

TICKET VIDEOS ON SELF-CONFIDENCE IN SPEAKING ARABIC STUDENTS OF PBA STIQ AMUNTAI

Mahdiyah¹, Dony Ahmad Ramadhani², M. Ahim Sulthan Nuruddaroini³
{mahdiyahnor@gmail.com¹, ahmadramadhani77@gmail.com²,
muhahimsulthannuruddaroini@stiq-amuntai.ac.id³}

Arabic Language Education Study Program (PBA) of the Amuntai Qur'anic Science College, Indonesia^{1, 2, 3}

Abstract. This study aims to examine the effect of using educational TikTok videos on Arabic speaking confidence among students of the Arabic Language Education Study Program at STIQ Amuntai. A quantitative approach was used with a simple linear regression method on 50 respondents selected through purposive sampling. The independent variable, the use of educational TikTok videos, was measured through indicators of intensity, engagement, and content quality. Meanwhile, the dependent variable, speaking confidence, was measured through indicators of self-confidence, articulation, expression, vocabulary, and nervous control. The results showed a t-value of 1.533 with a significance of $0.132 > 0.05$, which means there is no significant effect between the use of educational TikTok videos on Arabic speaking confidence. This finding indicates that passive consumption of digital educational content is not enough to build confidence without direct practice, feedback, and a directed pedagogical structure. This study emphasizes the importance of integrating social media in active experiential learning.

Keywords: TikTok education, Self-confidence, Arabic

INTRODUCTION

The development of digital technology has transformed the landscape of higher education, particularly in foreign language learning. Short video-based social media platforms like TikTok are no longer just a means of entertainment, but have also become an alternative learning medium used by students in Indonesia (Albantani, 2019). Recent data shows that by early 2025, Indonesia will have approximately 143 million active social media users, reflecting the enormous potential for utilizing digital platforms in an educational context. Globally, TikTok's advertising reach is estimated to reach 1.59 billion users by January 2025, making it one of the most popular platforms among the younger generation (DataReportal, 2025a, 2025b).

In the context of Arabic language learning in higher education, speaking skills, or maharah kalam, are one of the most important competencies, yet they often pose the greatest challenge for students. Unlike receptive skills such as listening and reading, maharah kalam requires students to actively produce language orally, simultaneously considering phonology, morphology, syntax, and pragmatics. This complexity often leads to psychological barriers such as speaking anxiety, fear of making mistakes, and low self-confidence. Research shows that affective factors such as speaking anxiety negatively influence the willingness to communicate in Arabic as a foreign language students (Bai, 2023). On the other hand, a high willingness to communicate has been shown to be positively correlated with Arabic learning achievement (Mahmoodi & Moazam, 2014; Sarwari, 2024). Cross-linguistic findings also indicate that high enjoyment and low anxiety are associated with better language performance (Dewaele & Alfawzan, 2018; Wang & Li, 2022).

In the context of this study, the indicators of educational TikTok video usage (variable X) are operationalized through three main dimensions: (1) intensity of usage which includes the frequency and duration of watching educational content, (2) engagement or interaction such as watching to completion, saving, and sharing educational videos, and (3) quality and suitability of content which includes clarity of material, relevance to learning needs, and speed of speech and pronunciation that helps students imitate correctly (Marliana et al., 2024; Yasyfi, 2024). Meanwhile, the indicators of

Arabic speaking confidence (variable Y) consist of: (1) self-confidence in speaking ability, (2) clarity of voice and articulation, (3) expression and eye contact, (4) vocabulary mastery, and (5) ability to control nervousness (Alfian et al., 2022; Bahiyah & Gumindari, 2024). The use of these indicators allows for a more specific analysis of the receptive and performative dimensions in language learning, so that the research results can explain the empirical relationship between the intensity of digital content consumption and speaking self-efficacy more comprehensively.

Speaking confidence is a psychological construct that significantly determines students' success in the language. Self-confidence is not only related to mastery of language rules but also involves the confidence to use language in real communication situations. Recent research on second language speaking self-efficacy shows that it mediates the relationship between psychological support, motivation, and academic achievement (Wang & Li, 2022). In the context of language learning, high self-efficacy can reduce the affective filter and increase students' courage to take turns speaking in class and in social interactions.

The emergence of educational TikTok videos as an informal learning resource presents new opportunities to support the development of speaking confidence. Short-form videos in a microlearning format allow students to be repeatedly exposed to authentic language input without experiencing excessive cognitive load. Research on educational videos shows that shorter, more focused, and well-designed videos correlate with longer viewing times and higher learning effort (Akçapınar et al., 2024). In the context of English language learning, the use of TikTok has been shown to improve students' speaking skills and confidence through tasks such as storytelling and project-based tasks (A. M. Putri & Astutik, 2021; R. P. Putri, 2021; Yang et al., 2025).

Although the potential of TikTok for educational use in language learning has been widely studied, most research focuses on student perceptions or general improvement in speaking skills, rather than on measurable affective dimensions such as self-confidence. Furthermore, previous studies have tended to use qualitative or descriptive designs, thus failing to explain the causal or predictive relationship between educational TikTok use and speaking confidence. In the context of Arabic Language Education students in Indonesia, particularly at Islamic higher education institutions such as STIQ Amuntai, there have been no empirical studies specifically examining the effect of using educational TikTok videos on Arabic speaking confidence using a quantitative approach. In developing learning strategies, the principle of "think globally, act locally" is also relevant for contextualizing global media like TikTok to align with local educational wisdom in Indonesia.(Muharom Albantani & Madkur, 2018).

