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ARABIC VLOGS IN THE TEACHING OF MAHĀRAH KALĀM BUILDING SELF-CONFIDENCE AMONG STUDENTS ON THE ARABIC LANGUAGE PROGRAMME AT UNZAH GENGGONG

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Abstrak

Penelitian ini dilakukan karena ada beberapa kesulitan dalam belajar Mahārah Kalām, seperti kesempatan berlatih berbicara yang terbatas, rasa takut membuat kesalahan, kecemasan dalam berbahasa, serta kurangnya kepercayaan diri mahasiswa saat menggunakan bahasa Arab. Pemanfaatan media digital, terutama vlog Arab, dianggap bisa memberikan ruang latihan berbicara yang fleksibel, berulang, dan sesuai dengan ciri khas mahasiswa di masa kini. Penelitian ini bertujuan untuk menjelaskan langkah-langkah penggunaan vlog Arab dalam pembelajaran Mahārah Kalām, mengenali pengalaman para mahasiswa, serta meninjau peningkatan rasa percaya diri mahasiswa dalam berbicara menggunakan bahasa Arab. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan subjek berupa mahasiswa Program Studi Pendidikan Bahasa Arab dan dosen pengampu mata kuliah Mahārah Kalām di Universitas Islam Zainul Hasan Genggong. Data dikumpulkan dengan cara mengamati, bertanya, dan mencatat dokumen, lalu dianalisis dengan langkah-langkah mengurangi data, menampilkan data, dan membuat kesimpulan. Keabsahan data didapatkan dengan membandingkan berbagai sumber dan menggunakan teknik tertentu. Penelitian menunjukkan bahwa pembuatan vlog Arab dilakukan dalam tiga tahap, yaitu pra-produksi, produksi, dan pasca-produksi. Proses itu mendorong mahasiswa membuat naskah, merekam dan mengulang, mengedit, mempublikasikan video, serta mendapatkan tanggapan dari orang lain. Pengalaman belajar mengatakan bahwa para mahasiswa mulai merasa lebih percaya diri, nyaman, dan mandiri setelah mengalami perubahan dari rasa malu dan khawatir. Melalui vlog, mahasiswa secara terus menerus latihan berbicara, yang pada akhirnya membantu meningkatkan keberanian dan kepercayaan diri mereka dalam menggunakan bahasa Arab.

Kata kunci : *Arabic Vlog*, *Mahārah Kalām*, kepercayaan diri, pembelajaran bahasa Arab, mahasiswa PBA.

Abstract

This study was conducted due to several difficulties encountered in learning Mahārah Kalām, such as limited opportunities for speaking practice, a fear of making mistakes, anxiety when speaking, and a lack of confidence amongst students when using Arabic. The use of digital media, particularly Arabic vlogs, is considered to provide a flexible and repetitive space for speaking practice that is suited to the characteristics of today's students. This study aims to explain the steps involved in using Arabic vlogs in Mahārah Kalām learning, to identify students' experiences, and to examine the improvement in students' confidence when speaking Arabic. This study employs a descriptive qualitative approach, with the subjects comprising students of the Arabic Language Education Programme and the lecturer responsible for the Mahārah Kalām course at Zainul Hasan Genggong Islamic University.

Data was collected through observation, questioning and document review, and was then analysed by reducing the data, presenting it and drawing conclusions. The validity of the data was established by comparing various sources and employing specific techniques. The research indicates that the creation of Arabic vlogs takes place in three stages: pre-production, production and post-production. This process encourages students to write scripts, record and re-record, edit, publish videos, and receive feedback from

others. Learning experiences indicate that students begin to feel more confident, at ease and independent after overcoming feelings of shyness and anxiety. Through vlogging, students continuously practise speaking, which ultimately helps to boost their courage and confidence in using the Arabic language.
Keywords: Arabic Vlog, Mahārah Kalām, self-confidence, Arabic language learning, PBA students.

INTRODUCTION

The Arabic language holds great significance for Muslims as it is the primary language of the sources of Islamic teachings, such as the Qur'an and the hadith. Without a command of Arabic, it is difficult to gain a deep understanding of Islamic teachings. In addition to its role as a religious language, Arabic also plays a strategic role in the international context as it is recognised as one of the official languages of the United Nations. Therefore, the study of Arabic is important, not only to strengthen religious understanding, but also to facilitate communication at an international level and access to global knowledge (Syahrul, Sekolah, Ilmu, Al, & Blitar, n.d.).

