The Use of Albert Bandura's Method for learning Arabic speaking skill using TikTok

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Abstract

This article aims to describe the application of modeling, reinforcement, and self-efficacy methods in teaching Arabic speaking skills through TikTok to students, as well as the factors that support and hinder the application of these methods using TikTok. A descriptive qualitative method was used, with data collected through interviews with students about the use of TikTok in improving their speaking skills and through observation. The research subjects were fifth- and seventh-semester students majoring in Arabic language education at the State Islamic University of Malang. Data analysis used the Miles and Huberman model. The results of the study showed that modeling was applied in stages: observing, imitating, and practicing. Reinforcement and positive comments given during the learning process played a role in increasing students› confidence to continue practicing. Self-efficacy is a crucial aspect in achieving learning success. Arabic language learning through TikTok is supported by problem-focused coping, self-efficacy, platform flexibility, and positive feedback. Meanwhile, the obstacles include low self-efficacy, avoidance coping, digital distractions, social comparison, and a lack of constructive support for students› learning motivation resilience in practice.

Keywords*: Albert Bandura, Maharah Kalam, Method, TikTok*

استخدام طريقة ألبرت باندورا في تعلم مهارة الكلام من خلال تطبيق تيك توك

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المستخلص

يهدف هذا المقال إلى وصف تطبيق أساليب النمذجة، والتعزيز، والكفاءة الذاتية في تعليم مهارة الكلام باللغة العربية عبر تطبيق تيك توك للطلبة، وكذلك بيان العوامل الداعمة والمعيقة لتطبيق هذه الأساليب باستخدام تيك توك. وقد استخدم المنهج الوصفي النوعي، مع جمع البيانات من خلال مقابلات مع الطلبة حول استخدامهم لتطبيق تيك توك في تحسين مهارة الكلام لديهم، بالإضافة إلى الملاحظة المباشرة. وتمثلت عينة البحث في طلبة الفصلين الخامس والسابع من قسم تعليم اللغة العربية في جامعة الدولة الإسلامية في مالانج. واعتمد تحليل البيانات على نموذج مايلز وهو بيرمان. أظهرت نتائج الدراسة أن أسلوب النمذجة طُبق على مراحل تشمل: الملاحظة، والمحاكاة، والممارسة. كما لعب التعزيز والتعليقات الإيجابية المقدمة أثناء عملية التعلم دورا مهما في زيادة ثقة الطلبة بأنفسهم وتشجيعهم على الاستمرار في التدريب. وتبين أن الكفاءة الذاتية تُعد عنصرا محوريا في تحقيق النجاح التعليمي. كما كشفت الدراسة أن تعلم اللغة العربية عبر تيك توك تدعمه مجموعة من العوامل، من أبرزها: المواجهة الموجهة للمشكلة، والكفاءة الذاتية، ومرونة المنصة، والتغذية الراجعة الإيجابية. وفي المقابل، تتمثل أبرز المعوقات في ضعف الكفاءة الذاتية لدى بعض الطلبة، واستخدام استراتيجيات التجنب، والمشتتات الرقمية، والمقارنة الاجتماعية، إضافة إلى نقص الدعم البنّاء اللازم لتعزيز دافعية الطلبة وقدرتهم على الصمود في الممارسة.

الكلمات الرئيسية: ألبرت باندورا، مهارة كلام، طريقة، تيك توك

Introduction

Problems in learning Arabic language skills during Arabic language learning include linguistic and non-linguistic problems, including: vocabulary problems (mufrodat), problems with Arabic pronunciation, problems with Qowaid and I›rob, and problems with Tarakib (sentence structure), and non-linguistic problems, including: motivation and interest in learning, learning facilities, teacher competence, learning methods, available time, and language environment[1].

The development of science and technology that we are currently experiencing can be a prospect in the world of education to improve the quality of learning[2]. The use of media is essential, especially in today›s era of Industry 4.0, which is based on the internet, so that the quality of learning can be facilitated digitally. The uniqueness of digital learning as the current trend can be used to advance teaching programs to be more efficient. With the internet as a means of communication, the communication process will run more smoothly[3].

Research shows that these structures have problems across schools, such as network issues, students not using cameras, malfunctioning microphones, and poor resolution, making it impossible for them to monitor all student activities. Other problems faced by students are unstable internet and the availability of electronic devices in their environment[4].

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[1] nurlaila (2020), "MAHARAH KALAM DAN PROBLEMATIKA PEMBELAJARANNYA.". *AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya*, *4*(2), 55-65.

[2] Mulyani F and Haliza N (2021)., "Analisis Perkembangan Ilmu Pengetahuan Dan Teknologi (Iptek) Dalam Pendidikan". *Jurnal Pendidikan Dan Konseling. Jurnal Pendidikan Dan Konseling (JPDK)*, *3*(1), 101-109.