Theoretically, several mechanisms can explain how educational TikTok videos contribute to the development of speaking confidence. First, the modeling effect allows students to imitate the pronunciation and intonation displayed in the videos. Second, repeated exposure to the same content can build confidence through the internalization of language patterns. Third, authentic language input in real-life communication contexts provides a reference for more meaningful language use. Fourth, the engaging video format can lower the affective filter, thereby reducing speaking anxiety. Fifth, social interaction features such as comments and duets facilitate peer learning and social support (A. M. Putri & Astutik, 2021; Sofian Hadi et al., 2021). However, these theoretical assumptions need to be empirically tested to understand whether these mechanisms actually work in the context of Arabic language learning in specific academic settings.

This study aims to empirically test whether there is a significant effect of using educational TikTok videos on Arabic language self-confidence among PBA STIQ Amuntai students. Using simple linear regression analysis, this study is expected to provide empirical evidence of the relationship between the two variables. Practically, the cultural-media context of the social media ecosystem should also be considered when designing learning interventions.(Pujasari Supratman et al., n.d.).

The theoretical benefit of this study is to enrich the literature on affective factors in Arabic language learning, particularly related to self-efficacy and speaking confidence, by utilizing validated instruments. Practically, the results of this study can provide input to Arabic language lecturers on the use of social media to support maharah kalam learning. If the results show a positive impact, then the integration of TikTok education can be used as a supplementary learning strategy. Conversely, if no significant impact is found, the results will provide critical reflection on the

limitations of digital content-based learning without structured pedagogical intervention.

The research location was chosen at STIQ Amuntai because this institution is an Islamic higher education institution that emphasizes Arabic language competency for academic activities and preparation to become educators. PBA students at STIQ Amuntai are expected to not only master the theoretical aspects of Arabic but also be able to communicate verbally with confidence. The characteristics of students who are familiar with social media and are in the digital native age range make this research context relevant to examining how informal technology can support or hinder the achievement of formal learning objectives.

RESEARCH METHOD

This study uses a quantitative approach to test the influence between two variables, the use of educational TikTok videos (X) as the independent variable and confidence in speaking Arabic (Y) as the dependent variable. The population in this study were active students of the Arabic Language Education Study Program (PBA) STIQ Amuntai in the current academic year. The sampling technique used was purposive sampling, namely selecting subjects based on certain criteria relevant to the research objectives (Palinkas et al., 2015). The sample criteria in this study were: (1) active students of PBA STIQ Amuntai, (2) willing to fill out the questionnaire voluntarily, and (3) understanding and having used educational TikTok videos for learning Arabic. Based on these criteria, 50 students were selected as research samples.

The instrument for variable X (use of educational TikTok videos) was developed based on a three-dimensional framework: intensity of use, engagement/interaction, and content quality, as suggested by research by Syahrani Yasyfi and Marlina & Farhurohman (Marlina et al., 2024; Yasyfi, 2024). Meanwhile, variable Y (speaking confidence) refers to the self-confidence model from Umamatul Bahiyah and Alfian et al., which emphasizes self-confidence, vocabulary mastery, composure, and vocal and expressive abilities (Alfian et al., 2022; Bahiyah & Gumiandari, 2024).

All data in this study used a Likert scale treated as interval data for parametric analysis purposes, in accordance with conventions commonly used in social science research (Eiselen & van Huyssteen, 2023), where 1 = strongly disagree, 2 = disagree, 3 = neutral, 4 = agree, and 5 = strongly agree. The questionnaire consisted of two parts: (1) a questionnaire on the use of educational TikTok videos

(X) consisting of 10 statement items, and (2) a questionnaire on Arabic speaking confidence (Y) consisting of 9 statement items. Before use, the instruments were tested for validity and reliability to ensure that they were accurate and consistent in measuring the variables studied. Data were collected through online questionnaire distribution to respondents. Participation in the study was voluntary and without coercion. The collected data were then checked for completeness, coded, and data cleaned to ensure there were no missing data or outliers that could affect the analysis results.

RESULT AND ANALYSIS

1.1 Results study

1.1.1 Results of Research Instrument Testing

The research instrument test is intended to assess the validity of a tool that will be used to obtain data from respondents so that the data is believed to be valid and correct. (Ananda & Fadhli, 2018; Fauzi et al., n.d.).

1.1.1.1. Validity Test Resultsssss

An instrument is considered accurate and capable of revealing the variables being measured. Validity testing aims to assess whether the instrument used is appropriate, with the expectation that the data obtained or generated from the distributed instrument will provide accurate results. (Rozak & Hidayati, 2019; Wulansari, 2016). Whether an instrument is valid or not can be seen

through the r-table and sig. (2 tailed) with the basis of the decision that if the calculated r is greater than the r- table then the instrument is declared valid, and if sig. (2 tailed) is less than 0.05 then it is declared valid. (Malay, 2022; Setyo Budiwanto & Kes, 2017). The results of the instrument test can be seen as follows:

Table 1. Results of the Validity Test of TikTok Education. Table 1 shows that the items used and tested as research instruments for the TikTok education variable as variable X amounted to 10 statement items. After the validity test was conducted, the results showed that all statement items reviewed from the calculated r - had a number greater than the r-table with a number of 0.284 and from sig. (2 tailed) showed less than 0.05 which indicates that the ten statement items were declared valid and suitable for use.