In the process of learning a language, there are four key skills that complement one another: listening, speaking, reading and writing (Yaqin, n.d.). Of these skills, maharah kalam is one of the most crucial aspects, as it is directly linked to oral communication skills (الطير, 2021). Speaking skills require not only a command of vocabulary and grammar, but also fluency, accurate pronunciation, confidence, and the ability to convey ideas effectively in accordance with the context. Therefore, success in learning Arabic can truly be measured by how well students are able to use Arabic in everyday communication, actively and with confidence.

In reality, however, the implementation of spoken Arabic teaching at universities still faces various obstacles. A number of students experience difficulties in speaking Arabic due to limited vocabulary, a lack of practice, a fear of making mistakes, and low self-confidence when speaking in front of the class. Furthermore, speaking teaching methods still rely heavily on traditional approaches such as conversation, dialogue and oral presentations conducted in person within the limited time available in the classroom. This situation means that not all students are given adequate opportunities to practise speaking, resulting in sub-optimal student engagement in the learning process (Azisi & Nurfaiza, 2024) .

In this era of globalisation, technology is advancing at a rapid pace. There is no denying that technology today has had a profound impact on various aspects of human life (Haniah & Ma, n.d.) . This situation affects individuals who do not yet fully understand technological developments, causing them to become marginalised and swept aside by the wave of globalisation, which is characterised by fierce competition. Technological developments have influenced a wide range of social activities carried out by people. Social media applications such as WhatsApp, Facebook, Instagram, Twitter, YouTube and other social media platforms are clear examples of the impact of technological progress focused on social interaction. These platforms offer individuals the convenience of social communication without the constraints of time and space (Mubarak, Wahdah,

Ilmiani, & Hamidah, 2020) .

Based on the various studies mentioned, it can be concluded that technological advances, such as social media platforms, have a positive impact on the education sector. Social media serves as an alternative that educators can utilise in the learning process. The innovative application of social media is essential, particularly in light of research data from the State Cryptography College (STSN) in collaboration with Yahoo – as cited by Wilga and colleagues – which indicates that 64 per cent of internet usage in Indonesia is dominated by the younger generation (Saputra, Naufal Wala, & Muliawan, 2023) .

One of the most popular features on social media platforms today is video blogging, more commonly known as a vlog or vlogging. In recent years, vlogging has attracted considerable interest from all over the world, particularly following Google's acquisition of YouTube in November 2006 for approximately 1.65 billion US dollars (Gao, Tian, Huang, & Yang, 2010) . This feature gives social media users the freedom to create video blogs, such as reviewing a product or a place they are currently visiting or have already visited, using a spoken narrative, accompanied by additional information in the form of text or informative visual snippets.

In the field of education, vlogging is beginning to establish itself as one of the tools used in the learning process. In her study, Wulandari states: "Vlogging, as an alternative oral communication strategy to improve speaking skills in English, has proven to be an enjoyable and easily accessible medium."(Combe & Codreanu, 2016). This feature serves as a fun and accessible alternative oral communication strategy to improve English language skills. Furthermore, he added, "The nature of today's young people as a digitally literate generation who enjoy 'showcasing' and 'sharing' everything online makes vlogging one of the best alternatives for practising speaking in English." The characteristics of today's young people as a digital generation who are active in showcasing and sharing all their activities on social media certainly make vlogging the top choice for practising English speaking skills. The use of vlogs not only boosts students' motivation to learn but also has the potential to raise awareness of the wealth of digital literacy skills, build confidence in speaking in front of an audience, and foster cross-cultural competence (Combe & Codreanu, 2016) .

Several previous studies have shown that the use of vlogs in the language learning process can help to boost students' enthusiasm and speaking skills. However, the majority of these studies have tended to focus on the general efficiency of vlog use, and few have examined students' experiences of utilising vlogs for spoken language instruction at Islamic universities, particularly in relation to aspects such as self-confidence, learning motivation and student participation in the learning process. Therefore, research into the use of vlogs from the perspective of students' experiences remains essential (Yusril Musthofa Kamaluzzaman, Dina Aminata, & Masruchah, n.d.).

