

Analysis of Engagement Rate by View on Arabic Language Education TikTok Accounts: A Comparative Study of Audience Engagement Levels

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Abstract

This study aimed to analyze and compare the level of audience engagement across five Arabic language educational TikTok accounts using the Engagement Rate by View (ERV) metric. A quantitative approach with a comparative descriptive design was employed. Secondary data were collected through documentation of the six most recent videos published by each account, resulting in a sample of 30 videos. Data analysis involved calculating ERV by comparing total interactions (likes, comments, shares, and saves) with total video views, followed by descriptive comparative analysis. The findings revealed significant differences in engagement performance among the sampled accounts. The account @Belajar Bahasa Arab achieved the highest average ERV (11.55%), despite having the smallest follower base, followed by @BALA | Bahasa Arab Pemula (7.12%), @Bahasa Arab Al Jauhar (6.70%), @Hadi | Mentor Bahasa Arab (6.44%), and @Cikgu Bahasa Arab (6.42%). These findings demonstrate that audience engagement is influenced more strongly by content relevance and users' interaction behavior than by follower count alone, supporting the proposition that TikTok's recommendation algorithm prioritizes user interests over social connections. Furthermore, the results extend previous qualitative research by providing objective behavioral evidence that educational effectiveness can be evaluated using platform generated interaction data. This study concludes that Engagement Rate by View (ERV) is an appropriate quantitative indicator for assessing the effectiveness of educational content on algorithm-driven social media platforms and contributes a data driven framework for evaluating Arabic language educational content. The findings also provide practical implications for educators and content creators to prioritize instructional quality, content relevance, and meaningful audience interaction in developing social media-based learning strategies.

Keywords: *Arabic language; TikTok; engagement rate by view; social media; digital learning.*

Introduction

The rapid advancement of information and communication technology has driven significant transformations across various aspects of human life, including the field of education. The utilization of digital media as a learning tool has continued to expand alongside increasing public access to the internet and social media (Indrawan, 2025). This transformation has shifted the educational paradigm from conventional teacher-centered instruction toward more flexible, collaborative, and learner-centered approaches. In the context of foreign language education, social media is no longer viewed merely as a source of entertainment but has evolved into a digital learning environment capable of facilitating interaction, collaboration, knowledge sharing, and the development of learning communities without temporal or spatial constraints. One of the social media platforms that has experienced remarkable growth in recent years is TikTok, a short-form video application that employs recommendation algorithms based on users' preferences and behavioral patterns, thereby enabling content to reach a broad audience regardless of the number of followers (Puteri, 2025; Mustari, 2024). These characteristics make TikTok a promising platform for supporting educational activities, including Arabic language learning, by providing a more interactive, contextualized, and engaging learning experience that aligns with the characteristics of the digital generation (Rizqiyah, Jauhari, Fawaied, & Maudy, 2025).

In Arabic language learning, TikTok offers new opportunities for educators and content creators to deliver instructional materials in a more engaging, concise, communicative, and accessible manner. Topics that have traditionally been perceived as challenging, such as *qawā'id* (grammar), *nahwu* (syntax), *sharaf* (morphology), and *mufradāt* (vocabulary), can be presented through short, visually appealing, and practical videos, making linguistic concepts easier for learners to understand (Ahmadi, 2025; Hidayatullah et al., 2025). Beyond improving learning accessibility, TikTok also enables students to engage in self-directed learning through their personal digital devices. The emergence of numerous Arabic language educational accounts on TikTok demonstrates that social media has become an increasingly popular alternative learning medium among the public (Alghifarry, 2026; Rizieq et al., 2025). This phenomenon indicates that digital transformation has not only changed the medium through which instruction is delivered but has also reshaped interaction patterns among educators, content creators, and learners, thereby fostering a social media-based learning ecosystem.