Variables	Item	R- count	R- table	Sig. (2 tailed)	α	Conclusion
TikTok Education	S1	0.568	0.284	0.000	0.05	Valid
	S2	0.427	0.284	0.002	0.05	Valid
	S3	0.610	0.284	0.000	0.05	Valid
	S4	0.709	0.284	0.000	0.05	Valid
	S5	0.460	0.284	0.001	0.05	Valid
	S6	0.484	0.284	0.000	0.05	Valid
	S7	0.597	0.284	0.000	0.05	Valid
	S8	0.688	0.284	0.000	0.05	Valid
	S9	0.791	0.284	0.000	0.05	Valid
	S10	0.683	0.284	0.000	0.05	Valid

Table 2. Self-Confidence Validity Test Results. Table 2 shows that the statement items used and tested as research instruments for the self-confidence variable as the Y variable amounted to 9 statement items. After the validity test was conducted, the results showed that all statement items reviewed from the calculated r - had a number greater than the r-table with a number of 0.284 and from sig. (2 tailed) showed less than 0.05 which indicated that all statement items were declared valid and suitable for use.

Variables	Item	R- count	R- table	Sig. (2 tailed)	α	Conclusion
Trust Self Speak B. Arabic	S1	0.449	0.284	0.001	0.05	Valid
	S2	0.531	0.284	0.000	0.05	Valid
	S3	0.701	0.284	0.000	0.05	Valid
	S4	0.665	0.284	0.000	0.05	Valid
	S5	0.609	0.284	0.000	0.05	Valid
	S6	0.771	0.284	0.000	0.05	Valid
	S7	0.768	0.284	0.000	0.05	Valid
	S8	0.750	0.284	0.000	0.05	Valid
	S9	0.696	0.284	0.000	0.05	Valid

1.1.1.2 Reliability Test Results

Reliability testing is a measurement of the consistency of a research instrument. A research instrument is considered reliable if it demonstrates consistency. Reliability testing is measured using Cronbach's alpha, based on the Cronbach's alpha value. greater than 0.60, then the statement items used are declared reliable and can be used as data for hypothesis testing. (Bustami et al., 2014; Hajaroh & Raehanah, 2021; Kadir, 2015).

Table 3. Reliability Test Results for TikTok Education. Table 3 shows that the items used and tested as research instruments for the TikTok education variable as variable X amounted to 10 items with the focus of statement items on the TikTok education variable. After conducting a reliability test on the entire TikTok education variable instrument, the results showed that all items reviewed from the Cronbach's alpha were greater than 0.60, indicating that all items were declared reliable.

Variables	Item	Cronbach's Alpha if Item Deleted	Provision	Conclusion
Video TikTok Education	S1	0.781	>0.60	Reliable
	S2	0.804	>0.60	Reliable
	S3	0.780	>0.60	Reliable
	S4	0.762	>0.60	Reliable
	S5	0.797	>0.60	Reliable
	S6	0.797	>0.60	Reliable
	S7	0.780	>0.60	Reliable
	S8	0.766	>0.60	Reliable
	S9	0.752	>0.60	Reliable
	S10	0.767	>0.60	Reliable

Table 4. Self-Confidence Reliability Test Results. Table 4 shows that the statement items used and tested as research instruments for the self-confidence variable as the Y variable amounted to 9 statement items. After conducting the reliability test, the results showed that all statement items were reviewed from the Cronbach's alpha greater than 0.60, indicating that all statement items used were declared reliable.

Variables	Item	Cronbach's Alpha if Item Deleted	Provision	Conclusion
Trust Self Speak B. Arabic	S1	0.847	>0.60	Reliable
	S2	0.833	>0.60	Reliable
	S3	0.814	>0.60	Reliable
	S4	0.817	>0.60	Reliable
	S5	0.823	>0.60	Reliable
	S6	0.803	>0.60	Reliable
	S7	0.804	>0.60	Reliable
	S8	0.807	>0.60	Reliable
	S9	0.817	>0.60	Reliable

1.1.2 Simple Linear Regression Test

A simple linear regression test is a test used to determine the effect of one independent variable on one dependent variable. Classical assumption tests conducted before a simple regression test include normality tests, linearity tests, and heteroscedasticity tests. (Fauzi et al., 2023; Rozak & Hidayati, 2019).

1.1.2.1 Normality Test

According to (Kim & Park, 2019), a normality test is performed to determine whether the observed sample is normally distributed. A good regression model will have a normal distribution. In quantitative research, normality can be tested using the Kolmogorov–Smirnov test, as recommended in applied statistics textbooks (Malay, 2022; Wulansari, 2016). Decision-making based on the normality test measurements can be seen in the following table:

Table 5. Data Normality Test with Kolmogorov-Smirnov. Table 5 shows that the asymp. Sig (2-tailed) has a figure of 0.200. This figure is greater than 0.05, which can be interpreted that the resulting data is normally distributed according to the Kolmogorov-Smirnov test, so the data that has been obtained can be continued to the hypothesis test.

<i>One-Sample Kolmogorov-Smirnov Test</i>		
	<i>Unstandardized Residual</i>	
<i>N</i>	50	

<i>Normal Parameters^{a,b}</i>	<i>Mean</i>	0.0000000
	<i>Standard Deviation</i>	5.04443930
<i>Most Extreme Differences</i>	<i>Absolute</i>	0.085
	<i>Positive</i>	0.062
	<i>Negative</i>	-0.085
<i>Test Statistics</i>		0.085
<i>Asymp. Sig. (2-tailed)</i>		0.200 ^{c,d}
<i>a. Test distribution is Normal.</i>		
<i>b. Calculated from data.</i>		
<i>c. Lilliefors Significance Correction.</i>		
<i>d. This is a lower bound of the true significance.</i>		

1.1.2.2. Linearity Test

The linearity test is carried out with the aim of finding out whether two variables have a significant linear relationship or not, with the basis of the decision being that if the deviation from linearity value is greater than 0.05 then there is a significant linear relationship between the variables. (Ananda & Fadhli, 2018; Hajaroh & Raehanah, 2021)The results of the linearity test can be seen in the following table:

Table 6. Linearity Test. Table 6 shows that the deviation from linearity value is 0.975. This figure is greater than 0.05, which means the resulting data is linear, so the data obtained can be continued to the hypothesis test.