Taking into account the background and gaps in previous studies, this research is designed to describe how Arabic vlogs are utilised in the teaching of Mahārah Kalām to Arabic Language

Education (PBA) students at Zainul Hasan Genggong Islamic University, whilst also examining their impact on enhancing students' self-confidence when using Arabic to communicate. Specifically, this study focuses on: (1) detailing the stages of utilising Arabic Vlogs as a teaching tool for Mahārah Kalām; (2) examining the experiences of students when engaging in speaking activities through Arabic Vlogs; and (3) analysing the progress in students' self-confidence in speaking Arabic following learning activities that utilise Arabic Vlogs. It is hoped that this research will provide an insight into the use of video-based media as an alternative option for Mahārah Kalām learning that is more interactive, involves active participation, and is in line with the characteristics of students in this digital age.

RESEARCH METHODOLOGY

This study employs a descriptive qualitative method to investigate the use of Arabic vlogs in the teaching of Mahārah Kalām, as well as how students experience and enhance their self-confidence when communicating in Arabic. The research was conducted amongst students on the Arabic Language Education programme at Zainul Hasan Genggong Islamic University, with the participants comprising students and lecturers of the Mahārah Kalām course.

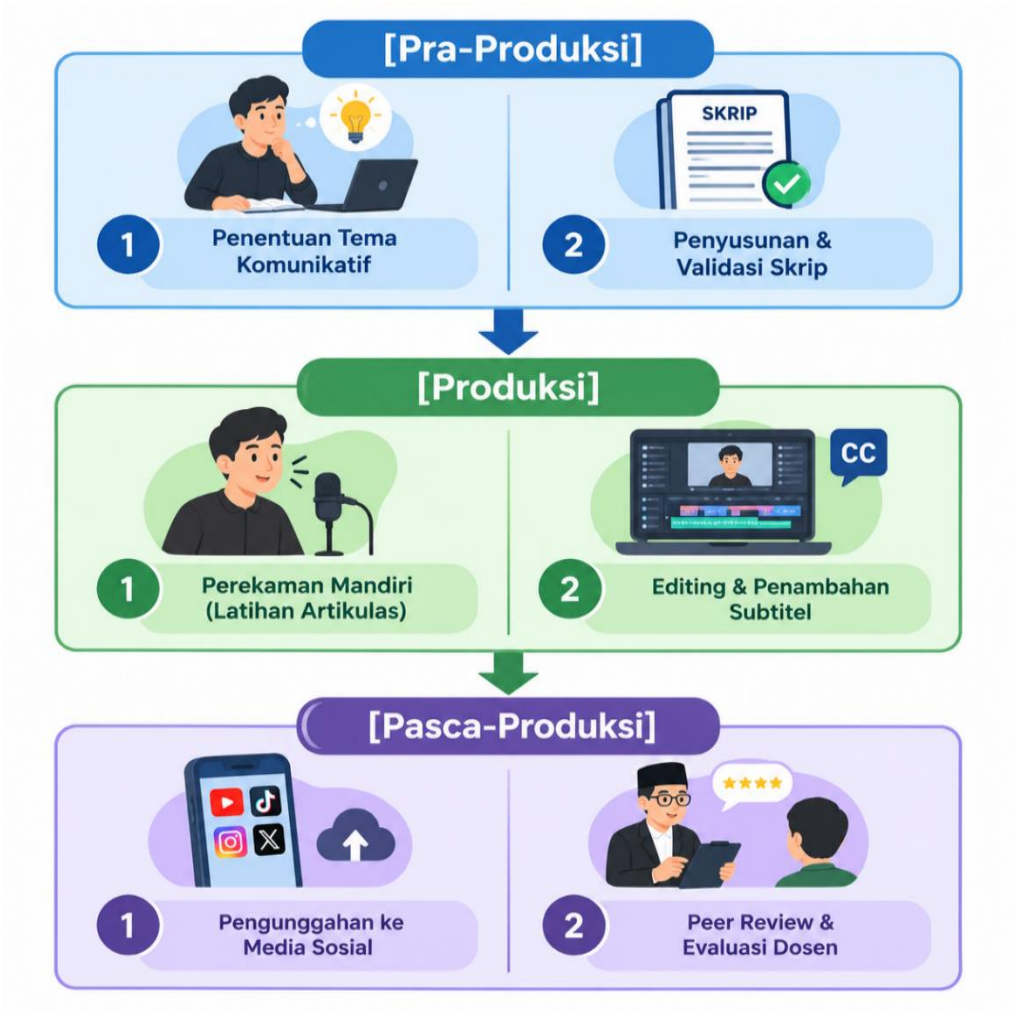
Data collection was carried out through observation, interview sessions, and the collection of documents covering teaching and learning activities, students' experiences, recordings of Arabic vlogs, assigned tasks, and assessment records. Data analysis involved data condensation, data presentation, and the drawing and verification of conclusions. The validity of the information was ensured through triangulation of sources and methods, by cross-referencing information from students and lecturers, as well as the results of observations, interviews and documents.

