



Integrating YouTube into Arabic Verb Instruction: The Effectiveness of the @yayasanbisa Channel

دمج يوتيوب في تعليم الأفعال العربية: فاعلية قناة @yayasanbisa

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ABSTRACT

Many students experience difficulties in understanding Arabic verbs through conventional classroom instruction. This study aimed to examine the effectiveness of the @yayasanbisa YouTube channel in teaching Arabic verbs to ninth-grade students at MTsN Nur As-Syafiiyah Rempoa. The study employed a quantitative experimental method involving an experimental group and a control group. The sample consisted of 44 students, divided equally into two groups. It was hypothesized that students taught through YouTube-based instruction would achieve better learning outcomes than those taught through conventional methods. The experimental group learned through instructional videos from the @yayasanbisa YouTube channel, while the control group received direct instruction. Pre-tests and post-tests were administered, and the data were analyzed using an independent samples t-test. The findings showed that the experimental group achieved a higher post-test mean score (86.59) than the control group (66.36). In addition, the experimental group demonstrated a greater gain score (43.18) compared to the control group (30.68). The calculated t-value (3.42) exceeded the critical values at the 5% and 1% significance levels. These results indicate that YouTube-based instruction was effective in improving students' understanding of Arabic verbs. This study highlights the value of digital media integration in Arabic language learning at the secondary level.

ABSTRAK

Banyak siswa mengalami kesulitan dalam memahami fi'il bahasa Arab melalui pembelajaran kelas secara konvensional. Penelitian ini bertujuan untuk menguji efektivitas channel YouTube @yayasanbisa dalam pengajaran fi'il bahasa Arab kepada siswa kelas IX di MTsN Nur As-Syafiiyah Rempoa. Penelitian ini menggunakan metode eksperimen kuantitatif yang melibatkan kelompok eksperimen dan kelompok kontrol. Sampel penelitian terdiri dari 44 siswa yang dibagi sama rata ke dalam dua kelompok. Hipotesis penelitian ini adalah siswa yang diajar melalui pembelajaran berbasis YouTube akan memperoleh hasil belajar yang lebih baik dibandingkan siswa yang diajar dengan metode konvensional. Kelompok eksperimen belajar melalui video pembelajaran dari channel YouTube @yayasanbisa, sedangkan kelompok kontrol menerima pembelajaran langsung. Pre-test dan post-test diberikan, kemudian data dianalisis menggunakan uji t sampel independen. Hasil penelitian menunjukkan bahwa kelompok eksperimen memperoleh nilai rata-rata post-test yang lebih tinggi (86,59) dibandingkan kelompok kontrol (66,36). Selain itu, kelompok eksperimen juga menunjukkan gain score yang lebih besar (43,18) dibandingkan kelompok kontrol (30,68). Nilai t hitung (3,42) melebihi nilai kritis pada taraf signifikansi 5% dan 1%. Hasil ini menunjukkan bahwa pembelajaran berbasis YouTube efektif dalam meningkatkan pemahaman siswa terhadap fi'il bahasa Arab. Penelitian ini menegaskan pentingnya integrasi media digital dalam pembelajaran bahasa Arab di tingkat menengah.



Introduction

The rapid development of technology has significantly transformed educational practices in recent years, particularly through the integration of digital media into learning environments. Educational technology is understood as the systematic application of knowledge for practical purposes in education (Shams al-Dīn, 2014). In this context, instructional media play a crucial role in facilitating effective teaching and learning processes by enhancing the clarity and accessibility of content (‘Abd al-Maqṣūd, 2014).

Furthermore, instructional media contribute to effective learning across cognitive, psychomotor, and affective domains, enabling students to acquire experiences that may otherwise be difficult, dangerous, or impossible to observe directly, such as complex processes or abstract phenomena. These media also help increase students’ motivation and engagement during classroom instruction (Supriyono, 2018). In the Arabic linguistic tradition, the term *wasīlah* refers to a means used to attain a particular objective (Ibn Manẓūr, 2003), reinforcing the idea that instructional media function as essential tools for achieving educational goals more effectively. Therefore, the appropriate use of instructional media becomes a key factor in improving the quality of learning outcomes, particularly in language education.