ANOVA Table							
			Sum of Squares	df	Mean Square	F	Sig.
Trust* Tiktok	Between Groups	(Combined)	285,037	18	15,835	0.480	0.948
		Linearity	61,048	1	61,048	1,850	0.184
		Deviation from Linearity	223,989	17	13,176	0.399	0.975
	Within Groups		1022,883	31	32,996		
	Total		1307,920	49			

1.1.2.3. Heteroscedasticity Test

The heteroscedasticity test is a classic assumption test in regression analysis that aims to test whether there is no similarity in the variance of residual values from one observation to another in the regression model (Bustami et al., 2014; Kadir, 2015). The heteroscedasticity test is performed using the SPSS 22 application.

Table 7. Heteroscedasticity Test. Table 7 above shows a sig value of 1.000 greater than 0.05, so it can be concluded that there are no symptoms of heteroscedasticity and can proceed to hypothesis testing.

Coefficients ^a						
Model		Unstandardized Coefficients		Standardize d Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	2.132E-16	4.202		0.000	1,000
	Educational TikTok	0.000	0.126	0.000	0.000	1,000

a. Dependent Variable: ABS_RES

1.1.3. Hypothesis Testing Results

The results of this hypothesis testing are related to the influence of educational TikTok videos on the Arabic speaking confidence of students at the Amuntai Al-Quran Science College (STIQ).

1.1.3.1. Results of Hypothesis I Testing

Descriptive analysis was conducted to observe the distribution of variable X data. The descriptive analysis technique used mean, minimum, and maximum following the rules of educational statistical analysis (Ananda & Fadhli, 2018; Fauzi et al., 2023). Based on the data presentation that has been submitted and calculated using the SPSS application, the results of the Tiktok education hypothesis test can be seen in the following table:

Table 8. Tiktok Education. Table 8 shows that there were 50 respondents with the lowest score for TikTok education at 15.00 and the highest score at 46.00 with a range between the lowest and highest scores of 31.00 for a total score of 1647.00, so the TikTok education variable can be concluded based on a mean of 32.9400.

<i>Descriptive Statistics</i>						
	<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>
TikTok	50	31.00	15.00	46.00	1647.00	32.9400
<i>Valid N (listwise)</i>	50					

1.1.3.2. Results of Hypothesis II Testing

The descriptive self-confidence test uses the same steps as the X variable and is in line with the parametric data analysis procedure (Setyo Budiwanto & Kes, 2017; Wulansari, 2016). Based on the data presented and calculated using the SPSS application, the results of the self-confidence hypothesis test can be seen in the following table:

Table 9. Self-confidence. Table 9 shows that there were 50 respondents with the lowest value of the self-confidence variable at 14.00 and the highest value at 38.00 with a range between the lowest and highest values of 24.00 with a total value of 1398.00, so that the self-confidence variable can be concluded based on a mean of 27.9600.

<i>Descriptive Statistics</i>						
	<i>N</i>	<i>Range</i>	<i>Minimum</i>	<i>Maximum</i>	<i>Sum</i>	<i>Mean</i>
Confidence	50	24.00	14.00	38.00	1398.00	27.9600
<i>Valid N (listwise)</i>	50					

1.1.3.3. Results of Hypothesis III Testing

A simple linear regression test was conducted according to procedures in quantitative research, namely observing the t-value, significance, and beta coefficient (Kadir, 2015; Rozak & Hidayati, 2019). Hypothesis III in this study is the relationship between educational TikTok and the confidence of Arabic speaking students at STIQ Amuntai, formulated as follows:

Ho	:	There is no relationship between educational TikTok videos and the confidence of STIQ Amuntai students in speaking Arabic.
Ha	:	There is a relationship between educational TikTok videos and the confidence of STIQ Amuntai students in speaking Arabic.

As proof of the hypothesis, a hypothesis test was conducted using the SPSS 22 application with the following results:

Table 10. Simple Linear Regression Test. Table 10 shows the results of a simple linear regression test with a t-test value of 1.533 and a significance value of 0.132. Since the significance value of $0.132 > 0.05$, it can be concluded that there is no significant effect between the use of educational TikTok videos on the Arabic language speaking confidence of PBA STIQ Amuntai students. This interpretation follows the regression decision rule where $\text{sig.} > 0.05$ means H_0 is accepted (Hajaroh & Raehanah, 2021; Malay, 2022).

<i>Coefficients^a</i>						
<i>Model</i>		<i>Unstandardized Coefficients</i>		<i>Standardized Coefficients</i>	<i>t</i>	<i>Sig.</i>
		<i>B</i>	<i>Std. Error</i>	<i>Beta</i>		
1	(Constant)	21,614	4.202		5.144	.000
	TikTok	.193	.126	.216	1,533	.132
<i>a. Dependent Variable : Trust</i>						

1.2. Research Analysis

1.2.1. Using Educational TikTok Videos in Arabic Language Learning

The TikTok platform offers a short video format that aligns with the content consumption patterns of today's younger generation. The short video duration allows students to absorb learning materials without experiencing cognitive overload. Research on educational videos in MOOCs shows that shorter, more focused videos correlate with longer viewing times and higher learning engagement (Akçapınar et al., 2024; Deng, 2024). In the context of Arabic language learning, educational TikTok videos present materials such as vocabulary, pronunciation, and everyday conversations in an engaging and accessible manner. Creative features available on TikTok, such as adding text, music, and visual effects, make educational content more engaging. Virtual ethnographic research shows that TikTok's Add Text and Add Sound features are effective in packaging Arabic language learning materials for Generation Z (A. M. Putri & Astutik, 2021; Rijal & Sukmayadi, 2021), and TikTok-based projects support speaking practice (Sofian Hadi et al., 2021). Students' ease of access and familiarity with the platform create a comfortable and non-burdensome learning environment, encouraging them to use TikTok as a supplementary learning resource outside of formal classes.