RESULTS AND DISCUSSION

The use of Arabic Vlogs as an innovative teaching tool in the Mahārah Kalām course for students of the Arabic Language Education (PBA) Department at Zainul Hasan Islamic University (UNZAH) in Genggong introduces a new approach to the process of learning a foreign language. Through data collection carried out via observation, in-depth interviews and documentation, this discussion is divided into three main focuses: (1) the steps involved in implementing Mahārah Kalām teaching based on Arabic Vlogs; (2) the dynamics of students' experiences during vlog production; and (3) an analysis of the effects of using Arabic Vlogs on enhancing students' self-confidence.

1. Stages of Utilising Arabic Vlogs in Mahārah Kalām Teaching

The implementation of Arabic vlogs in the Mahārah Kalām learning process at the PBA UNZAH Genggong is carried out in a planned manner through three main stages, namely: pre-production, production, and post-production. These structured steps are vital to ensure that the use of technology is not merely a routine activity, but is also pedagogically meaningful.



Description : The stages involved in implementing vlog-based learning, comprising the Pre Production, Production and Post-Production phases

a. Pre production stage

In this phase, the teacher in charge selects communicative topics relevant to the students' daily lives, such as al-ta'āruf, al-hiwāyāt, al-hayāh al-yaumiyyah, and al-ziyārah. Students are required to produce a draft script or oral narrative in advance. This draft serves as a tool to monitor language use, ensuring the accuracy of vocabulary and grammar before delivery. Consultation sessions with the teacher regarding the draft act as an initial means of providing formative feedback, aimed at reducing fundamental errors. Following the pre-production groundwork, the process transitions smoothly into the production and editing phases, where students bring their reviewed scripts to life on camera. Armed with teacher feedback and refined vocabulary, learners record their videos in low-pressure settings, allowing them to focus on pronunciation, rhythm, and natural expression. The subsequent video editing stage gives students another opportunity to review their performance, trim pauses, and insert visual cues or captions. This deliberate cycle from script consultation to recording

transforms writing into confident spoken output while embedding key grammatical structures through practical application.