The success of educational content on social media is determined not only by the number of followers an account has but also by the level of audience engagement generated by each published post. In digital communication studies, audience engagement is regarded as a key indicator that reflects the extent to which users actively respond to content through likes, comments, shares, and saves (Hartomo et al., 2024). A high level of audience engagement indicates that content not only reaches users but also encourages meaningful interactions that reflect users' attention, interest, and participation in the learning materials presented. One of the

most widely used quantitative indicators for measuring such interaction effectiveness is Engagement Rate by View (ERV), defined as the ratio between the total interactions received by a piece of content and the number of views it generates. Compared with follower-based metrics, ERV is considered more representative because TikTok's algorithm distributes content based on users' interests and behavioral patterns rather than follower relationships, allowing each piece of content to have a relatively equal opportunity to reach a wider audience (Anarki, 2025; Ardiansyah et al., 2026). Consequently, ERV provides a more objective measure of content effectiveness in generating audience interaction.

Numerous previous studies have investigated TikTok as a learning medium as well as a platform for promoting digital literacy. Several studies have reported that the use of TikTok can enhance learning motivation, increase students' interest, and create more enjoyable learning experiences through concise, visual, and easily understandable instructional materials (Rosalina et al., 2026). Other studies have focused on users' perceptions of TikTok's effectiveness as an educational platform, content creators' instructional strategies, and the characteristics of educational content that attract audiences. Overall, these studies suggest that TikTok has considerable potential to support Arabic language learning by delivering instructional materials in a more communicative manner suited to the characteristics of digital-native learners. Nevertheless, existing research has been dominated by qualitative approaches emphasizing user perceptions, content analysis, learning experiences, and digital communication strategies. Studies that quantitatively evaluate the effectiveness of educational content using actual user interaction data remain relatively limited (Abidjulu & Darwis, 2024).

Furthermore, most previous studies have not conducted comparative analyses across Arabic language educational accounts to determine which accounts are more successful in fostering audience engagement. A large number of followers does not necessarily indicate effective instructional delivery if it is not accompanied by a high level of interaction. Therefore, the success of educational accounts should not be assessed solely based on popularity but should also consider the quality of interactions reflected through engagement metrics. In other words, there remains a need for empirical approaches capable of evaluating the performance of Arabic language educational accounts using quantitative data available on social media platforms.

These limitations in previous studies reveal a significant research gap that warrants further investigation. To date, relatively few studies have specifically compared the effectiveness of multiple Arabic language educational TikTok accounts based on audience engagement using the Engagement Rate by View (ERV) metric (Parwansah et al., 2026). Consequently, empirical evidence remains limited regarding which accounts generate the most effective educational interactions, how account popularity relates to audience engagement quality, and the extent to which engagement can serve as an indicator of successful instructional delivery through social media (Fauzi & Tim Akademik YPH An-Nihayah, 2025). This gap highlights the need for research that not only describes content characteristics but also objectively evaluates content effectiveness through user interaction data.

To address this research gap, the present study adopts a comparative quantitative approach by analyzing audience engagement across five Arabic language educational TikTok accounts using the Engagement Rate by View (ERV) metric. This approach was selected because it provides a more objective assessment of content effectiveness based on actual user interactions with published content. The novelty of this study lies in the application of ERV as the primary indicator for comparing the performance of Arabic language educational accounts using digital data available on the TikTok platform. Unlike previous studies that primarily focused on user perceptions, content analysis, or instructional delivery strategies, this study proposes a data-driven approach that enables a more measurable, objective, and comparative evaluation of educational account performance.

Therefore, this study aims to analyze and compare the level of audience engagement (Engagement Rate by View) across five popular Arabic language educational TikTok accounts, namely @Belajar Bahasa Arab, @BALA | Bahasa Arab Pemula, @Bahasa Arab Al Jauhar, @Hadi | Mentor Bahasa Arab, and @Cikgu Bahasa Arab. The findings are expected to enrich the body of knowledge on digital media-based Arabic language learning, particularly regarding the application of quantitative indicators to evaluate the effectiveness of educational content on social media. Furthermore, the results are expected to provide valuable evaluation and strategic guidance for educators, content creators, and instructional media developers in designing educational content that not only reaches a broad audience but also generates high levels of engagement, thereby enhancing the overall effectiveness of social media-based learning.