The results of this study indicate that the use of educational TikTok videos by PBA STIQ Amuntai students showed a mean value of 32.94. This finding indicates that the use of educational TikTok videos is classified as low, however some students have used the TikTok platform as a source for intensive Arabic language learning. Based on indicators X1–X3, students watch educational videos almost every day but have not done many productive activities such as making videos or discussing their content. The engagement dimensions, namely X4–X6 (watching until the end, saving, and sharing videos) indicate a more passive form of participation, while the quality dimensions (X7– X10) show that educational TikTok content is considered easy to understand and helps imitate pronunciation (Maulidya Rochim & Eko Nasrulloh, n.d.; Muharom Albantani & Madkur, 2018). However, according to research in the journal Fondatia (Marliana et al., 2024) Increased interest in learning doesn't always translate directly to increased self-efficacy without active practice and feedback. The high and low levels of TikTok educational usage among students are inextricably linked to the characteristics of the digital native generation, which is accustomed to accessing information through social media in its daily life (Nurdin, 2019; Pujasari Supratman et al., n.d.; Rijal & Sukmayadi, 2021).

1.2.2. Student Confidence in Speaking Arabic

The results of the study showed that the level of self-confidence of PBA STIQ Amuntai students in speaking Arabic showed a mean value of 27.96. This finding indicates that most students do not have good self-confidence in communicating using Arabic. Self-confidence is a psychological factor that greatly influences the success of foreign language learning, especially in speaking skills or maharah kalam. Self-confidence shows that some students have enough confidence to use Arabic in communication situations, although there are still certain obstacles that need to be

overcome.

Analysis of Y1–Y9 indicators shows that the majority of students still face difficulties in vocal aspects (Y2–Y3) and calm spontaneous speaking (Y8–Y9). This is consistent with the findings of Umamatul Bahiyah, that increasing self-confidence requires production practice and social validation through video-based projects (Bahiyah & Gumiandari, 2024). The self-confidence dimension (Y1) is relatively better because students already feel capable of conveying simple ideas, but are less trained in aspects of nonverbal expression and articulation. In the study of Alfian, Niswah, & Masykur (2022), speaking confidence is closely related to low anxiety and the availability of a supportive language environment ((Alfian et al., 2022)bi'ah lughawiyah).

This variable indicates that several factors still hinder the development of student self-confidence. Psychological barriers such as fear of making mistakes, lack of vocabulary, and speaking anxiety remain challenges. Research shows that psychological factors such as speaking anxiety can hinder the development of confidence in speaking Arabic (Shaharuddin et al., 2024). Furthermore, speaking anxiety is negatively correlated with willingness to communicate in Arabic as a foreign language students (Bai, 2023).

1.2.3. No Significant Effect of Using Educational TikTok Videos on Arabic Speaking Confidence

The results of a simple linear regression test showed that there was no significant effect between the use of educational TikTok videos on Arabic speaking confidence in PBA STIQ Amuntai students (t

$= 1.533$; $\text{sig.} = 0.132 > 0.05$; $\beta = 0.216$). A significance value greater than 0.05 indicates that the independent variable (educational TikTok use) does not provide a significant contribution in explaining variations in the dependent variable (speaking confidence).

This finding is interesting, because although TikTok is generally considered capable of increasing motivation and interest in language learning (Maulidya Rochim & Eko Nasrulloh, n.d.), empirical results show that this effect does not directly affect the affective domain of speaking confidence. This means that TikTok plays a greater role in fostering interest and learning awareness, but has not been able to create communication self-efficacy. This phenomenon is in line with the Technology Acceptance and Use Theory model, which states that the adoption of digital media in learning is influenced by social factors, habits, and expectations of outcomes. However, when media is only used consumptively and not integrated with direct practice, learning outcomes tend to be limited.

The following are the main factors causing this insignificance.

1.2.3.1. Passive Consumption without Active Exercise

One major factor is that students tend to passively consume educational TikTok videos without actively practicing speaking. Watching educational videos provides language input, but speaking confidence can only be built through direct language output or production. Research shows that effective language learning requires a balance between input and output (Shadieff & Wang, 2022). If students simply watch without practicing what they see, there won't be enough internalization to build confidence.

Speaking confidence cannot be built solely through receptive knowledge but requires successful experiences in language production (Aziza et al., 2020; Shaharuddin et al., 2024). Bandura's self-efficacy theory emphasizes that the primary source of self-efficacy is mastery experience, namely the experience of successfully performing a task. Students who only watched TikTok videos lacked mastery experience in speaking Arabic, so their confidence did not significantly improve.

1.2.3.2. Lack of Interaction and Feedback

Educational TikTok videos are one-way and don't provide direct feedback on students' speaking skills. In language learning, feedback is crucial for identifying errors and improving performance (Ha et al., 2021; Klimova & Pikhart, 2022). Without feedback from instructors or peers, students

can't know whether their pronunciation, intonation, or sentence structure are correct or need improvement. Research shows that corrective feedback significantly improves speaking accuracy among foreign language learners.(Nhac, 2021).