b. Production Stage

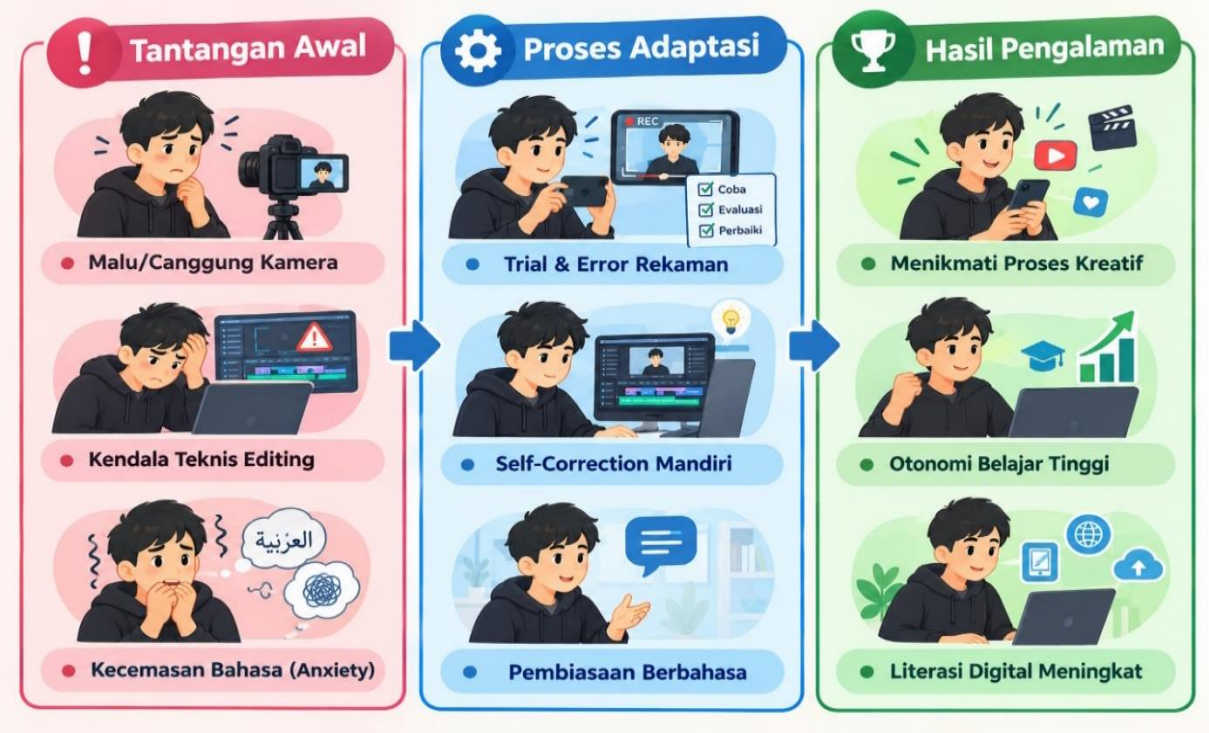
The production stage is a phase in which students demonstrate their speaking skills verbally in front of the camera. Recording can be carried out individually or in small groups outside formal class hours. This flexibility gives students the opportunity to re-record if they feel their pronunciation or intonation is not yet satisfactory. Once the recording is complete, students will edit the video by adding supporting visual elements such as Arabic text, translations, sound effects and engaging transitions. This editing process indirectly reinforces students' understanding of digital literacy and strengthens their visual recall of the vocabulary they have spoken (Tsany, Nurramadhan, Salma, & Dewiajie, n.d.) . Upon completing the editing phase, the final videos are uploaded to public or semi-private platforms for the dissemination and evaluation stage. Sharing their work allows students to receive peer feedback and teacher assessment, which closes the loop on the learning cycle. This public showcase not only gives students a tangible sense of accomplishment, but also exposes them to diverse speaking styles and creative approaches from their classmates. Ultimately, this final step converts a self-directed assignment into a shared learning experience, motivating students to continuously refine their oral proficiency and digital storytelling skills in subsequent projects.

c. Post Production Stage

The edited vlogs are then uploaded to social media platforms such as YouTube, Instagram or TikTok, with hashtags relevant to the course added. This final stage involves assessment and the provision of feedback. Assessment is carried out using two methods: peer assessment in the comments section and a comprehensive evaluation by the lecturer. The lecturer assesses several key aspects, comprising: fluency of speech, accuracy of pronunciation, linguistic structure, as well as confidence and delivery in front of the camera. Beyond evaluating individual performance, this multi-tiered feedback mechanism establishes a constructive reflection loop that benefits the entire learning cohort. Peer comments encourage collaborative engagement and critical listening, allowing students to learn from both the strengths and subtle mistakes of their classmates. Meanwhile, the lecturer's structured assessment provides targeted academic guidance that directly informs future practice. Ultimately, this reflective evaluation phase ensures that vlog-based learning extends past mere content creation, consolidating students' linguistic growth and solidifying their communicative competence in Arabic.

2. The Experiences of PBA UNZAH Genggong Students in Arabic Vlog-Based Learning

The experiences of PBA UNZAH Genggong students whilst engaging with Arabic vlogs reveal active psychological and technical changes, ranging from initial shyness to the development of a sense of independence in their learning.