Arabic is one of the important foreign languages taught in many Islamic educational institutions in Indonesia. It is commonly learned to help students access religious and classical Arabic texts. However, many students still face difficulties in learning Arabic grammar, particularly in understanding sentence structures and verb forms. Verbs constitute a fundamental component of Arabic grammar, as they are defined as words that indicate meaning in themselves and are associated with one of the three tenses: past, present, or future (Al-Kaylānī, 2022). Limited understanding of verbs may lead students to misinterpret Arabic expressions and grammatical patterns. Therefore, mastering verb forms is a fundamental requirement for achieving accurate comprehension in Arabic language learning.

In addition to difficulties in understanding verb forms, students also encounter challenges in comprehending grammatical particles that are closely related to verbs, such as *qad*, *sa-*, and *sawfa*. The particle *qad* carries different meanings depending on the type of verb it accompanies. When it precedes a past verb (*fi’l māḍī*), it indicates certainty, whereas when it precedes a present verb (*fi’l muḍāri‘*), it may indicate probability or frequency depending on the context. Furthermore, the particles *sa-* and *sawfa* are used to express future tense, where *sa-* indicates the near future and *sawfa* indicates a more distant future (Haris, 2017). These particles frequently appear in the Qur’an, Hadith, and everyday communication, making their accurate understanding essential. Consequently, insufficient mastery of

verbs and their associated particles may result in errors in interpreting sentence meaning and temporal reference in Arabic.

In response to these learning difficulties, educators need instructional media that are more adaptive to the digital era. Internet-based learning environments have created wider opportunities for language instruction by providing flexible access to educational resources. The internet functions not only as a medium but also as a vast repository of information that supports various human activities in the modern era, including language learning (Susiawati, n.d.).

Among various digital instructional media, YouTube has emerged as one of the most popular and effective platforms for learning. As a global video-sharing platform, YouTube allows users to upload, search, watch, discuss, and share videos easily and freely, making it highly accessible to learners worldwide (Utaminigrum, 2015). In addition, YouTube offers multimedia learning materials that combine text, images, animation, audio, and video in a single environment, which can facilitate comprehension more effectively than conventional explanation-based instruction (Tjokro, 2013). It also enables learners to study anytime and anywhere, revisit lessons repeatedly, and interact through comment-based communication. Previous studies have shown that YouTube can enhance students' motivation, engagement, and learning outcomes, including in Arabic language education (Susiawati, 2023). Therefore, YouTube has strong potential to function as an effective and accessible medium for teaching Arabic grammar.

Among the many Arabic learning channels available on YouTube, the @yayasanbisa channel was selected because of its strong relevance to the objectives of this study. The channel is affiliated with an educational institution focusing on Islamic studies and Arabic language learning, and it has developed a substantial online audience with more than 233,000 subscribers and thousands of instructional videos. Its materials include Arabic letters, reading practice, grammar, morphology, and explanations of classical texts. The lessons are delivered systematically through step-by-step explanations, practical examples, and digital board presentations, which may assist beginner learners in understanding complex language concepts. In addition, learners are able to revisit the lessons repeatedly according to their own pace, which supports deeper comprehension and retention.

From a pedagogical perspective, the use of YouTube as an instructional medium aligns with the characteristics of modern digital learning. Electronic learning media, including social media platforms, offer flexibility, interactivity, speed, and visual representation that enhance the learning process (Sujana, YUYU, Yulia, & B, 2005). YouTube, in particular, can be utilized by both teachers and students as an interactive learning medium, allowing teachers to upload instructional materials in video form that can be accessed by learners at any time, thereby supporting distance learning and facilitating the delivery of content in the digital era (Samosir, Pitasari, Purwaka, & Tjahjono, 2018).

These features make the learning process more engaging, accessible, and effective. Therefore, due to its structured content, accessibility, and interactive features, the @yayasanbisa YouTube channel is considered particularly suitable for teaching Arabic verbs and related particles such as qad, sa-, and sawfa to ninth-grade students at MTsS Nur As-Syafiiyah Rempoa.

Despite the growing number of studies investigating the use of YouTube and audiovisual media in language learning, most previous research has primarily focused on improving general language skills such as speaking ability, vocabulary acquisition, and learning motivation. Relatively limited attention has been given to the use of YouTube as a medium for teaching specific grammatical components, particularly in the context of Arabic language learning. In fact, Arabic grammar, especially verb forms and their related particles such as qad, sa-, and sawfa, is often perceived as abstract and challenging for students when delivered through conventional instruction. Therefore, there remains a need for empirical research that specifically examines the effectiveness of YouTube-based instruction in facilitating students' understanding of Arabic grammatical structures.