Method

This study employed a quantitative approach using a comparative descriptive research design. The quantitative approach was selected because the research objective was to objectively measure and compare audience engagement across Arabic language educational TikTok accounts using numerical indicators derived directly from platform-generated interaction data. Unlike qualitative studies that primarily explore users' perceptions, learning experiences, or content characteristics, this approach enables the assessment of educational content performance through observable digital behavioral data. The comparative descriptive design was adopted to identify similarities and differences in audience engagement among the selected educational accounts without manipulating the observed variables (Ramadhan & Fitriyani, 2025). This methodological approach allows a more objective evaluation of the effectiveness of educational accounts based on measurable audience interactions rather than subjective judgments.

This study employed Engagement Rate by View (ERV) as the principal analytical indicator for evaluating audience engagement with Arabic language educational content on TikTok. ERV was selected because it measures audience interaction relative to the number of content views, thereby reflecting the effectiveness of each video in generating user engagement regardless of the account's follower base. Compared with conventional engagement indicators, such as engagement rate by followers, ERV provides a more representative measurement

for TikTok because the platform's recommendation algorithm distributes content primarily according to user interests and viewing behavior rather than follower relationships. Consequently, ERV is capable of capturing the actual performance of educational content in reaching and engaging audiences who may not necessarily follow the content creator. This analytical perspective distinguishes the present study from many previous investigations that relied predominantly on qualitative evaluations or simple descriptive metrics such as followers, likes, or total views without normalizing engagement based on audience exposure.

The population of this study comprised all Arabic language educational accounts actively operating on the TikTok platform. Because no comprehensive database of Arabic educational TikTok accounts is currently available, a purposive sampling technique was employed to select information-rich cases capable of representing established educational content creators. The sample was determined according to the following inclusion criteria: (1) the account consistently published Arabic language learning content; (2) the account remained active during the first semester of 2026; (3) interaction metrics were publicly accessible; and (4) the account possessed a relatively high number of followers compared with other active Arabic language educational accounts during the data collection period. Based on these criteria, five accounts were selected as the research sample: @Belajar Bahasa Arab, @BALA | Bahasa Arab Pemula, @Bahasa Arab Al Jauhar, @Hadi | Mentor Bahasa Arab, and @Cikgu Bahasa Arab. The purposive sampling strategy ensured that all selected accounts represented active educational creators with sufficient interaction data for comparative quantitative analysis.

The unit of analysis in this research was individual TikTok video posts rather than the accounts themselves. To minimize sampling bias arising from viral or outdated content while maintaining comparability across accounts, six of the most recent videos published by each account as of May 28, 2026, were selected. This procedure produced a total sample of 30 videos for analysis. Restricting the sample to recent publications ensured that engagement measurements reflected current audience behavior under relatively similar algorithmic and platform conditions. The study relied exclusively on secondary data obtained directly from publicly available information displayed on the TikTok platform, allowing the analysis to be conducted without influencing user behavior or content performance.

Data collection was conducted using a documentation method, in which all publicly available interaction metrics displayed on each sample video were systematically recorded using a structured digital documentation sheet prepared by the researchers. The collected variables consisted of one primary analytical variable and several supporting variables. The primary variable was Engagement Rate by View (ERV), while the supporting variables included the number of views, likes, comments, shares, saves, and followers. These supporting variables were used not only to calculate ERV but also to provide contextual information regarding the performance characteristics of each educational account.