[3] Sulhadi (2020), "MEDIA PEMBELAJARAN BAHASA ARAB BERBASIS ANDROID DENGAN MENGGUNAKAN APLIKASI ARRUZ UNTUK PENGUASAAN NAHWU DI JURUSAN SASTRA ARAB UIN SUNAN KALIJAGA YOGYAKARTA". *El-Tsaqafah: Jurnal Jurusan PBA*, *19*(1), 37-55.

[4] Zahra Atika Mappiara et al., "Isu Dan Problematika Dalam Pembelajaran Maharah Kalam". *Al-Kilmah: Jurnal Pendidikan Bahasa Arab dan Humaniora*, *2*(1), 48-61.

Online media is not only used as a tool for communication and collaboration, but also as a tool for self-expression and self-marking[5]. One of the web-based media that is widely used by students today is the online media TikTok. TikTok is a general media, it is web-based media that can be viewed or watched[6]. Many media users dare to use this, especially students. Because it can help them in the learning process, students are reluctant to use risky TikTok media. Every entertainment is given the opportunity to freely express their feelings of anger or sadness through the media[7]. Many teachers at the school have confirmed that many students use the TikTok media application, which makes them lazy to study, which is a problem that hinders their own learning[8]. Several elementary school teachers stated that the regular use of challenging learning media by many students made them more engaged in learning. As part of their schoolwork, they were expected to improve their learning outcomes after graduation. The final result of this learning process is called learning achievement. The use of the TikTok learning media platform, which was not actually necessary, during the learning process had a significant impact on the learning cycle. As a result, student achievement was not optimal[9].

The rapid development of information technology in the era of globalization has undoubtedly had an impact on the world

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[5]   Andreas et al (2010)., "Parametrizing Turbulent Exchange over Summer Sea Ice and the Marginal Ice Zone". *Quarterly Journal of the Royal Meteorological Society*, *136*(649), 927-943.

[6]   Aji.W.N & Setiyadi D.BP (2020), "Aplikasi Tik Tok Sebagai Media Pembelajaran Keterampilan Bersastra". *Metafora: jurnal pembelajaran bahasa dan sastra*, *6*(2), 147-157.

[7]   Zahidah Bashiroturrohmah, Sisika Martha Nur Cahyani, and Andhita Risko Faristiana (2023), "Pengaruh Media Sosial Tik - Tok Terhadap Karater Siswa Sekolah Dasar". *Jurnal Pendidikan Dan Ilmu Sosial (Jupendis)*, *1*(3), 119-131.

[8]   Komalasari, Irfani, and Fadil (2023), "Dampak Penggunaan Aplikasi TikTok Dalam Pembelajaran IPA Kelas VI SDN Karanggan". *Jurnal Evaluasi dan Pembelajaran*, *5*(2), 120-126.

[9]   Annisa, Dewi, and Nurhayati (2023), "Pengaruh Penggunaan Media Sosial Dalam Proses Pembelajaran Di Sekolah". *Dirasah: Jurnal Studi Ilmu dan Manajemen Pendidikan Islam*, *6*(2), 346-352.

of education[10]. Digital media, through interactive, audiovisual, and quiz features, offers a more engaging learning experience, which generally helps students understand Arabic vocabulary, pronunciation, and grammar more easily. However, there are still several obstacles, particularly related to digital learning readiness, device access, and internet connectivity, which may not be adequate for all students[11]. Based on research, in formal learning, TikTok can be used as a learning medium for educators and students by adjusting the material and characteristics of the students themselves[12]. The above research clearly shows that the focus of the research is the use of the TikTok application in learning within the school environment. In this study, the researcher wants to discuss whether Arabic learning content that has been created in the TikTok application can also be used for independent learning today.

Learning is a process of human personality change, and this change is manifested in the form of improvements in the quality and quantity of behavior, such as improvements in abilities, knowledge, attitudes, habits, understanding, skills, reasoning, and other skills. One of the most famous psychologists with his learning theory is Albert Bandura[13]. The theory developed by Albert Bandura is known as "Social Learning Theory" and Cognitive Social Learning Theory. One thing that stands out in Bandura's theory is the idea that most

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[10] Maritsa et al (2021)., "Pengaruh Teknologi Dalam Dunia Pendidikan". Pengaruh teknologi dalam dunia pendidikan. *Al-Mutharahah: Jurnal Penelitian Dan Kajian Sosial Keagamaan*, *18*(2), 91-100.