Description: The transformation of students' experiences in creating vlogs, from the initial challenges, through the adaptation process, to the achievement of learning outcomes.

a. Initial Challenges: Language Anxiety and Technical Obstacles

In the early stages of the project, most students expressed feelings of awkwardness, shyness and worry that they would be judged negatively when speaking Arabic in front of the camera. This anxiety is consistent with the theory of Foreign Language Classroom Anxiety (FLCA)(Horwitz, Horwitz, & Cope, 1986) , where anxiety when speaking often arises from a fear of being noticed or judged by others. Apart from psychological barriers, some students who are not yet familiar with video editing software encounter technical difficulties during the editing process. However, these technical issues can be overcome through collaboration amongst students. Over time, this peer-to-peer collaboration not only resolves technical hurdles but also fosters a supportive learning community that diminishes initial psychological apprehensions. As students assist one another with editing tools and offer constructive feedback on early drafts, the shared struggle normalizes mistakes and reframes the camera from a daunting judge into a collaborative tool for growth. Consequently, overcoming these combined technical and emotional challenges together builds collective resilience, allowing students to transition smoothly from hesitant speakers into confident digital creators.

b. The Transition to a Safe Learning Environment

Over time, vlogs have offered a different way of learning compared to face-to-face classroom presentations. Students feel that making videos provides them with a 'comfortable environment' in which to try things out and correct their mistakes without feeling immediately embarrassed in front

of their classmates (Anggraeni, Rachmijati, & Apriliyanti, 2020). The opportunity to re-record videos allows students to make their own corrections to the way they speak and their use of grammar. This experience reduces students' emotional inhibitions, enabling them to be more relaxed and express themselves in Arabic more naturally (Krashen, 1985). This psychological safety created by the recording process serves as a practical application of Krashen's Affective Filter Hypothesis, effectively lowering barriers like anxiety and self-consciousness. As students operate within this low-anxiety space, their focus shifts from defensive risk-avoidance to genuine linguistic experimentation. Consequently, the freedom to iterate independently bridges the gap between passive vocabulary knowledge and spontaneous speech, fostering a resilient communication style that gradually transfers into live classroom interactions.

c. Social Recognition and Learning Autonomy

The experience of posting work on a public platform brings its own sense of satisfaction. When the vlogs they create receive positive feedback, such as 'likes' and constructive comments from both viewers and teachers, the students feel a sense of satisfaction. This experience transforms the students' role from that of merely passive learners to active and independent creators of Arabic-language content (Miolo, 2026). This enhanced sense of agency ultimately cultivates a deeper intrinsic motivation, driving students to take greater ownership of their linguistic development. By recognizing the real-world value and appeal of their content, learners begin to view Arabic not just as a subject to be graded, but as a living medium for creative self-expression. Over time, this sustained enthusiasm transforms language acquisition into a continuous, self-directed journey that extends far beyond the structured requirements of the syllabus.

3. Increased Self Confidence Among Students Following the Implementation of the Arabic Vlog

One of the most significant findings of this study is the significant increase in the level of self-confidence among students on the Arabic Language Education programme at UNZAH Genggong when communicating in Arabic. This increase in self-confidence can be assessed through several key indicators :

a. Strengthening Students' Self-Confidence

According to Albert Bandura, an individual's belief in their own ability to complete a task is greatly influenced by experiences of success. In the context of Arabic vlogs, the steps involved in creating a video and achieving a good command of Arabic on social media platforms serve as experiences of success (Bandura, n.d.). Students who previously found speaking Arabic a daunting task are gradually beginning to believe that they can speak it well after watching the video recordings they made themselves. Furthermore, these successful self-observation experiences function as a catalyst for elevated self-efficacy, directly motivating students to tackle increasingly

complex language tasks. Seeing their own progress visually and audibly reinforces the perception that proficiency is an attainable outcome achieved through effort rather than an innate talent. Consequently, this shift in mindset encourages students to embrace further communication challenges, transforming potential performance anxiety into sustained academic persistence.



Description : A comparison of students' self-confidence indicators (anxiety, fluency, amount of practice, participation and motivation) before and after the implementation of Arabic Vlogs in the teaching of Mahārah Kalām

b. Reducing Anxiety about Speaking through Repeated Practice

The most significant weakness of conventional learning methods in Mahārah Kalām is the lack of opportunities for practice due to limited class time. Through the use of vlogs, students are encouraged to practise repeatedly on their own before achieving optimal recording results. This repetitive activity not only enhances the muscle memory of the lips and tongue in pronouncing Arabic vocabulary, but also gradually reduces the anxiety of making mistakes. This reduced fear of making mistakes forms an important foundation for boosting confidence in speaking (Sayyidan & Marzuki Ammar, 2025). In addition to strengthening muscle memory and building self-confidence, the use of vlogs as a learning medium also provides space for students to conduct self-evaluation.