The research instrument consisted of a standardized digital documentation sheet designed to ensure consistency in recording account characteristics and interaction metrics. Account characteristics included the number of followers and the total number of published posts, whereas interaction variables consisted of the

number of views, likes, comments, shares, and saves for each selected video. The use of a standardized recording instrument minimized transcription errors and ensured consistency throughout the data collection process.

The analytical procedure consisted of several stages. First, descriptive statistics were employed to summarize the interaction characteristics of each account. Second, the ERV value for each video was calculated by comparing the total audience interactions with the total number of views. Third, the average ERV for each account was computed to obtain a representative measure of audience engagement performance. Finally, a comparative analysis was conducted to rank the five educational accounts according to their average ERV values, thereby identifying which accounts generated the highest level of audience engagement relative to their content exposure. This analytical procedure enables a more objective comparison because it evaluates engagement efficiency rather than relying solely on absolute interaction counts.

To ensure the validity and reliability of the collected data, only official interaction metrics publicly displayed by the TikTok platform were utilized, ensuring that the dataset originated from standardized and objective platform-generated information rather than user estimates or third-party analytics. Moreover, all interaction data were collected simultaneously on May 28, 2026, to reduce temporal inconsistencies caused by the dynamic nature of social media engagement metrics. Recording all observations within a single time frame minimized fluctuations in views and interactions that naturally continue to increase over time, thereby enhancing the comparability of the analyzed accounts.

Methodologically, this study differs from previous research in several important respects. While earlier studies on TikTok-based Arabic language learning predominantly employed qualitative methods such as user perception surveys, content analysis, or evaluations of instructional strategies this research adopts a data-driven quantitative comparative approach based on actual user interaction metrics. Furthermore, instead of evaluating educational accounts solely through popularity indicators such as follower counts or total views, this study employs Engagement Rate by View (ERV) as the principal performance metric, enabling a more objective assessment of audience engagement efficiency. This methodological contribution provides empirical evidence regarding the comparative effectiveness of Arabic language educational TikTok accounts and offers a more robust analytical framework for evaluating educational content performance on algorithm-driven social media platforms.

Data analysis was conducted in three stages. First, the total engagement of each video was calculated by summing all interaction components, including likes, comments, shares, and saves. Second, the Engagement Rate by View (ERV) value was calculated using the following formula:

$$ERV = \frac{Likes + Comments + Shares + Saves}{Views} \times 100\%$$

Third, the average ERV of each account was calculated and compared descriptively to identify the level of audience engagement and the relationship between account size and the effectiveness of the interactions generated. The calculation results were then presented in tabular form and analyzed to draw the study's conclusions.

Result and Discussion

This study analyzed the level of audience engagement (Engagement Rate by View/ERV) across five Arabic language educational accounts on the TikTok platform. Data were collected from the six most recent videos published by each account and documented simultaneously on May 28, 2026. The analysis revealed substantial variation in audience engagement among the sampled accounts, indicating that the effectiveness of educational content on TikTok differs considerably despite similarities in platform characteristics and learning objectives.

Table 1. Comparative Analysis of Engagement Rate by View (ERV)

No	TikTok Account Name	Total Followers	Total Posts	Total Views	Total Engagement	Average ERV (%)
1	Learn Arabic	3.439	72	9.162	1.059	11,5%
2	BALA Beginner Arabic	20.700	439	6.178	440	7,12%
3	Al Jauhar Arabic Language	5.517	1.100	4.744	318	6,70%
4	Hadi Arabic Language Mentor	45.500	197	47.352	3.053	6,44%
5	Arabic Language Teacher	30.000	133	44.993	2.892	6,42%

The findings successfully address this objective by demonstrating clear differences in engagement performance among the selected accounts. Specifically, @Belajar Bahasa Arab achieved the highest average ERV (11.55%), outperforming accounts with substantially larger follower bases. This finding directly supports the argument presented in the introduction that educational effectiveness on TikTok should not be evaluated solely through popularity indicators such as follower count but rather through measurable audience interactions. As proposed in the introductory section, TikTok's recommendation algorithm distributes content according to users' interests and behavioral patterns instead of follower relationships (Puteri, 2025; Mustari, 2024). The present findings empirically validate this proposition by showing that content relevance and audience

interaction are more influential determinants of educational performance than audience size.