[11] Hasanuddin (2024), "Scidac plus Artikel Ini Menggunakan Lisensi Creative Commons Attribution 4.0 International License EFEKTIVITAS PENGGUNAAN MEDIA DIGITAL DALAM PEMBELAJARAN BAHASA ARAB DI PESANTERN DARUL IKHLAS PANYABUNGAN KAB. MANDAILING NATAL". *Berkala Ilmiah Pendidikan*, *4*(3), 500-505.

[12] Ramdani, Hadiapurwa, and Nugraha (2021), "POTENSI PEMANFAATAN MEDIA SOSIAL TIKTOK SEBAGAI MEDIA PEMBELAJARAN DALAM PEMBELAJARAN DARING". *Akademika: Jurnal Teknologi Pendidikan*, *10*(2), 425-436.

[13] Sisin Warini, Yasnita Nurul Hidayat, and Darul Ilmi (2023), "Teori Belajar Sosial Dalam Pembelajaran". *ANTHOR: Education and Learning Journal*, *2*(4), 566-576.

human learning occurs in a social environment[14].

According to Bandura, human learning occurs not only through direct experience, but also through observation of the behavior of others in their social environment. In Social Learning Theory, Bandura asserts that individuals can learn new skills, values, and behaviors through the processes of observation, reinforcement, reciprocal determinism, and self-efficacy[15]. Through imitation or modeling, a person does not simply copy behavior, but understands the meaning and consequences of the actions being imitated[16]. This process is reinforced by reinforcement, whether directly, indirectly (seeing others receive reinforcement), or through self-reward[17]. Furthermore, individual behavior does not exist in isolation, but is the result of reciprocal interactions between personal factors, behavior, and the environment, which Bandura refers to as *reciprocal determinism18*. Within this framework, the concept of self-efficacy also emerges, which is a person's belief in their ability to manage and carry out the actions necessary to achieve a specific goal. The higher a person's self-efficacy, the greater their motivation and perseverance in carrying out a learning activity[19]. This study focuses on three pillars of Bandura's theory, namely modeling, reinforcement, and self-efficacy.

he rapid development of information technology in the era of globalization has indirectly impacted the world of education[20].

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[14] Petersen (2015), "Social Learning Theory". Social learning theory. *The handbook of criminological theory*, 230-240.

[15] Ibid., 230-240

[16] Bandura, "Social Foundations of Thought and Action". (1986). *Englewood Cliffs, NJ*, *1986*(23-28), 2.

[17] Bandura, A (2017), "Social Learning Theory of Aggression: In *Control of aggression*". pp. 201-252. Routledge.1

[18] Bandura, A. (1997), "Self-Efficacy*: The exercise of control*". W H Freeman/Times Books/ Henry Holt & Co.

[19] Ibid.

[20] Salsabila and Agustian (2021), "PERAN TEKNOLOGI PENDIDIKAN DALAM PEMBELAJARAN". *Islamika*, *3*(1), 123-133.

This difference becomes even more apparent in the context of rapid technological advances. Modern technology-based education can improve the efficiency of the learning process, for example by using video tutorials, discussion forums, and other innovative learning resources. However, in practice, many schools do not use technology to improve the cognitive aspects of learning, such as academic content, and do not use it appropriately to improve social learning through supervision and modeling of positive behavior[21].

This study aims to explain how the application of modeling, reinforcement, and self-efficacy methods in learning maharah kalam through TikTok media on students and what factors support and hinder the application of modeling, reinforcement, and self-efficacy methods through TikTok media on students.

Method

This section provides a general description of how this research was conducted.

1. Research Design

This research uses a descriptive qualitative approach. The subjects in this study were six Arabic Language Education students at Maulana Malik Ibrahim State Islamic University Malang in their fifth and seventh semesters, with the number of respondents in 2025. The data collection technique used interviews on the use of TikTok in improving students' writing skills. The interviews were conducted online via Google Meet and lasted approximately 10-20 minutes. Each session was recorded with the respondents' consent to ensure data accuracy.

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[21] EKI ADEDO (2024), "PERKEMBANGAN MEDIA DIGITAL DAN PEMANFAATANNYA DALAM PEMBELAJARAN PENDIDIKAN AGAMA ISLAM". (Doctoral dissertation, Institut Agama Islam Negeri Curup).

2. Data collection and analysis

Data analysis was conducted using an interactive analysis approach. It was explained that qualitative data analysis was conducted through interaction and continuity until the data was considered complete[22]. They divided it into three main stages, namely:

a. Data Reduction

This stage is the process of selecting, focusing, simplifying, and transforming raw data that emerges from field notes. This means that researchers select data that is relevant to the research focus, group it, and organize it so that it is easy to analyze.

b. Data Display

This stage is the process of presenting data in an organized form, such as tables, matrices, charts, or narrative descriptions so that researchers can see patterns, relationships, and meanings from the data. This presentation helps researchers understand the situation and determine the next step of analysis.

c. Conclusion Drawing / Verification (Drawing Conclusions and Verification)

The final stage is to draw preliminary conclusions based on the findings, then verify them through rechecking the data, triangulation, or discussion with informants. The conclusions produced are tentative at first, but will become final after being verified with strong evidence.

