Hug, 2005). In this context, Reels provide an ideal medium for presenting Arabic language content in small, self-contained learning segments that are easily consumed during brief periods of mobile device use. This finding supports previous studies showing that short-form video content enhances learner engagement by facilitating flexible access, maintaining attention, and supporting just-in-time learning experiences (Monib et al., 2025; Sung, Leong, & Lee, 2023).

By utilizing the reels and carousel content formats, the @kursus_arab_alazhar account presents three types of Arabic language learning materials, namely speaking skills (taʿbīr), vocabulary, and *nahwu* (Arabic grammar). Content related to speaking skills dominates the posts on the @kursus_arab_alazhar account, indicating a communicative orientation. This finding is consistent with the results of a study by Nasution (2023), which states that Instagram has great potential for improving vocabulary and communication skills. TikTok-based short videos also improved learners' motivation and oral proficiency in an experimental study (Gao, Tsai, Huang,

Ma, & Wu, 2023). The detailed topics of each Arabic learning material presented can be seen in Table 1.

Table 1. Distribution of Arabic language learning material topics

No	Learning Materials	Topics
1	Speaking skills	Expression pattern: "not dependent on"
		Expression pattern: "let's say"
		Ways to express feelings without pain or worry
		Expression pattern: "can you speak with your supervisor?"
		Expression pattern: "talk face to face"
		Ways to express admiration
		Expression pattern: "so far"
		Expression pattern: "I don't care"
		Expression pattern: "as long as/during"
		What we take pride in
		Superpower before exams
		Radio broadcasting
		Expression pattern: "I left my belongings on the train"
		Expression pattern: "inappropriate / undeserving"
		Expression pattern: "for the sake of"
		Prayer for ease/facilitation
		Is she really that complicated?
		One *amin*, two *iman*
		Expression pattern: "don't continue"
		Daily quote: "those who water [others] deserve to receive"
		Examples of closing sentences for presentations
		Longing/yearning
2	Vocabulary	Famous/well-known
		Competition/contest
		Internet
		Skincare
		Victory in a competition
		Two words combined into a new meaning
		Betrayal/to betray
		Reforestation/greening
		Presenter/news anchor
		New vocabulary in the Indonesian dictionary: "galgah"
		Taste/flavor of food
		Stages of a romantic relationship
3	*Nahwu*	*Tashrif lughawy dan jar majrur*
		Tashrif fi'il madhi
		Kana wa akhawatuha
		Nawasikhul mubtada' wal khabar
		Dhomir
		Types of *khabar mubtada'*

The topics presented in the speaking skills, *mufradat* (vocabulary), and *nahwu*

materials are designed, as much as possible, to relate to contextual issues and to follow trends that are currently popular on social media. In addition to increasing awareness, the presentation of contextualized materials also aims to engage Instagram users, followers, and viewers in issues related to their own real-life experiences. In this process, they function as central participants in the learning process, allowing the learning activities to interact with their life experiences and prior knowledge (Carvalho, Amorim, Amorim, & Bitencourt, 2021). More specifically, Instagram enables content creators to create digital artefacts relying on creative relationships between words, contexts, and situations and provide opportunities to practice simple conversations, learn vocabulary in context, and distinguish nuances in the pronunciation of challenging words (Aslan, 2024).