From both theoretical and practical perspectives, this study is expected to contribute to the field of Arabic language education. Theoretically, it provides empirical evidence on the role of audiovisual digital media in enhancing the comprehension of complex grammatical concepts, thereby extending the existing literature on technology-assisted language learning. Practically, the findings of this study offer valuable insights for teachers in selecting and integrating appropriate instructional media to improve classroom effectiveness. In addition, this study highlights the potential of structured YouTube content, such as the @yayasanbisa YouTube channel, as an accessible and engaging alternative for teaching Arabic grammar at the secondary education level.

This study contributes specifically to the limited body of research focusing on the use of YouTube for teaching Arabic grammatical structures, particularly verb-particle interactions.

Method

This study employed a quantitative approach using an experimental method to examine the effectiveness of the @yayasanbisa YouTube channel in teaching Arabic verbs. Quantitative research is defined as an approach used to investigate a particular population or sample based on the philosophy of positivism and relies on measurable data and statistical analysis (Siyoto & Sodik, 2015). The use of an experimental design allows the researcher to examine causal relationships by controlling variables and isolating factors directly related to the research hypothesis. In essence, experimental research focuses on observable data in real conditions while enabling the researcher to eliminate irrelevant variables and systematically examine the factors that form the basis of the hypothesis within a controlled setting (Sa'd Umar, 2009).

In this study, the experimental design involved two groups: an experimental group and a control group. The experimental group was exposed to the independent variable, namely instruction using YouTube video media, while the control group was taught under normal classroom conditions without the experimental treatment. This distinction allows the researcher to attribute any differences in learning outcomes to the instructional intervention applied to the experimental group ('Ubaydāt et al., 1999). Through this comparative structure, the study aimed to determine whether the integration of digital video media produces a measurable improvement in students' understanding of Arabic verbs.

This research was conducted at MTsS Nur As-Syafiiyah Rempoa, an Islamic junior secondary school where Arabic is taught as part of the formal curriculum. The school was selected because the researcher had previously undertaken an educational field introduction program at the institution, which provided preliminary understanding of the students' learning conditions and the implementation of Arabic instruction. In addition, the school still relied primarily on textbook-based teaching, while the use of technology-assisted media such as YouTube remained limited. These conditions made the school an appropriate setting for examining the potential effectiveness of digital instructional media in Arabic language learning. The study was carried out during the 2025/2026 academic year, from September 5 to October 10, 2025 (Sekolah-Kita.net, 2024).

The population of this study consisted of all ninth-grade students of MTsS Nur As-Syafiiyah Rempoa in the 2025/2026 academic year. The sample comprised 44 students drawn from two existing ninth-grade classes. Class IX-A, consisting of 22 students, was assigned as the experimental group, while Class IX-B, also consisting of 22 students, served as the control group. The selection of the ninth grade was based on the consideration that students at this level had previously studied Arabic in earlier grades and had therefore acquired a more adequate foundation for participating in the learning intervention. Because the study used existing classroom groups without random reassignment of individual students, the sampling procedure followed a practical group sampling model frequently used in educational field research (Siyoto & Sodik, 2015).

The instructional treatment focused on the teaching of Arabic verbs, particularly in relation to the particles *qad*, *sa-*, and *sawfa*, which function as important particles of tense and aspect in Arabic sentences. In Arabic grammar, a verb is defined as a word that conveys an independent meaning and is inherently associated with a specific time reference, namely past, present, or future (Tahir, 2008). This temporal function makes verbs a central element in determining meaning within sentence structures, as also highlighted in the Introduction.

The particles *qad*, *sa-*, and *sawfa* were emphasized because of their contextual role in modifying verb meaning. The particle *qad* may occur with both past and present verbs, conveying meanings such as certainty or possibility depending on context (Ibn Hisham, 1991). Meanwhile, *sa-* and *sawfa* function as future particles attached to present verbs, indicating near and more distant future actions respectively, thereby expanding the temporal reference of the verb (Ya'qub, n.d.; al-Muradi, n.d.). These features are often challenging for learners because they require not only grammatical recognition but also contextual interpretation, as previously discussed in the Introduction.