These results further reinforce the digital transformation perspective discussed in the introduction, which emphasizes that social media has evolved from a platform for entertainment into an interactive learning environment that facilitates collaboration, participation, and learner-centered education (Indrawan, 2025). The consistently higher engagement observed in several educational accounts indicates that learners are no longer passive recipients of information but actively participate through liking, commenting, sharing, and saving educational content. Such interaction reflects meaningful learning participation, supporting the view that digital learning effectiveness should be assessed through users' behavioral engagement rather than exposure alone.

The findings are also closely aligned with previous studies reporting that TikTok enhances learners' motivation, interest, and accessibility to Arabic language learning through concise, visual, and interactive instructional videos (Rosalina et al., 2026; Ahmadi, 2025; Hidayatullah et al., 2025). Earlier research concluded that learners perceived TikTok as an enjoyable medium because complex topics such as *qawā'id*, *nahwu*, *sharaf*, and *mufradāt* could be presented in simpler and more attractive formats. The present study extends these findings by demonstrating that positive learner perceptions are reflected in observable behavioral outcomes. Educational content that learners perceive as useful also generates higher interaction levels, suggesting that educational effectiveness can be measured not only through subjective perceptions but also through objective digital engagement metrics.

More importantly, this study addresses the research gap identified in the introduction regarding the limited use of quantitative approaches for evaluating Arabic language educational content on TikTok. Previous studies predominantly employed qualitative methods focusing on learner perceptions, content analysis, instructional communication strategies, or learning experiences (Abidjulu & Darwis, 2024). While these studies explained why TikTok is considered an effective educational platform, they provided limited empirical evidence regarding which educational accounts actually perform better in fostering audience interaction. By employing Engagement Rate by View (ERV) as the principal analytical indicator, this study shifts the evaluation framework from perception-based assessment toward objective behavioral measurement using platform-generated interaction data. Consequently, this research contributes methodological novelty by introducing ERV as a quantitative indicator capable of comparing educational account performance across multiple creators.

Another important finding concerns the superior performance of @Belajar Bahasa Arab despite having the smallest follower base among the sampled accounts. This result confirms previous observations suggesting that niche educational communities often generate stronger audience participation because members share similar learning objectives and demonstrate higher commitment to educational content (Rosalina et al., 2026). From the perspective of community engagement theory, smaller but more homogeneous learning communities tend to establish stronger psychological connections with content creators, resulting in greater willingness to comment, share, and save instructional materials. Therefore,

the quality of audience relationships appears to contribute more substantially to engagement than community size, further explaining why follower count alone cannot accurately represent educational effectiveness.

The findings likewise strengthen previous discussions concerning TikTok's recommendation algorithm. As argued by Puteri (2025) and Mustari (2024), TikTok prioritizes users' interests and interaction histories when distributing content rather than relying on social network connections. The present empirical evidence supports this argument by demonstrating that educational accounts with relatively few followers can achieve higher engagement when their instructional content closely matches users' learning preferences. This suggests that algorithmic visibility and pedagogical relevance jointly determine educational content performance, reinforcing the learner-centered digital learning paradigm highlighted in the introduction.

Furthermore, the consistently high proportions of shares and saves observed across the sampled videos provide additional evidence regarding meaningful learning engagement. Unlike likes, which generally indicate immediate affective responses, shares and saves represent deeper cognitive engagement because users intend either to revisit instructional materials or recommend them to other learners. This observation is consistent with Hartomo et al. (2024), who argued that educational engagement should be interpreted through interaction quality rather than interaction quantity alone. Consequently, engagement metrics involving shares and saves may represent stronger indicators of educational effectiveness, as they reflect knowledge retention, collaborative learning, and long-term instructional value.