While TikTok has a comment feature that allows for interaction, this feature isn't always used effectively to provide constructive feedback. Social media interactions tend to be superficial and unstructured, making them insufficient for building speaking confidence, which requires consistent guidance and support. In Arabic language learning, error analysis and corrective feedback are crucial for improving speaking skills.(Romadhon, 2025).

1.2.3.3. Informal Learning without Pedagogical Structure

Students' use of educational TikTok videos is informal and not integrated with formal classroom learning designs. Students access TikTok content randomly based on the platform's algorithm, rather than a structured curriculum or learning objectives. As a result, the material they consume may not be appropriate for their competency level or relevant to their learning needs. Effective language learning requires scaffolding, which is gradual support tailored to the learner's Zone of Proximal Development (Shabani et al., 2010). Without instructor guidance or a systematic learning design, students struggle to connect what they see on TikTok with the speaking skills they actually need.

1.2.3.4. Content that Does Not Meet the Needs of PBA Students

Arabic language educational TikTok content available on the platform tends to be general and may not be specific to the needs of Arabic Language Education students who require higher academic and pedagogical competencies. Arabic Language Education students require formal Arabic (fusha) skills for academic discussions and teaching, while TikTok content predominantly presents dialectal Arabic or everyday conversations that are not appropriate for academic contexts. This mismatch between the content consumed and learning needs may explain why TikTok use does not improve speaking confidence (Yang et al., 2025). Students may feel that what they learn from TikTok is irrelevant or insufficient to support their speaking performance in academic contexts.

1.2.3.5. Complex psychological and affective factors

Speaking confidence is influenced by various complex psychological factors such as speaking anxiety, intrinsic motivation, self-perception, and past experiences. Research shows that Arabic speaking anxiety negatively impacts students' oral performance (Shaharuddin et al., 2024). While TikTok videos can provide speaking models and language input, they do not directly address the underlying psychological issues that hinder confidence. Krashen's Affective Filter Hypothesis states that emotional factors such as anxiety can hinder language learning. TikTok videos may be able to reduce the affective filter in casual content consumption contexts, but this is insufficient to reduce anxiety when students have to speak in person. Research shows that speaking self-efficacy has a complex relationship with language anxiety and actual speaking performance.(Wang & Li, 2022).

1.2.3.6. Lack of Opportunities for Authentic Practice

Speaking confidence can only be built through authentic and meaningful speaking experiences. Students need opportunities to speak in real communication situations, not just watching others speak. Research shows that willingness to communicate is positively correlated with Arabic language learning achievement (Mahmoodi & Moazam, 2014; Sarwari, 2024). However, this willingness can only be realized if there are opportunities and a supportive environment for speaking practice. Research also shows that enjoyment of using a foreign language has a stronger positive effect than the negative effect of anxiety on language performance.(Dewaele & Alfawzan, 2018).

At STIQ Amuntai, if opportunities to practice speaking Arabic in class or outside of it remain limited, students' confidence will not improve even if they actively consume educational TikTok content . Confidence requires validation through successful communication experiences, which cannot be achieved simply by watching videos.

1.3. Theoretical and Practical Implications

The findings of this study provide important implications: consuming digital educational content alone is not enough to boost speaking confidence. While social media technologies like TikTok offer easy access to language input, language learning requires a more holistic approach that includes active practice, feedback, and pedagogical guidance.

To increase Arabic language confidence, educational institutions need to integrate the use of TikTok into structured learning designs. Lecturers can assign assignments that require students not only to watch TikTok videos but also to create their own content, practice dialogues, or conduct presentations based on the material they've consumed. A blended learning approach that combines digital content consumption with hands-on classroom practice can be a more effective solution.

In addition, it is necessary to develop educational TikTok content specifically for the needs of PBA students, which includes fusha Arabic, academic vocabulary, and communication scenarios relevant to the higher education context (Muharom Albantani & Madkur, 2018), while taking into account the media culture of the digital generation. (Pujasari Supratman et al., n.d.) Collaboration between Arabic language lecturers and content creators can produce higher-quality educational materials that are aligned with the curriculum. This study also highlights the importance of interventions to address psychological barriers in speaking Arabic. Programs such as anxiety management training, peer support groups, and speaking practice in a safe environment can help students build confidence gradually.

CONCLUSION

This study aims to examine the effect of using educational TikTok videos on Arabic speaking confidence in students of the Arabic Language Education Study Program at STIQ Amuntai. Based on data analysis from 50 respondents using a simple linear regression method, this study found that there was no significant effect between the use of educational TikTok videos on students' Arabic speaking confidence ($t = 1.533$; $\text{sig.} = 0.132 > 0.05$; $\beta = 0.216$). Although some students have used the TikTok platform as a source for learning Arabic with a mean usage value of 32.94, this use does not automatically contribute to an increase in speaking confidence which shows a mean value of 27.96.

These findings indicate that passive consumption of digital educational content is insufficient to build confidence in productive skills such as maharah kalam (literary Arabic pronunciation). Several factors explain why educational TikTok videos do not significantly impact speaking confidence. First, students tend to passively consume videos without engaging in active speaking practice, even though confidence can only be built through mastery experience, or successful experiences in language production. Second, TikTok videos are one-way and do not provide direct feedback, which is a crucial element in language learning. Third, TikTok use is informal without a pedagogical structure integrated with formal classroom learning designs. Fourth, available educational TikTok content tends to be general and not specific to the academic needs of PBA students who require fusha Arabic language competency. Fifth, speaking confidence is influenced by complex psychological factors such as speaking anxiety that cannot be addressed solely by watching videos. Sixth, the lack of opportunities for authentic speaking practice in real communication situations prevents students from gaining validation through successful communication experiences.