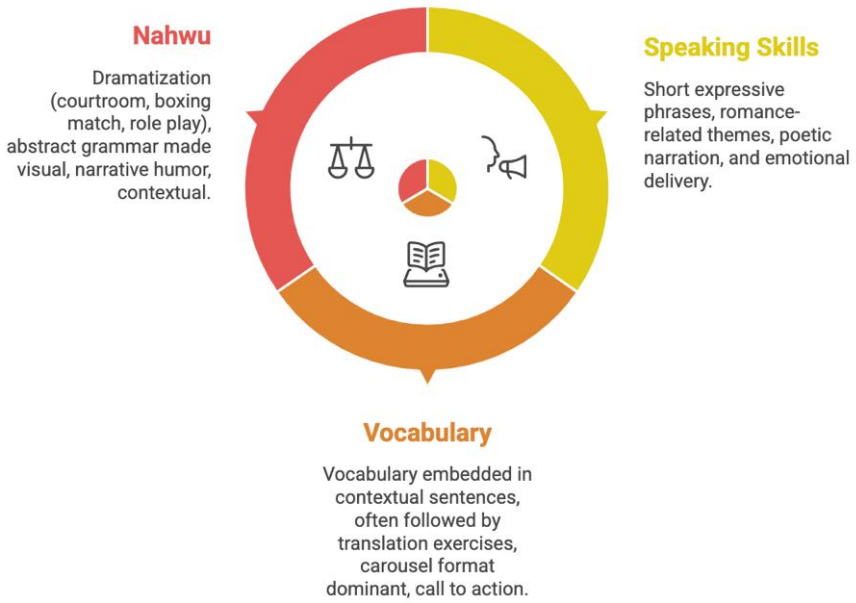


Image 3. Characteristics of the presentation of Arabic language learning content

Image 3 shows the characteristics of each type of Arabic language learning material presented by the @kursus_arab_alazhar account. For speaking skills materials, romantic and emotionally charged themes tend to generate higher levels of interaction. This can be observed in the post published on 22/11/25, which gained 9,792 likes and 2,206 shares. Furthermore, vocabulary posts that incorporate contextualization perform better than those presenting isolated word lists. As for *nahwu* materials, the content with the highest engagement was the *nawāsikh* topic (28/11/25), which reached 27.7K likes and 5,191 shares. This finding suggests that dramatic visualization significantly increases

engagement with grammar-related content. Table 2 presents the five posts with the highest number of likes.

Table 2. Posts with the highest number of likes by type of material

Date	Learning Materials	Likes
28/11/25	*Nahwu*	27,700
13/11/25	*Kalam*	11,800
22/11/25	*Kalam*	9,792
17/12/25	*Mufradat*	7,620
22/12/25	*Nahwu*	6,130

The data presented in Table 2 indicate that *nahwu*, which has often been considered one of the more difficult components of Arabic language learning, actually received the highest number of likes. This suggests an important point: the style in which Arabic learning content is presented significantly influences engagement. High engagement is associated with the use of role-play formats, humor, romance-related themes, direct calls to action (CTA), and relatable everyday-life topics. In contrast, lower engagement tends to occur in purely informative poetic reels and non-interactive content.

Therefore, the teaching of *nahwu* in classroom settings should be delivered through more engaging approaches, such as role-play activities, the incorporation of humor, and contextualized formats. Ardiansyah, Musthafa, Syafei, and Sanah (2024) similarly argue that streamlined grammar instruction eases university students' mastery of qirāʾat al-kutub. Furthermore, the average engagement data (likes, comments, and forwards) indicate that *nahwu* content achieved the highest average number of likes, with 6,949 likes despite having the smallest number of posts. This is followed by speaking materials with an average of 1,875 likes, and vocabulary materials with an average of 1,595 likes.

The dominance of the Reels format indicates that Arabic learning on social media is shifting toward short audio-visual approaches. Reels allow integration of Arabic text, translations, background music, nonverbal expressions, and dramatized performances. Music-based content can also support Arabic listening and vocabulary acquisition (Solehudin, Hanifansyah, & Izzuddin, 2024). Short-form video microlearning is widely favored by language learners (Fidan, 2023). In addition, the carousel format enables the @kursus_arab_alazhar account to break down Arabic learning materials into several

slides. The pattern of content presentation in the carousel format on the @kursus_arab_alazhar account generally follows a structure of cover–content–exercise. Ultimately, Instagram-based Arabic microlearning breaks down learning materials into smaller units across various contextual topics by utilizing the features provided by the platform. The short duration of microlearning is more engaging and productive, and the ultimate goal is to create concise and easily comprehensible content to prevent overwhelming learners with cognitive load, enabling learners to complete them in a brief timeframe (Monib et al., 2025).

Speaking materials dominate the account's content frequency. These materials are combined with contextual themes such as romance, emotional expression, prayers, and advice. Romantic themes generate high engagement because they resonate emotionally with young audiences, highlighting the importance of affective dimensions in digital language learning.

Interestingly, the content that received the highest number of likes was related to *nahwu* material (27,700 likes). The content was presented through role-playing, personified grammatical characters, humor, and conflict-driven narratives. This finding differs from Habibi et al., (2024), who found that Arabic vocabulary content was the most popular type of Arabic-learning content on Instagram. The discrepancy suggests that audience engagement may depend less on the linguistic topic itself and more on how the material is pedagogically presented. Even complex grammatical concepts can attract substantial engagement when delivered through emotionally engaging and visually appealing narratives.

The presentation of *mufradat* (vocabulary) materials on the @kursus_arab_alazhar account is predominantly delivered in the carousel format. The vocabulary items presented are mostly associated with trends that are currently widely discussed on social media. This approach reflects the principles of contextual learning, in which vocabulary is not taught in isolation but rather within real communicative situations. Such contextual and interactive presentation styles can enhance vocabulary acquisition among language learners (Hasani, Zainuddin, & Hamdani, 2025). Furthermore, the vocabulary items are consistently accompanied by example sentences and their translations. On the final slide, the @kursus_arab_alazhar account frequently provides exercises, such as translating words or sentences from Indonesian into Arabic or vice versa. This pattern functions as a form of call to action (either direct or indirect) aimed at increasing audience engagement, either through polling features or through the comment section.