In the experimental group, learning activities were conducted through selected instructional videos from the @yayasanbisa YouTube channel, chosen based on their relevance to the targeted grammar materials. The videos were integrated into classroom instruction to provide visual explanation, repeated exposure, and flexible access to learning content. In contrast, the control group studied the same materials through conventional direct instruction using explanation-based and textbook-centered teaching. The use of audiovisual media in language learning has been shown to improve students' attention, motivation, and comprehension, particularly when dealing with abstract grammatical concepts (Hamalik, 2014; Hamid, M. A., 2009). Therefore, this treatment was designed to determine whether YouTube-assisted instruction could produce better learning outcomes compared to traditional classroom methods.

During the treatment phase, the experimental group received Arabic verb instruction through educational videos from the @yayasanbisa YouTube channel, while the control group was taught the same material through direct classroom instruction by the same teacher. In the experimental class, the researcher presented the videos using a projector supported by a laptop and mobile phone so that all students could follow the lesson collectively. The instructional procedure began with classroom greetings and a brief introduction to the lesson objectives, followed by video viewing sessions focused on Arabic verbs. Students were then encouraged to discuss the content, complete written exercises related to the lesson, receive corrective feedback, and participate in final evaluation activities. This sequence was designed to combine audiovisual exposure, guided interaction, and individual practice in order to strengthen students' understanding of verb forms and their use in sentences.

To evaluate the effectiveness of the treatment, students' scores from the pre-test and post-test were tabulated and processed using Microsoft Excel. Descriptive statistics were first employed to calculate the mean scores of both groups in order to identify general learning progress before and after instruction. Inferential analysis was then conducted using an independent sample t-test to compare the post-treatment performance of the experimental and control groups. The level of significance was set at 5% and 1%. The alternative hypothesis was accepted when the obtained t-value exceeded the critical value in the t-distribution table, indicating a statistically significant difference

between the two groups. This analytical procedure was selected because the study aimed to compare learning outcomes between two separate classes that received different instructional treatments.

The quality of the research instruments was strengthened through content validation conducted with the assistance of an expert validator before the tests were administered. The pre-test and post-test were designed as equivalent instruments that measured the same learning indicators related to Arabic verbs, including verb selection, tense particles, sentence completion, and sentence construction. Procedural consistency was also maintained by assigning the same teacher to both groups and implementing the study within the same school environment during the same research period. These controls were intended to minimize external variation that might affect student performance. However, several methodological limitations should be acknowledged. The study involved a relatively small sample of 44 students from a single Islamic junior secondary school and focused specifically on Arabic verb learning within a short intervention period. Therefore, although the findings provide useful evidence regarding the instructional value of YouTube-based media, broader generalization to other educational contexts should be made with caution.

Results and Discussions

The findings of this study demonstrate that the integration of the @yayasanbisa YouTube channel in teaching Arabic verbs had a statistically significant positive effect on students' learning outcomes. Although both the experimental and control groups showed improvement, the experimental group achieved a substantially higher gain score (43.18) compared to the control group (30.68). This difference was further confirmed by the independent sample t-test, where the calculated value ($t_o = 3.42$) exceeded the critical values at both the 5% (2.01) and 1% (2.69) significance levels. These results indicate that the observed difference is statistically significant and unlikely to have occurred by chance, leading to the rejection of the null hypothesis (H_o) and the acceptance of the alternative hypothesis (H_a). Therefore, YouTube-based instruction can be considered an effective approach for improving students' understanding of Arabic verbs.

Prior to the implementation of the instructional treatments, a pre-test was administered to both the experimental and control groups to assess students' initial understanding of Arabic verbs. The results indicate that both groups started at a relatively low level of proficiency. The experimental group obtained a mean score of 43.41, while the control group recorded a slightly lower mean score of 35.68. Although the experimental group demonstrated a marginally higher baseline, the overall performance of both groups suggests that students experienced considerable difficulty in mastering Arabic verb forms and their grammatical functions, particularly in relation to the use of particles such

as qad, sa-, and sawfa. This finding reflects the common challenge faced by learners when dealing with abstract grammatical concepts through conventional instruction, where explanations are often delivered in a limited and less interactive manner. Therefore, although the experimental group showed a slightly higher initial mean score, the pre-test results indicate that both groups were still within a relatively comparable level of proficiency at the beginning of the study.