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[22] Miles and Huberman (1994), *Qualitative Data Analysis: An Expanded Sourcebook. Thousand Oaks*.

Result and Discussion

After the interview process, observations were conducted, and the data obtained was reduced into main themes relevant to the research focus. This analysis was compiled to discuss how the application of modeling, reinforcement, and self-efficacy methods in Arabic language learning through TikTok media among students, and the factors that support and hinder the application of these three methods.

During the data reduction stage, the researcher sorted and simplified the data obtained from the interviews with the students. The collected data was then grouped based on the research focus presented in Table 1. This reduction process included selecting relevant statements, grouping answers based on main themes, and removing data unrelated to the research focus. Thus, the data presented is the most representative information to describe the students› experiences in applying the three methods through the use of TikTok.

Table 1. Implementation of Bandura›s method

Code R	Main	Summary of important data/quotes	Meaning
R2, R3, R5, R6	Modelling	"I often imitate the pronunciation of sentences in Arabic TikTok content."	Demonstrates the modeling process among students through TikTok content.
	Reinforcement	"I feel more enthusiastic after receiving positive responses from teachers/ friends."	Social reinforcement increases motivation.
	Self-efficacy	"Now I am more confident speaking Arabic."	TikTok boosts self-confidence.

R1 dan R4	Modelling	"I rarely watch Arabic content on TikTok, just for entertainment."	Demonstrates passive users who have not yet applied the modeling method.
	Reinforcement	"I have never uploaded anything, so I have never received any comments."	No social reinforcement received.
	Self-efficacy	"I'm still shy about speaking Arabic in front of the camera."	Self-confidence in speaking Arabic remains low.

Student background and general perceptions of modeling, reinforcement, and self-efficacy methods

A total of six PBA students in their 5th and 7th semesters from the State Islamic University of Malang in 2025 were involved. Purposive sampling was the sampling technique used in this study, based on the main criteria of being active/passive users of TikTok and having an interest in learning Arabic through this platform. The selection of respondents aimed to ensure that the representation included students with varying levels of involvement in the use of TikTok. An overview of the demographic characteristics of the participants is presented in Table 2.

Tabel 2. individualitas demografis

Code R	Age	Gender	daily usage	Reasons for using TikTok
L	21	Male	3-4 hours	For content references
AN	20	Female	3-5 hours	For learning references
Z	22	Female	2-3 hours	To find entertainment and learning references
S	23	Male	5-7 hours	For entertainment and content references
FR	21	Female	1-4 hours	For entertainment and learning
YY	20	Female	5 hours	For entertainment

Respondent 1 (M)

Respondent 1 is a fifth-semester student who actively uses TikTok for about 3–4 hours every day. He believes that TikTok is the best platform compared to other digital platforms because it provides a variety of interesting and easily accessible content. According to L, TikTok helps in finding learning content references, but he considers that the material related to speaking skills (kalam) available on the platform is still basic and therefore not effective enough to improve speaking skills in depth.

Respondent 2 (AN)

AN is a fifth-semester student who uses TikTok for about 3–5 hours per day. After applying the modeling method, AN felt an improvement in her pronunciation and intonation when speaking. She became more motivated and confident after receiving positive responses from her surroundings, although she has not yet dared to upload her practice videos to TikTok. AN considers that Arabic content on TikTok is quite helpful in improving speaking skills (kalam) because it is delivered creatively and is easy to understand by various creators.

Responden 3 (Z)

Z is a fifth-semester student who uses TikTok for about 2–3 hours per day. Z often imitates the pronunciation from the videos he watches, especially when he encounters new vocabulary. Z feels confident enough to speak in front of the camera or in class, but is still hesitant to upload videos to TikTok. He occasionally uses the platform to learn maharah kalam or Arabic speaking skills. According to Z, TikTok helps in understanding Arabic pronunciation and expressions, although it still needs to be supported by a mastery of basic theory. Z considers self-motivation to be the main supporting factor, while distractions from other content on the FYP are one of the obstacles.

Respondent 4 (S)

S is a fifth-semester student who uses TikTok for about 5–7 hours per day. She has used the platform to learn Arabic speaking skills, although she believes the assistance she has received is still limited compared to classroom learning. S often imitates the pronunciation from Arabic videos and feels that this activity is quite helpful in improving her skills. She has never created Arabic-language content, but she actively creates other creative content, which makes her more confident speaking in front of the camera. According to him, TikTok›s wide reach to various Arabic-language content is a supporting factor, while the lack of variety and creativity in learning content is one of the obstacles for users who want to learn through the platform.