Based on the findings described above, the researcher proposes the Contextualized Expressive Microlearning Model (CEMM). CEMM is a model that delivers learning content in small-scale, short-duration formats while emphasizing topics that are contextual, currently trending on social media, and relevant to everyday life, using an expressive presentation style. The core components of this model include short-form visual delivery, emotional contextualization, role-based dramatization, embedded practice, CTA-driven interaction, and daily posting consistency. The Contextualized Expressive Microlearning Model (CEMM) is a social media-based Arabic language learning model designed to optimize short-video formats (Reels), integrate emotional elements, utilize dramatization and visualization, generate high engagement, and maximize algorithmic distribution.

The main characteristics of the CEMM model are micro (short duration, single-focus), contextual (concrete and relevant), expressive (emotional and dramatic), visual (multimodal), interactive (active CTA), and algorithmic (platform-adaptive). These characteristics largely align with previous studies on highly engaging Arabic-learning content on Instagram. Earlier research found that engagement tends to increase when content incorporates attractive audio-visual elements, relatable everyday situations, humor, storytelling, short video duration, interactive structures, appealing visual design, relevant hashtags, and consistent posting practices (Habibi et al., 2024). The present findings also resonate with broader microlearning scholarship. Drawing on the Andragogy in Practice Model, Bloom's Taxonomy, and Cognitive Load Theory, previous researchers proposed a microlearning instructional design framework consisting of individual, situational, and subject differences; guiding principles such as specific learning objectives, bite-sized content, appropriate learning duration, interactive and engaging activities, personalization, and the selection of suitable delivery media; as well as cognitive, behavioural, and affective learning outcomes (Monib et al., 2025). Several of these principles are reflected in CEMM, particularly the emphasis on bite-sized content (micro), interactive learning experiences (interactive), personalization and relevance (contextual), and the strategic use of appropriate delivery media (visual). However, CEMM extends existing microlearning frameworks by highlighting dimensions that are particularly salient in social media-based learning environments, namely emotional expressiveness, multimodal dramatization, and algorithmic adaptation. While earlier frameworks primarily focused on instructional design and audience engagement, the present model explains how pedagogical design interacts with

platform affordances and audience behavior to generate engagement in Instagram-based Arabic microlearning. In this regard, CEMM may be viewed as a social media-oriented extension of existing microlearning frameworks that integrates instructional effectiveness with engagement-generating mechanisms in platform-based learning ecosystems.

Several stages need to be considered in implementing the Contextualized Expressive Microlearning Model:

1. Content Planning and Audience Needs Analysis: The important and key subject of lesson planning is to establish a logical and correct connection between the designed objectives, lesson content, teaching and learning methods, and student learning assessment (Farhang, Hashemi, & Ghorianfar, 2023). In Instagram-based Arabic microlearning, this stage involves analyzing trends, selecting content to be taught, assessing material difficulty, and aligning learning materials with real-world usage contexts. This step ensures the relevance of content to the needs and interests of the target audience.
2. Emotional Contextualization: It is essential to contextualize microlearning deployment. The design and deployment of technologies cannot be isolated from societies (Ghasia & Rutatola, 2021). Learning materials are embedded within emotional contexts (love, longing, admiration), relatable experiences (exams, skincare routines, friendships), and social scenarios (presentations, radio broadcasting, competitions). This stage aims to reduce psychological barriers and enhance learner attention.
3. Visualization & Dramatization: Achieving optimal engagement requires microlearning content to incorporate visually appealing and interactive elements (Shabadurai, Chua, & Lim, 2022). Materials are packaged in diverse forms, such as role play, dramatic dialogues, narrative humor, and theatrical representations of grammatical concepts. Short videos that combine movement, dramatization, and music can also support learning in higher education (López-Carril, González-Serrano, Ribeiro, & Jiménez-Jiménez, 2024). For example, *nahwu* materials may be visualized as courtroom trials or boxing matches.
4. Call to Action (CTA): CTA plays a crucial role in empowering learners (Kasenberg, 2018) to take action and respond, thereby enhancing learner engagement in microlearning. CTA can take the form of prompting questions posed directly by the content creator in Reels or written questions within carousel

slides. CTA can be direct (explicit) or indirect (implicit exercises). Their role is to transform passive viewers into active participants, increase comments and shares, and stimulate discussion.