When evaluating their own video recordings before uploading them, students can actively identify articulation, grammatical, or intonational errors they have made. This reflective process fosters autonomous learning, where students no longer rely solely on direct feedback from the teacher in class, but are able to continuously correct and improve their Arabic speaking skills.

c. The Formation of Self-Identity Among Arabic Speakers

A student's self-confidence is not only evident in the recording studio, but also influences their face-to-face interactions in the classroom. Students who have become accustomed to expressing their ideas through Arabic vlogs demonstrate greater confidence when asked by lecturers to communicate directly in Arabic. The use of social media as a platform for publication has successfully created a 'new identity' for students of the Arabic Language Programme at UNZAH Genggong as innovative and self-assured Arabic speakers in the digital age (Maftukhah & Asrori, 2023). In addition, the publication of these vlogs on social media expands the audience beyond the confines of the classroom, fostering a authentic sense of purpose and accountability. Receiving positive feedback and recognition from a wider digital community further reinforces students' motivation to refine their speaking skills. As a result, this interactive loop of creation, exposure, and validation transforms language learning from a passive academic exercise into an engaging, real-world communication experience that strengthens long-term language retention.

CONCLUSION

Based on the results of the study on the use of Arabic vlogs in teaching Mahārah Kalām to Arabic Language Education students at Zainul Hasan Genggong Islamic University, it can be concluded that Arabic vlogs are one of the learning media options that provide students with broader opportunities to practise speaking Arabic actively, independently and repeatedly. Their implementation is not only focused on linguistic skills but also relates to the students' psychological aspects, particularly their courage and self-confidence in communicating in Arabic.

In the initial stage, the implementation of Arabic Vlogs in the teaching of Mahārah Kalām was carried out in three phases: pre-production, production and post-production. In the pre-production phase, students selected themes relevant to everyday life, drafted scripts or stories, and consulted with lecturers to obtain feedback on the use of vocabulary and grammatical rules. The production phase involved recording, either individually or in groups, with the option to re-record and edit the videos. Meanwhile, the post-production phase involves publishing the videos on social media platforms, peer assessment, and evaluation by lecturers based on fluency, pronunciation accuracy, language structure, confidence, and delivery. This structured process demonstrates that technology in teaching can be integrated with the educational objectives of the Mahārah Kalām programme.

Secondly, the students' experiences whilst participating in Arabic vlog-based learning indicated a transition from feelings of anxiety to a stage of greater comfort and independence in speaking Arabic.

In the initial phase, students still experienced shyness, discomfort, fear of making mistakes, and concerns about how others would judge them. In addition, some students encountered technical difficulties during the video editing process. However, the opportunity to record multiple takes created a more comfortable learning environment, in which students could refine their pronunciation, grammar, intonation and delivery before the video was published. Support from peers and positive feedback on their work also encouraged students to become more active and independent in the learning process.

Thirdly, the use of Arabic vlogs plays a vital role in boosting students' confidence when communicating in Arabic. This is evident from the students' growing confidence in their speaking abilities, the reduction in anxiety resulting from continuous practice, and their increasing willingness to use Arabic in face-to-face interactions in the classroom. The process of creating vlogs provides a positive experience that reinforces students' belief in their own abilities. Consequently, Arabic vlogs serve not only as a tool for practising speaking skills but also as a means of creating a learning experience that enables students to develop from individuals who tend to be passive and hesitant into more active, independent and confident speakers of Arabic.

In general, this study suggests that Arabic-language vlogs can be used as a medium for learning Mahārah Kalām, combining language proficiency, digital skills, repeated speaking practice and an increase in students' self-confidence. The research findings also show that the use of digital media in Arabic language teaching must be well-designed, so that technology serves not only as a means of publication but also effectively supports the processes of practice, reflection, feedback and the improvement of students' communication skills.

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