Respondent 5 (FR)

FR is a 5th semester student who uses TikTok for 1-4 hours per day. He uses the platform to learn Arabic, especially to improve his speaking skills. According to him, TikTok helps him expand his vocabulary and improve his pronunciation. He often imitates the speaking style of Arabic content creators and finds this activity very helpful. FR also received positive responses after uploading Arabic-language videos, which made him more motivated and confident. According to him, the supporting factors for learning through TikTok are the abundance of Arabic-language content creators and the ease of acquiring vocabulary and correct intonation, while the obstacle is the difficulty of finding content that suits the needs of beginner learners.

Respondent 6 (YY)

YY is a fifth-semester student who uses TikTok for about five hours a day. He has studied Arabic through TikTok and finds that the platform helps improve his speaking skills, especially in terms of

vocabulary and pronunciation. He often imitates the pronunciation from Arabic videos and finds this very helpful. Although he has never uploaded a video, he has become more confident and motivated to continue learning. According to him, the abundance of Arabic content creators is a supporting factor, while the lack of interest and specialized learning content is a hindrance.

The analysis results are divided into three patterns with corresponding percentages to show how strongly each pattern is present among students.

Classification of TikTok usage

- referensi pembelajaran ▪ hiburan ▪ referensi konten ▪

33%
45%
22%
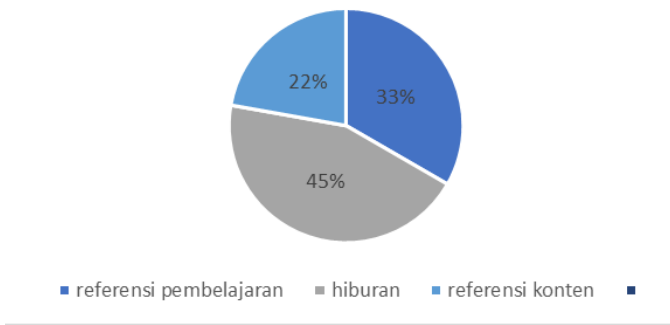
The Application of Modeling Methods in Learning maharah using TikTok media

Modeling and self-efficacy are two main components of Bandura's social cognition theory. There are two types of modeling that students can observe, real (direct) modeling and symbolic modeling. Direct modeling is exemplified by friends, teachers, and family members[23]. Quoted from Albert Bandura's theory, there are five possible outcomes of modeling, namely:

a) Directing attention. Through modeling, people not only learn

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[23] Gredler (2008), "Theory into Practice". Guilford Press.

about various actions, but also see various objects involved in the activity.

b) Increasing observed behavior. Modeling illustrates the behavior we learn.

c) Strengthening or weakening barriers. Depending on the consequences experienced, modeling behavior can be strengthened or weakened.

d) Teaching new behaviors: the modeling effect occurs when modeling demonstrates new behaviors (doing new things).

e) Evoking feelings. People can model how they act towards situations they have personally experienced [24].

From the results of interviews related to modeling methods, respondents AN, Z, and FR are students who actively use TikTok to improve their language skills. According to them, the content makes it easier for them to understand new vocabulary, tone, and intonation. AN said:

> *I feel an improvement in my pronunciation and intonation when speaking. I now know that Arabic also has its own slang, and that intonation and tone of voice are very influential, such as when asking a question, the tone used is slightly higher. I have gained a lot of knowledge from the content on TikTok.*

> *(Saya merasakan peningkatan dalam pengucapan dan intonasi saat berbicara, saya jadi tahu bahwa ternyata bahasa arab itu juga mempunyai bahasa gaulnya sendiri, intonasi dan nada pengucapan ternyata sepengaruh itu, seperti saat bertanya nada yang digunakan itu sedikit meninggi, dan banyak pengetahuan yang saya dapatkan dari konten di TikTok)*

From the explanation above, Respondent 2 uses TikTok as a reference to practice speaking in daily life and understand new vocabulary. This is an effective way to learn Arabic online, because for some people it is more comfortable to learn through digital

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[24] Ansani and Samsir (2022), "Bandura ' s Modeling Theory". *Jurnal Multidisiplin Madani*, *2*(7), 3067–3080. https://doi.org/10.55927/mudima.v2i7.692

platforms than with peers. To improve their speaking skills, students also pay attention to the facial expressions or expressions in the content they need. Also, people who are not familiar with maharah kalam cannot immediately learn through educational content, as stated by respondent Z:

> *For me, TikTok helps me understand pronunciation and expressions when speaking Arabic, although it still needs to be supported by a mastery of basic theory.*

> *(Bagi saya TikTok membantu dalam memahami pelafalan dan ekspresi saat berbicara bahasa Arab, meskipun tetap perlu didukung dengan penguasaan teori dasar)*

The above statement shows that TikTok is a digital platform that is an effective tool for improving students› language skills because it is easily accessible. Students also like educational videos so they feel helped in understanding new vocabulary, proper pronunciation, and this method is also suitable for people who prefer to study independently.