Based on the research findings, this model has the potential to make complex materials engaging, combine entertainment and education, adapt to algorithmic trends, remain relevant to the digital culture of younger generations, and be replicable. Moreover, the findings suggest that the perceived difficulty of instructional content does not necessarily predict audience engagement in social media learning environments. Instead, engagement appears to be shaped by the interaction between content complexity and presentation strategy. This observation supports the central premise of CEMM, particularly its expressive and visual dimensions, which emphasize emotional dramatization and multimodal representation as mechanisms for transforming cognitively demanding material into engaging learning experiences. Consequently, the success of the nahwu content demonstrates that pedagogical packaging may be more influential than content type in determining engagement outcomes. In this sense, theatrical approaches do not merely increase entertainment value; they function as instructional strategies that simultaneously reduce cognitive load, enhance emotional resonance, and increase the likelihood of audience interaction and content sharing.

Finally, Instagram-based Arabic microlearning offers several pedagogical advantages, including improved retention, increased learner engagement, and strong compatibility with mobile learning environments (Mahajan, 2025). These advantages are particularly relevant in contemporary learning contexts, where learners increasingly prefer flexible, on-demand, and mobile-accessible educational experiences. Previous studies have also demonstrated that social media platforms can address several limitations of traditional classroom instruction by extending learning opportunities beyond formal settings. For instance, (Osaigbovo & Iwegim, 2018) highlighted the effectiveness of Instagram and Facebook in overcoming the constraints of conventional teaching approaches, leading to higher levels of student engagement and participation. Similarly, (Tennyson & Smallheer, 2021) argued that Instagram facilitates asynchronous microlearning, enabling learners to access instructional content at their own pace while enhancing both knowledge acquisition and self-confidence. Beyond individual learning experiences, the integration of microlearning and social media has been found to generate broader educational benefits, including increased learner satisfaction, expanded access to learning opportunities, stronger engagement, and improved learning

effectiveness (Denojean-Mairet, López-Pernas, Agbo, & Tedre, 2024). Game-based applications show a similar effect. Duolingo raised students' interest in Arabic learning by 26.82% in an experimental study (Adira, Hamdun, Ramadhan, & Hasna, 2024). Collectively, these findings suggest that the educational value of Instagram-based microlearning extends beyond content delivery, as it supports learner autonomy, accessibility, flexibility, and sustained participation in the learning process.

Although Grevtseva, Willems, & Adachi, (2017) argue that social media platforms are perfect channels for microlearning, several limitations must be critically considered, including the risk of oversimplifying instructional content, dependence on rapidly evolving trends, and an excessive focus on engagement metrics that do not necessarily reflect deep conceptual understanding or meaningful learning outcomes, particularly given that empirical evidence on learning effectiveness remains limited. Furthermore, (Mahajan, 2025) highlights additional challenges such as content fragmentation, limited personalization, superficial learner engagement, and ethical issues in digital content delivery, all of which indicate the need for careful pedagogical design to maintain instructional coherence and quality. In line with this, (Bojorquez Robles & Curisinche Rojas, 2024) emphasize that the main drawback of microlearning lies in the difficulty of designing effective instructional "pills," especially when dealing with complex concepts that require deeper cognitive processing. Moreover, social media-based learning environments may also introduce external distractions that interfere with learner focus and continuity (Nema, Srivastava, Bhalla, & Chakarboty, 2023), suggesting that while microlearning via social media offers significant pedagogical potential, its effectiveness is highly contingent upon instructional design quality and contextual learning conditions. Therefore, both the potential positive and negative impacts must be carefully considered by educators and content creators who engage in disseminating Arabic language learning materials through microlearning practices on Instagram.

CONCLUSION

Instagram is not merely an entertainment platform but also a potential alternative pedagogical space for contemporary Arabic education. Instagram Reels and Carousel formats offer significant potential for Arabic microlearning. Engagement is not solely determined by material type but by narrative strategy, emotional framing, interactivity and dramatization. The study contributes to digital Arabic pedagogy by offering a replicable Contextualized Expressive Microlearning Model. The findings of this study

have implications for supporting multimodal Arabic language learning and for expanding the literature on digital Arabic pedagogy. In addition, this research offers design principles for Arabic educators on social media, such as employing dramatization for *nahwu*, combining materials with contextual themes to enhance student engagement, including immediate practice within visual content, and maintaining consistent daily uploads of Arabic learning materials. This study is limited to the analysis of a single account on one social media platform. Future research is therefore required to include multiple accounts across different social media platforms in order to generate more comprehensive and robust findings. Future research also could be directed toward empirically testing the Instagram-Based Arabic Microlearning Model.

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