Following the implementation of the instructional treatments, a post-test was administered to evaluate the students' achievement after the learning process. The results demonstrate a substantial improvement in both groups; however, the magnitude of improvement differed notably. The experimental group, which was taught using the @yayaanbisa YouTube videos, achieved a mean post-test score of 86.59, indicating a high level of mastery. In contrast, the control group, which received conventional direct instruction, obtained a mean score of 66.36, reflecting a moderate level of achievement. The difference between these results suggests that the integration of YouTube-based instruction contributed to a more effective learning experience. The experimental group's higher performance can be attributed to the use of structured audiovisual materials that presented grammatical concepts in a clearer and more engaging manner. In particular, the explanation of verb usage and particles such as qad, sa-, and sawfa through visual and contextual examples appears to have facilitated better comprehension compared to traditional explanation methods. These findings indicate that students who were exposed to multimedia-supported instruction were able to achieve a deeper understanding of Arabic verb structures.

To provide a clearer summary of these findings, the descriptive statistics are presented in Table 1.

Table 1. Descriptive Statistics of Students' Pre-test and Post-test Scores in
Experimental and Control Groups

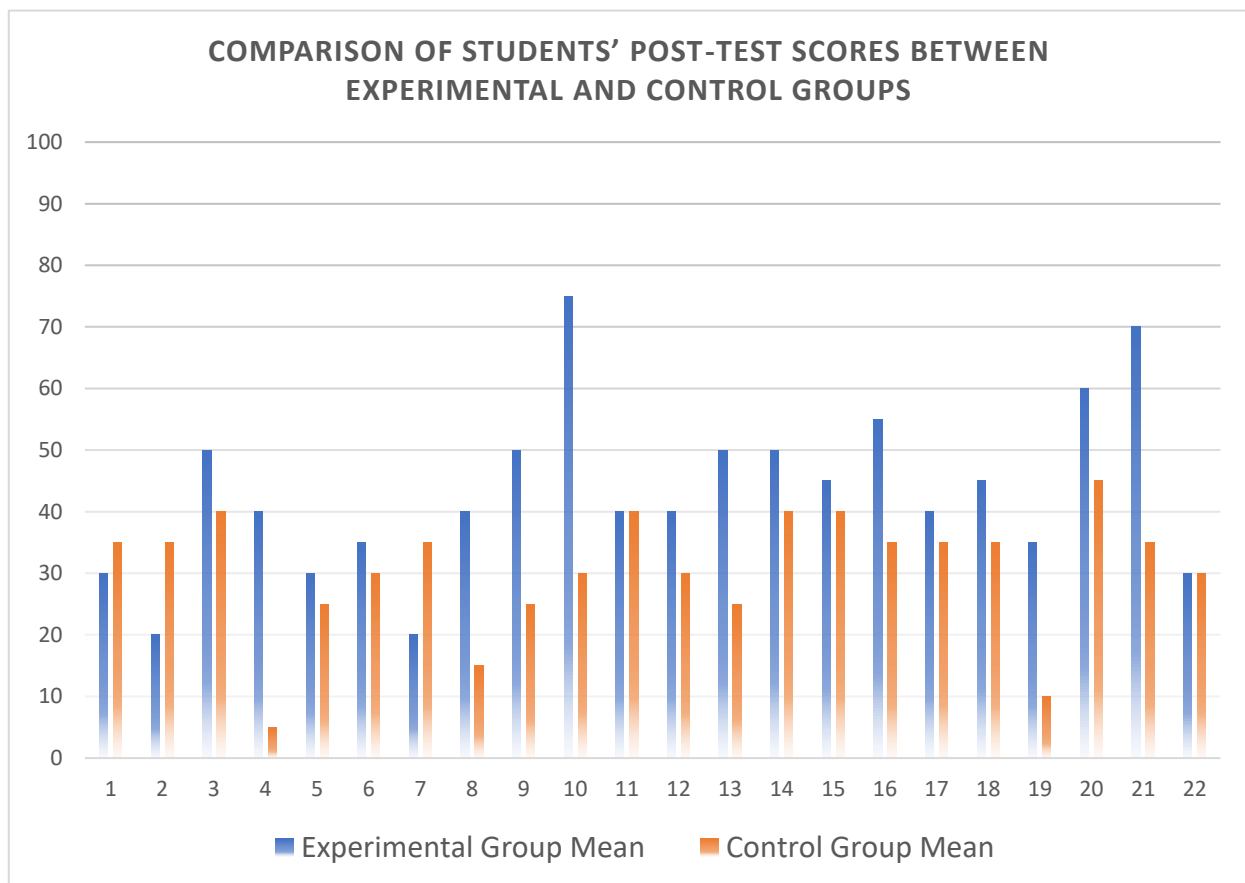
Group	N	Pre-test Mean	Post-test Mean	Gain Score
Experimental	22	43.41	86.59	43.18
Control	22	35.68	66.36	30.68