Using TikTok as a platform to improve skills has a positive impact on users. However, despite these positive effects, excessive focus on the app can also have negative consequences, especially for young people who are often still in a vulnerable phase of life. TikTok can also be addictive, as users become increasingly dependent on the app. The term "TikTok" describes an insatiable desire to use TikTok as a means of entertainment or social interaction[25]. Based on the results of interviews conducted, the application of the modeling method through TikTok has been proven to help some students develop their Arabic speaking skills. This is in line with Bandura›s theory, which explains that modeling learning allows individuals to imitate the behavior they observe. Through TikTok videos, students can pay

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[25] Risalah and Rina (2024), "Comparison of Tiktok Application Users Between the Implementation of Creativity and Addictive Behavior". *Devotion: Journal of Research and Community Service*, *5*(4), 487-497.

attention to the pronunciation, intonation, and sentence structure of native speakers or Arabic-speaking content creators.

These results are also supported by previous research that found interactive video-based media can strengthen foreign language speaking skills[26]. However, there were also students who stated that TikTok was not very helpful because the content did not always focus on linguistic aspects. This shows that the effectiveness of modeling through TikTok depends on the students› ability to select educational content that is appropriate for their learning objectives.

Reinforcement that occurs after receiving feedback

Reinforcement is anything that has the ability to enhance the development of a response [27]. Increased reinforcement makes the response stronger, and decreased reinforcement also makes the response stronger. For example, if a student is given an assignment by their teacher and the assignment is expanded, the student will study harder. Therefore, expanding the assignment is positive reinforcement for learning, while reducing the assignment, which results in better learning activities, is negative reinforcement for learning. Important stimuli that must be given or reduced in order for a response to occur.

Students AN, Z, and FR, YY shared their experiences after applying the modeling method. When they practiced it, they received good responses and comments. As expressed by YY

After I saw and imitated the vocabulary and pronunciation from the

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[26] nurlaila (2020), "MAHARAH KALAM DAN PROBLEMATIKA PEMBELAJARANNYA". AL-AF'IDAH: Jurnal Pendidikan Bahasa Arab dan Pengajarannya, 4(2), 55-65; Mulyani F and Haliza N (2021), "Analisis Perkembangan Ilmu Pengetahuan Dan Teknologi (Iptek) Dalam Pendidikan". Jurnal Pendidikan Dan Konseling (JPDK), 3(1), 101-109.

[27] WIDHIANTORO (2024), "Penerapan Reinforcement Terhadap Motivasi Belajar Muatan Pembelajaran IPAS Kelas IV Kurikulum Merdeka Sekolah Dasar Negeri I Tunggur Tahun Pelajaran 2023/2024". *1952000109* (Doctoral dissertation, Universitas Veteran Bangun Nusantara).

content on TikTok, I received praise that my speaking skills were improving, even though there is still a lot I need to learn. Still, this makes me even more enthusiastic about learning.

(Setelah saya melihat lalu menirukan kosakata dan pelafalan dari konten di TikTok, saya mendapatkan pujian bahwa kemampuan kalam saya semakin membaik, meskipun masih banyak yang pelu saya pelajari, tetap saja hal ini yang menjadikan saya semakin semangat untuk belajar)

It turns out that reinforcement or positive feedback greatly influences students› enthusiasm to continue learning, although some students also mentioned that they had never uploaded Arabic videos, so they had not received direct responses from other users. However, they added that praise or support from others can usually foster higher motivation to learn. FR said:

I haven't dared to upload Arabic videos to TikTok yet, but I practice with my peers. At first, I was afraid of using the wrong vocabulary or pronunciation, but their responses were actually the opposite. After that, I felt confident that I could learn more than this.

(Saya memang belum berani untuk mengunggah video berbahasa arab ke TikTok, tapi saya mempraktekkannya kepada teman sebaya, saya awalnya takut salah kosakata/pengucapan, akan tetapi tanggapan mereka justru sebaliknya. Setelah itu saya merasa yakin bahwa saya bisa untuk belajar lebih dari ini)

Meanwhile, AN said:

When I got negative responses, I felt embarrassed, down, and sometimes not confident to practice it every day.