The theoretical implications of this study strengthen the argument that language learning requires a holistic approach that combines input and output, not just exposure to educational content. Bandura's self-efficacy theory and Krashen's Affective Filter Hypothesis support the finding that self-confidence requires direct experience and an emotionally supportive environment. Practically, the results of this study recommend that higher education institutions need to integrate the use of educational TikTok with structured learning designs through a blended learning approach. Lecturers can assign assignments that require students not only to watch videos but also

to create their own content, practice dialogues, or conduct presentations based on the consumed material. The development of educational TikTok content specifically for the needs of Arabic Language Education students with a focus on fusha Arabic and academic communication scenarios is also needed through collaboration between lecturers and content creators. Furthermore, interventions to address psychological barriers such as anxiety management training programs, peer support groups, and speaking practice in a safe environment need to be developed to help students build confidence gradually. Further research is recommended to examine the effectiveness of integrating educational TikTok with structured pedagogical interventions in improving Arabic speaking confidence.

References

- Akçapınar, G., Er, E., & Bayazıt, A. (2024). Decoding Video Logs: Unveiling Student Engagement Patterns in Lecture Capture Videos Decoding Video Logs: Unveiling Student Engagement Patterns in Lecture Capture Videos Akçapınar, Er, and Bayazıt. In *International Review of Research in Open and Distributed Learning* (Vol. 25).
- Albantani, A. M. (2019). Social Media as Alternative Media for Arabic Teaching in Digital Era. *ALSINATUNA*, 4(2), 148. <https://doi.org/10.28918/alsinatuna.v4i2.2043>
- Alfian, M. I., Niswah, N., & Masykur, M. Z. (2022). Kecemasan Berbahasa untuk Ketrampilan Berbicara Bahasa Arab pada Tingkatan Perguruan Tinggi. *Arabia*, 14(1), 53. <https://doi.org/10.21043/arabia.v14i1.14887>
- Ananda, R., & Fadhli, M. (2018). *Statistik Pendidikan (Teori Dan Praktik Dalam Pendidikan)* (Saleh, Syarbani). CV. Widya Puspita.
- Aziza, L. F., Muliansyah, A., Fitk, P., Sunan, U., & Yogyakarta, K. (2020). Keterampilan Berbahasa Arab Dengan Pendekatan Komprehensif. 19(1).
- Bahiyah, U., & Gumiandari, S. (2024). Upaya Menumbuhkan Self-Confidence Berbicara Bahasa Arab Melalui Aplikasi Plotagon Pada Mahasiswa Iain Syekh Nurjati Cirebon. *Educatioanl Journal: General and Specific Research*, 4(Juni), 324.
- Bai, S. (2023). The predictive effects of foreign language anxiety and boredom on willingness to communicate among Chinese struggling EFL learners. *Heliyon*, 9(9). <https://doi.org/10.1016/j.heliyon.2023.e19610>
- Bustami, Abdullah, D., & Fadlisayah. (2014). *Statistika Terapannya Pada Bidang Informatika. Graha Ilmu*.
- DataReportal.(2025a). Digital 2025: Global OverviewReport. <https://datareportal.com/reports/digital-2025-indonesia>
- DataReportal. (2025b). Digital 2025: Indonesia. <https://datareportal.com/reports/digital-2025-global-overview-report>
- Deng, R. (2024). Effect of video styles on learner engagement in MOOCs. *Technology, Pedagogy and Education*, 33(1), 1–21. <https://doi.org/10.1080/1475939X.2023.2246981>
- Dewaele, J. M., & Alfawzan, M. (2018). Does the effect of enjoyment outweigh that of anxiety in foreign language performance? *Studies in Second Language Learning and Teaching*, 8(1), 21–45. <https://doi.org/10.14746/ssllt.2018.8.1.2>
- Eiselen, R., & van Huyssteen, G. B. (2023). A Comparison of Statistical Tests for Likert-Type Data: The Case of Swearwords. *Journal of Open Humanities Data*, 9. <https://doi.org/10.5334/JOHD.132>
- Fauzi, L. M., Ahyan, S., Hayati, N., Supiyati, S., Halqi, M., & Hadi, T. (2023). *Statistik Panduan Praktis Analisis Data Penelitian dengan Bantuan Ms. Excel dan SPSS* (M. Gazali, M. Asrobi, & B. F. Rahmawati, Eds.). Sanabil Publishing.

Ha, X. Van, Nguyen, L. T., & Hung, B. P. (2021). Oral corrective feedback in English as a foreign language classrooms: A teaching and learning perspective. *Heliyon*, 7(7). <https://doi.org/10.1016/j.heliyon.2021.e07550>

Hajaroh, S., & Raehanah. (2021). *Statistik Pendidikan Teori dan Praktik* (Muliadi, Erlan). Sanabil Publishing. www.sanabil.web.id

Kadir. (2015). *STATISTIK TERAPAN Konsep, Contoh dan Analisis Data dengan Program SPSS/Lisrel dalam Penelitian*. PT Raja Grafindo Persada.

Kim, T. K., & Park, J. H. (2019). More about the basic assumptions of t-test: Normality and sample size. *Korean Journal of Anesthesiology*, 72(4), 331–335. <https://doi.org/10.4097/kja.d.18.00292>

Klimova, B., & Pikhart, M. (2022). Application of corrective feedback using emerging technologies among L2 university students. In *Cogent Education* (Vol. 9, Issue 1). Taylor and Francis Ltd. <https://doi.org/10.1080/2331186X.2022.2132681>

Mahmoodi, M.-H., & Moazam, I. (2014). Willingness to Communicate (WTC) and L2 Achievement: The Case of Arabic Language Learners. *Procedia - Social and Behavioral Sciences*, 98, 1069–1076. <https://doi.org/10.1016/j.sbspro.2014.03.518>

Malay, M. N. (2022). *Analisis Data dengan SPSS dan JASP*. CV. Madani Jaya.