Table 1 presents the descriptive statistics of students' pre-test and post-test scores in both the experimental and control groups. The data indicate that both groups experienced improvement after the instructional process, as reflected in the increase in mean scores from pre-test to post-test. However, the magnitude of improvement differs between the two groups.

The experimental group achieved a higher mean post-test score (86.59) compared to the control group (66.36). Similarly, the gain score of the experimental group (43.18) exceeds that of the control group (30.68), suggesting a greater overall improvement in learning outcomes. It should be noted that the values 43.18 and 30.68 represent the gain scores obtained from the difference between pre-test and post-test means, rather than the final post-test means themselves. Although the experimental group also demonstrated a slightly higher initial mean score in the pre-test (43.41) than the control group (35.68), the difference in gain scores indicates that the experimental group showed stronger learning progress during the instructional period.

To complement this statistical summary, Figure 1 provides a visual representation of the distribution of individual students' post-test scores in both groups.

Figure 1. Distribution of Students' Post-test Scores in the Experimental and Control Groups



As illustrated in Figure 1, the distribution of scores in the experimental group tends to be higher overall compared to the control group. A larger proportion of students in the experimental group achieved scores in the upper range, whereas more students in the control group remained within the lower to moderate range. In addition, the experimental group shows a relatively more consistent pattern of performance, with fewer low scores observed.

This visual pattern aligns with the descriptive statistics presented in Table 1 and supports the interpretation that the experimental group demonstrated greater learning improvement. The figure serves as a complementary illustration of the data and reinforces the observed differences between the two instructional approaches.

A closer examination of the score distribution also suggests that the improvement in the experimental group is not limited to a small number of high-performing students, but is more evenly distributed across participants. This indicates that the instructional intervention may have benefited a wider range of learners, including those with initially lower levels of proficiency. In contrast, the control group shows greater variability with several students remaining in the lower score range, suggesting that conventional instruction may not have supported all learners equally. This pattern highlights the potential of YouTube-based instruction to facilitate more inclusive learning outcomes.

To further examine the statistical significance of the difference between the two groups, an independent sample t-test was conducted. The analysis revealed that the calculated t-value ($t_o = 3.42$) exceeded the critical values at both the 5% significance level ($t_t = 2.01$) and the 1% significance level ($t_t = 2.69$). This indicates that the difference between the experimental and control groups is statistically significant. Therefore, the null hypothesis (H_o), which states that there is no significant difference between the two instructional methods, is rejected, while the alternative hypothesis (H_a) is accepted. These findings confirm that the use of the @yayasanbisa YouTube channel had a significant positive effect on students' understanding of Arabic verbs. The higher achievement observed in the experimental group is not merely due to chance but can be attributed to the instructional treatment applied during the learning process.

Beyond statistical significance, the magnitude of the difference between the two groups also warrants consideration. The difference in gain scores between the experimental group (43.18) and the control group (30.68) suggests a substantial practical impact of the instructional intervention. This indicates that the use of YouTube-based instruction not only produces statistically significant results but also contributes to meaningful improvement in students' learning outcomes. Therefore, the effectiveness observed in this study can be interpreted as both statistically and practically relevant within the context of Arabic grammar instruction.

The effectiveness of YouTube-based instruction can be explained from a pedagogical perspective, particularly in relation to the nature of audiovisual learning. The use of instructional videos from the @yayasanbisa channel enabled students to receive information through both visual and auditory channels simultaneously, which enhanced their comprehension of abstract grammatical concepts. Arabic verb forms and the usage of particles such as *qad*, *sa-*, and *sawfa* are often challenging for learners when explained solely through verbal instruction. However, through structured video

presentations that combine explanation, examples, and visual cues, these concepts became more concrete and easier to understand.