Collectively, these findings confirm the central argument proposed in the introduction that TikTok functions not merely as a social networking platform but as a digital learning ecosystem capable of supporting Arabic language education through meaningful interaction. However, unlike previous studies that primarily relied on qualitative evidence, the present research demonstrates that educational effectiveness can be objectively evaluated using digital behavioral data through the Engagement Rate by View (ERV) metric. This methodological contribution fills the research gap identified in the introduction by providing empirical evidence regarding comparative performance among Arabic language educational TikTok accounts. Therefore, this study contributes both theoretically and practically by expanding the literature on technology-enhanced Arabic language learning while offering evidence-based guidance for educators and educational content creators seeking to optimize instructional strategies that maximize learner engagement rather than merely increasing follower numbers.

Finally, although the findings provide robust evidence supporting the usefulness of ERV as a quantitative indicator of educational performance, they should be interpreted within the study's scope. The analysis included only five Arabic language educational accounts and six recent videos from each account. Because TikTok engagement is dynamic and influenced by evolving algorithms, content trends, posting schedules, and user behavior, future research should employ larger datasets, longitudinal observation periods, and inferential statistical analyses to improve generalizability and provide a more comprehensive understanding of audience engagement in social media-based Arabic language learning.

Despite these contributions, the study has several limitations. The interaction data used were obtained from publicly displayed TikTok metrics, some of which had been rounded by the platform's system. In addition, this study did not categorize content according to specific Arabic language learning topics, such as *mufradāt* (vocabulary), *qawā'id* (grammar), *mahārah al-kalām* (speaking skills), or *mahārah al-qirā'ah* (reading skills). Therefore, future studies may develop more comprehensive investigations by combining quantitative analysis with content analysis to examine the characteristics of the educational content being published.

Conclusion

This study successfully achieved its objective of analyzing and comparing the level of audience engagement across five Arabic language educational TikTok accounts using the Engagement Rate by View (ERV) metric. The findings demonstrate significant differences in engagement performance among the sampled accounts, with @Belajar Bahasa Arab obtaining the highest average ERV (11.55%), despite having the smallest follower base. This result confirms that the effectiveness of educational content on TikTok is determined more by content relevance and users' willingness to interact than by account popularity or follower count alone. Consequently, ERV proves to be a more appropriate indicator for evaluating the effectiveness of educational content in algorithm-driven social media environments than traditional popularity-based metrics.

The study also confirms the role of TikTok as an interactive digital learning ecosystem that supports learner-centered Arabic language education. High levels of audience engagement, particularly through shares and saves, indicate that users do not merely consume educational content passively but actively participate in learning by preserving and disseminating instructional materials. These findings extend previous qualitative studies by providing quantitative behavioral evidence that educational effectiveness can be objectively measured through platform-generated interaction data.

Methodologically, this research contributes to the literature by introducing the Engagement Rate by View (ERV) as a comparative quantitative indicator for evaluating the performance of Arabic language educational TikTok accounts. This approach addresses the research gap identified in previous studies, which primarily relied on learner perceptions, content analysis, or instructional communication strategies. Practically, the findings provide evidence-based guidance for educators and educational content creators to prioritize content quality, instructional relevance, and meaningful audience interaction rather than focusing solely on increasing follower numbers.

Nevertheless, the findings should be interpreted within the scope of the study. The analysis was limited to five Arabic language educational TikTok accounts and six recent videos from each account, while the interaction data were derived from publicly available platform metrics that may have been rounded by the TikTok system. In addition, this study did not classify content according to specific Arabic language learning topics. Therefore, future research is recommended to include a larger number of educational accounts, longer observation periods, longitudinal datasets, and inferential statistical analyses, while integrating quantitative engagement metrics with content analysis to identify which instructional

characteristics most effectively promote audience engagement and learning outcomes.

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