(Ketika mendapatkan respon negatife saya merasa malu, down dan terkadang tidak percaya diri untuk mempraktekkannya sehari-hari)

This finding aligns with bandura's theory, which states that reinforcement, whether direct or indirect, plays a crucial role in shaping learning behavior by enhancing motivation and self-confidence. [28]. In the context of digital media such as TikTok, forms of social

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[28] Bandura, A. (2017), "Social Learning Theory of Aggression : In *Control of aggression*". pp. 201-252. Routledge.1

reinforcement such as comments and support become external factors that strengthen the learning of speaking skills.

Furthermore, in the application of reinforcement, most students felt positively encouraged after receiving responses in the form of praise, comments, or support from friends and other users. This positive reinforcement was proven to increase student motivation and confidence, that behavior will tend to be repeated if it receives positive consequences[29]. However, a small some students also showed the opposite effect when receiving negative comments, which can lower self-confidence. This condition shows that individual characteristics and the digital environment greatly influence the effectiveness of reinforcement.

Student Self-Efficacy in Speaking Arabic

Albert Bandura created the theory of self-efficacy as part of a broader theory known as social cognition theory. This theory stems from social learning theory, which states that people can learn certain behaviors through observation and imitation. It seems that people try to change undesirable environmental factors while adapting to beneficial environmental factors. Z shared his opinion:

> *I became more confident in speaking Arabic after imitating the everyday slang vocabulary that I saw in a lot of content on TikTok.*
>
> *(Saya semakin percaya diri berbicara bahasa arab setelah meniru kosakata bahasa gaul sehari-hari yang saya liat dari banyaknya konten-konten di TikTok)*

Self-efficacy and problem-centered coping are two factors that affect a person›s stress level. People with high self-efficacy rise to the occasion and persevere when faced with challenges, but people with low self-efficacy are vulnerable to stress and tend to give up or endure it. A person›s belief in their abilities, based on experience in

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[29] Murphy, "Science and Human Behavior (No. 92904)". Simon and Schuster.

completing tasks or solving contextual and anticipatory problems, is known as self-efficacy. Highly effective people tend to see problems as challenges rather than burdens.

Psychologically, perceptions of one›s own abilities influence thoughts, feelings, and actions. According to self-efficacy is often permanent and not easily changed. The power of self-efficacy acts decisively[30]. The following are some functions of self-efficacy:

1. Deciding on behaviour
2. Deciding on the strength and effort needed to overcome obstacles
3. Determining thought patterns and emotional responses.
4. Predicting future behavior. People who are not efficient often believe that they are unable to face challenges at work. People with high levels of self-efficacy are more likely to be involved in organizational activities and have more intensive interactions in their workplace.

Students› self-efficacy appears to increase with the frequency of speaking practice through TikTok When they successfully imitate pronunciation and receive positive responses, they develop confidence that they will be able to speak better next time. This is in line with concept of self-efficacy*31*, which states that confidence in one›s own abilities is key to learning new skills. However, for students who are not used to performing or are afraid of making mistakes, self-efficacy remains low, especially when faced with negative feedback[32].

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[30] Ibid.
[31] Ibid.
[32] Ellen J. Langer (1975), "The Illusion of Control". *Journal of personality and social psychology*, *32*(2), 311.

Supporting and inhibiting factors of modeling, reinforcement, and self-efficacy methods

1. Supporting Factors

One of the main factors supporting the application of the modeling method is the ease of access to Arabic learning content on TikTok. Students can quickly find various learning videos, ranging from everyday conversation content to grammar explanations. This process indirectly facilitates modeling activities, as stated by Bandura individuals can learn by observing the behavior of others in their social environment. AN said:

> *I often see content that explains in Arabic. From there, I can learn how they pronounce letters, intonation, and how to construct sentences.*

> *(Saya sering lihat konten yang menjelaskan dengan bahasa Arab. Dari situ saya bisa tahu cara mereka mengucapkan huruf, intonasi, dan cara menyusun kalimat)*

The next supporting factor is the social interaction in the form of reinforcement that students receive through comments, likes, or support from other users. This form of social reinforcement is an important stimulus that encourages students to continue practicing speaking. YY said:

> *If someone gives a positive comment or says that my pronunciation is good, I feel more motivated to practice again. It feels like I am being appreciated.*

> *(jika ada yang memberi komentar positif atau berpendapat pengucapan saya bagus, saya jadi lebih semangat buat latihan lagi. Rasanya seperti dihargai)*

These findings indicate that reinforcement arising from the digital environment functions similarly to the principle of social reinforcement (Bandura) whereby social appreciation and support can reinforce positive behaviors, such as the courage to speak and enthusiasm for learning Arabic.