In addition, YouTube offers several advantages as an instructional medium, including its ability to provide diverse information, cost-effectiveness, ease of access, and interactive features that allow learners to engage through comments and discussions (Berk, 2009; Setiadi, Azmi, & Indrawadi, 2019). The platform also enables repeated access to learning materials, allowing students to review content according to their individual pace. Classroom observations further indicated that students in the experimental group were more attentive, more engaged in discussion, and more active in asking questions compared to those in the control group. This increased engagement likely contributed to their improved learning outcomes, as active participation is closely associated with deeper cognitive processing (Chtouki, Harroud, Khalidi, & Bennani, 2012). Therefore, the integration of YouTube as a learning medium not only improved students' performance but also enhanced the overall quality of the learning experience.

The effectiveness of YouTube-based instruction observed in this study can also be interpreted through the perspective of multimedia learning theory. According to Mayer's Cognitive Theory of Multimedia Learning, students learn more effectively when information is presented through both verbal and visual channels simultaneously, because the integration of words, images, and audio facilitates deeper cognitive processing and knowledge retention (Mayer, 2009). Similarly, Paivio's Dual Coding Theory explains that information delivered through visual and verbal representations is more easily processed and remembered than information presented through a single mode alone (Paivio, 1990). In the context of Arabic grammar instruction, the audiovisual explanations provided through the @yayasanbisa videos may have reduced the abstract nature of verb forms and grammatical particles by presenting examples in a more concrete and contextualized manner. As a result, students were better able to connect grammatical explanations with practical language usage, thereby improving comprehension and retention.

In addition, the findings may also be explained through Cognitive Load Theory, which emphasizes the importance of instructional design in reducing unnecessary mental burden during learning. Conventional grammar instruction often relies heavily on verbal explanation and memorization, which may increase students' cognitive load when learning complex grammatical concepts (Sweller, Ayres, in& Kalyuga, 2011). In contrast, the structured presentation of audiovisual materials through YouTube videos can help organize information more clearly and gradually, allowing students to process new material more efficiently. Similar findings have been reported in previous studies on digital and audiovisual learning, which indicate that video-based instruction enhances students' motivation, participation, and conceptual understanding in language education contexts.

Therefore, the present study not only supports earlier research regarding the effectiveness of audiovisual media but also strengthens theoretical assumptions concerning the role of multimedia learning in facilitating grammar acquisition.

The findings of this study are consistent with previous research on the use of audiovisual media and YouTube in language learning. Several studies have demonstrated that video-based instruction can significantly improve students' learning outcomes, both in terms of language skills and overall achievement (Almurashi, 2016). For instance, prior research has shown that the use of audiovisual media enhances students' speaking skills and learning motivation, while other studies specifically highlight the effectiveness of YouTube in improving learning outcomes in distance education contexts. These findings align with the results of the present study, where the experimental group outperformed the control group after being exposed to YouTube-based instruction. However, this study offers a more specific contribution by focusing on the grammatical aspect of Arabic, particularly the understanding of verb forms and the particles *qad*, *sa-*, and *sawfa*, which have received less attention in previous research. While earlier studies tend to emphasize general language skills such as vocabulary acquisition or speaking ability, this study demonstrates that YouTube can also be effectively utilized to teach more complex and abstract grammatical structures. Therefore, the present findings not only confirm existing literature but also extend it by providing empirical evidence in a more specific linguistic domain.

In addition to the quantitative findings, qualitative observations during the learning process also revealed meaningful differences in students' responses toward the instructional methods. Students in the experimental group demonstrated higher levels of enthusiasm and engagement compared to those in the control group. They appeared more focused while watching the instructional videos and showed greater interest in the learning materials. Furthermore, these students were more active in classroom discussions, frequently asking questions and responding to the teacher's prompts. This contrasts with the control group, where student participation tended to be more passive. The increased engagement observed in the experimental group can be attributed to the interactive and visually stimulating nature of the video-based instruction, which helped sustain students' attention throughout the lesson. Additionally, the combination of visual explanation and real examples in the videos made it easier for students to grasp the usage of Arabic verbs and grammatical particles. These observations support the quantitative results, suggesting that the effectiveness of the YouTube-based instruction is not only reflected in test scores but also in improved classroom interaction and student motivation.