Marliana, A., Rokayah, S., & Farhurohman, O. (2024). Analisis Dampak Penggunaan TikTok terhadap Minat Belajar Siswa. *Fondatia*, 8(2), 498–508. <https://doi.org/10.36088/fondatia.v8i2.4814>

Maulidya Rochim, H., & Eko Nasrulloh, M. (n.d.). Pengaruh Media Sosial Tik Tok Terhadap Motivasi Belajar Siswa. <http://riset.unisma.ac.id/index.php/fai/index>

Muharom Albantani, A., & Madkur, A. (2018). Think Globally, Act Locally: The Strategy of Incorporating Local Wisdom in Foreign Language Teaching in Indonesia. *International Journal of Applied Linguistics and English Literature*, 7(2), 1. <https://doi.org/10.7575/aiac.ijalel.v.7n.2p.1>

Nhac, H. T. (2021). Effect of teachers' corrective feedback on learners' oral accuracy in english speaking lessons. *International Journal of Learning, Teaching and Educational Research*, 20(10), 313–330. <https://doi.org/10.26803/ijlter.20.10.17>

Nurdin, A. (2019). 3 The Use Of Social Media Digital Native And Digital Immigrant Muslim Generation In Surabaya. 1(1). <https://ssrn.com/abstract=3736782>

Palinkas, L. A., Horwitz, S. M., Green, C. A., Wisdom, J. P., Duan, N., & Hoagwood, K. (2015). Purposeful Sampling for Qualitative Data Collection and Analysis in Mixed Method Implementation Research. *Administration and Policy in Mental Health and Mental Health Services Research*, 42(5), 533–544. <https://doi.org/10.1007/s10488-013-0528-y>

Pujasari Supratman, L., Telekomunikasi Nomor, J., & Barat, J. (n.d.). Penggunaan Media Sosial oleh Digital Native.

Putri, A. M., & Astutik, A. P. (2021). Tiktok as a Generation-Z Islamic Religious Learning Media During the Covid-19 Pandemic. *Jurnal Pendidikan Agama Islam*, 18(2), 273–294. <https://doi.org/10.14421/jpai.2021.182-04>

Putri, R. P. (2021). Tiktok as an Online Learning Media During a Pandemic (Case Study: Dance Creativity Course).

Rijal, S., & Sukmayadi, Y. (2021). The Use of the TikTok Application as a Music Learning Media for Junior High School Students.

Romadhon, I. F. (2025). Analisis Kesalahan Berbahasa Arab pada Ketrampilan Berbicara dalam Debat Bahasa Arab di Indonesia. *Indonesian Journal of Arabic Education and Learning*, 1(1), 35–

55. <https://doi.org/10.58363/ijael/xxxx.xxxx.xxxx>

Mahdiyah¹ Dony Ahmad Ramadhani² M. Ahim Sulthan Nuruddaroini³
The Effect of Using Educational TikTok Videos on the Self-Confidence in Speaking
Arabic of PBA STIQ Amuntai Students

Rozak, A., & Hidayati, W. S. (2019). *Pengolahan Data dengan SPSS* (E. Munastiri & Ashlihah, Eds.). Erhaka Utama.

Sarwari, K. (2024). Examining the role of L2 willingness to communicate in English language achievements: perspectives from Afghan university instructors. *Cogent Education*, 11(1). <https://doi.org/10.1080/2331186X.2024.2400428>

Setyo Budiwanto, D., & Kes, M. (2017). *Metode Statistika Untuk Mengolah Data Keolahragaan*

Shabani, K., Khatib, M., Tabataba'i University, A., & Ebadi, S. (2010). Vygotsky's Zone of Proximal Development: Instructional Implications and Teachers' Professional Development (Vol. 3, Issue 4). www.ccsenet.org/elt

Shadiev, R., & Wang, X. (2022). A Review of Research on Technology-Supported Language Learning and 21st Century Skills. In *Frontiers in Psychology* (Vol. 13). Frontiers Media S.A. <https://doi.org/10.3389/fpsyg.2022.897689>

Shaharuddin, H. N., Yahaya, H., Abdelhamid, I. Y., Shafri, M. H., & Najwa, N. (2024). The Level of Student Anxiety in Arabic Speaking Skills. VIII(VIII). <https://doi.org/10.47772/IJRISS>

Sofian Hadi, M., Dwi Indriani, E., & Muhammadiyah Jakarta, U. (2021). TikTok as a Media to Enhancing the Speaking Skills of EFL Student's. *Jurnal Studi Guru Dan Pembelajaran*, 4(1). <https://doi.org/10.30605/jsgp.4.1.2021.525>

Wang, X., & Li, Y. (2022). The predictive effects of foreign language enjoyment, anxiety, and boredom on general and domain-specific English achievement in online English classrooms. *Frontiers in Psychology*, 13. <https://doi.org/10.3389/fpsyg.2022.1050226>

Wulansari, A. D. (2016). *Aplikasi Statistika Parametrik dalam Penelitian* (Widyaningrum, Retno). Pustaka Felicha.

Yang, Y., Zhang, C., Zhang, S., & Shen, J. (2025). TikTok in higher education: a systematic review of disciplinary applications, learning outcomes, and implementation factors. *Interactive Learning Environments*, 1–21. <https://doi.org/10.1080/10494820.2025.2564736>

Yasyfi, S. (2024). Pengaruh Penggunaan Media Sosial Tiktok Terhadap Kecenderungan Melakukan Perbandingan Sosial Pada Remaja Di Kota Bogor.