In addition, the flexible and interactive nature of the digital environment also helps to strengthen students› self-efficacy. Through features such as video duets, voice-overs, or stitches, students can practice imitating speech without the formal pressure of a classroom setting. These activities provide students with the opportunity to assess and improve themselves based on the recordings they make. FR said:

> When I use the duet feature, I can practice speaking without fear of being watched by many people. So it's like learning but in a relaxed way.
>
> (ketika pakai fitur duet, saya bisa langsung latihan ngomong tanpa takut disorot banyak orang. Jadi seperti belajar tapi santai)

Furthermore, social support from peers is also a strong motivator. Several students admitted that their classmates often share learning video links or create challenges to imitate conversations in Arabic. This expands their social learning environment and fosters a spirit of collaboration.

Another significant supporting factor is the students› fundamental motivation to improve their speaking skills. The awareness that Arabic speaking skills are crucial for their academic and career futures makes students more open to learning innovations, including the use of TikTok.

2. Inhibiting Factors

On the other hand, the application of modeling, reinforcement, and self-efficacy methods through TikTok also faces various obstacles. First, specific obstacles such as online limitations and digital instruments are major barriers. Some students mentioned that unstable internet connections made it difficult for them to watch or upload videos smoothly. This

condition reduced the intensity of speaking practice, which should be done repeatedly and continuously.

Second, psychological factors such as embarrassment, fear of making mistakes, or concern about being criticized are also significant barriers. AN explains:

> *I like learning through TikTok because I can learn independently, even though the challenge is not knowing whether my pronunciation/vocabulary is correct or not.*
>
> *(Saya suka belajar melalui TikTok, karena bisa belajar secara mandiri meskipun kendalanya adalah tidak tahu apakah pengucapan/kosakata yang saya ucapkan benar atau tidak)*

This shows that the level of self-efficacy among some students is still low, especially in terms of confidence in their speaking abilities. In fact, low self-efficacy can reduce motivation, make individuals give up easily, and avoid situations that are considered challenging[33].

Third, the lack of guidance and direction from lecturers in the use of digital media is also an obstacle in itself. Several students admitted that they had not received concrete guidance on how to use TikTok for educational purposes, so most of them sonly use this media for entertainment and as a reference for creating cinematic content and so on. As expressed by L and S:

> *In my opinion, learning Arabic on TikTok is not effective enough, so I only use TikTok for content references and entertainment.*
>
> *(Menurut saya belajar kalam di TikTok tidak cukup efektif, jadi saya menggunakan TikTok hanya untuk referensi konten dan hiburan saja)*

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[33] Bandura, A. (2017), "Social Learning Theory of Aggression: In *Control of aggression*". pp. 201-252. Routledge.1

Lastly, the limited availability of Arabic learning content that is truly accurate and appropriate for an academic context is also a challenge. Students must be able to distinguish between entertainment content and educational content so that the modeling and reinforcement processes run according to the learning objectives.

Overall, the main factors supporting the application of these three methods through TikTok are the accessibility of Arabic-language content, flexibility in learning time, and the existence of motivating social interaction. Meanwhile, the inhibiting factors include the tendency to be distracted by entertainment content, negative comments, and limitations in assessing the accuracy of the language used in the videos being watched.

Brief Analysis

From these various factors, it can be concluded that the successful application of modeling, reinforcement, and self-efficacy methods through TikTok is highly dependent on the balance between external factors (such as social support, technology availability, and learning environment) and internal factors (such as motivation, self-confidence, and readiness to learn).

This finding is in line with the bandura's theory of reciprocal determinism, which states that individual behavior is the result of a reciprocal interaction between personal factors, behavior, and the environment. When the digital environment is supportive and students have sufficient self-confidence, the learning process through observation and reinforcement will be more effective.

Conclusion

Modeling and reinforcement play a very significant role in the language learning process, especially when applied through digital media such as TikTok. This platform provides a space for students to hone their Arabic speaking skills by observing and imitating various forms of language interaction displayed by other users, while also gaining social reinforcement from their virtual environment. Through access to educational content on TikTok, students can carry out the modeling process directly. They can pay attention to the correct pronunciation, intonation, and sentence structure used by content creators, allowing their language skills to develop naturally. In addition, reinforcement and positive reinforcement in the form of supportive comments serve as external encouragement that strengthens students› confidence to continue practicing speaking. This shows that social recognition in the digital space can act as a motivational stimulus in language learning. The concept of self-efficacy is an important component of successful learning. Factors such as an individual›s ability to deal with problems (problem-focused coping) and belief in their own abilities determine how a person responds to pressure and faces learning challenges. Furthermore, TikTok›s flexible and interactive characteristics make it an ideal platform for independent learning. This dynamic digital environment not only expands learning opportunities but also helps strengthen students› self-efficacy in developing Arabic language skills with greater confidence and sustainability.

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