It is important to note that the effectiveness observed in this study should be interpreted within the specific instructional context in which the intervention was implemented. The learning

activities were conducted over a relatively short period and focused on a limited set of grammatical concepts. Therefore, while the findings indicate a positive impact of YouTube-based instruction, the extent to which these results can be generalized to broader contexts or different linguistic topics requires further investigation. This consideration is essential to avoid overgeneralization and to maintain alignment between the data and its interpretation.

Despite the positive findings, several limitations should be acknowledged. The effectiveness observed in this study can be considered moderate, which may be influenced by the short duration of the intervention, limited to only two meetings, and the introduction of relatively new grammatical concepts, particularly the use of *qad*, *sa-*, and *sawfa*, which required further adaptation by students. In addition, technical and classroom-related constraints, such as limited audio quality and occasional distractions, may have affected the learning process. Furthermore, the nature of video-based instruction may limit direct interaction compared to conventional teaching. Therefore, the results should be interpreted with caution. Future research is recommended to extend the duration of implementation, improve instructional facilities, and integrate more interactive learning strategies to enhance effectiveness.

In conclusion, the findings of this study demonstrate that the integration of YouTube-based instruction, particularly through the @yayasanbisa channel, significantly improves students' understanding of Arabic verbs compared to conventional teaching methods. The results not only confirm the statistical effectiveness of the instructional approach but also highlight its positive impact on student engagement and classroom interaction. This study contributes to the growing body of research supporting the use of digital media in language learning, especially in the context of teaching grammatical structures that are often perceived as complex. Although the level of effectiveness remains moderate, the findings indicate a strong potential for further development through more intensive and interactive implementation. Therefore, the use of YouTube as a learning medium can be considered a relevant and promising alternative in Arabic language instruction at the secondary education level.

In summary, this study provides empirical evidence that YouTube-based instruction, particularly through the @yayasanbisa channel, contributes significantly to improving students' understanding of Arabic verbs and enhances classroom engagement. Beyond statistical improvement, the integration of audiovisual media creates a more interactive and meaningful learning experience, especially in explaining abstract grammatical concepts. These findings reinforce the growing recognition of digital media as an effective tool in language education, particularly in grammar instruction.

From a practical perspective, teachers are encouraged to integrate carefully selected YouTube videos into classroom instruction as a complementary medium rather than a replacement for direct teaching. By combining audiovisual materials with guided explanation and interactive activities, teachers can create a more balanced and effective learning environment. Although the level of effectiveness observed in this study remains moderate, the results highlight a strong potential for further improvement through more intensive implementation and better instructional support. Therefore, YouTube can be considered a relevant and promising alternative medium in Arabic language teaching at the secondary education level.

However, the findings should be interpreted within the specific context of the study and may not be directly generalizable to different educational settings without further investigation.

Conclusions

In conclusion, this study provides empirical evidence that integrating YouTube-based instruction, specifically through the @yayasanbisa channel, can effectively enhance students' understanding of Arabic verb structures in secondary education. Beyond confirming the general value of digital media in language learning, this study addresses a notable gap in the literature by demonstrating its applicability to the teaching of specific grammatical elements, particularly the use of *qad*, *sa-*, and *sawfa* in relation to verb forms. This contribution is significant, as grammatical instruction—especially in Arabic—has often been regarded as abstract and difficult to internalize through conventional methods alone. The findings suggest that well-structured audiovisual content can bridge this gap by making complex linguistic concepts more accessible and engaging for learners. While the observed level of effectiveness remains moderate, the results indicate strong potential for optimizing learning outcomes through more sustained and interactive implementation. Therefore, this study underscores the importance of rethinking traditional instructional approaches and supports the integration of contextually relevant digital tools as a strategic direction for advancing Arabic language education.

Future research is recommended to explore the long-term retention effects of YouTube-based Arabic grammar instruction, particularly in relation to students' sustained understanding of verb forms and grammatical particles over extended periods of learning. Further studies may also investigate the integration of interactive YouTube pedagogy, such as comment-based discussion, collaborative tasks, and flipped classroom models, in order to enhance student participation and independent learning. In addition, future researchers are encouraged to examine the potential of emerging technologies, including AI-assisted Arabic grammar learning tools, to complement audiovisual instruction and provide more adaptive and personalized learning experiences.

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