

The Use of YouTube-Based Short Films as Learning Media for Arabic Vocabulary Acquisition at Madrasah Tsanawiyah Laboratorium UINSU

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Abstract

The use of digital technology in language learning has become increasingly relevant in response to evolving educational practices that require the integration of contextual and interactive learning media. In Arabic language learning, particularly in vocabulary acquisition, audiovisual media such as YouTube-based short films offer an alternative approach by integrating visual elements, audio stimuli, and authentic language contexts to provide learning experiences. This study aims to describe the implementation of YouTube-based short films as learning media for Arabic vocabulary instruction and to explore the benefits and challenges encountered during its application at Madrasah Tsanawiyah Laboratorium UINSU. This research employed a descriptive qualitative approach. Data were collected through classroom observations, interviews with teachers and students, and documentation of learning activities. The collected data were analyzed using the interactive analysis model proposed by Miles, Huberman, and Saldaña to identify emerging patterns related to media implementation. The findings reveal that YouTube-based short films serve as supplementary instructional media for Arabic vocabulary learning by providing more contextualized learning experiences, helping students understand vocabulary meanings through visual representations and conversational contexts, and increasing students' engagement throughout the learning process. This study contributes to research on digital technology-based Arabic language learning and provides insights for future studies on integrating audiovisual media into language education.



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A. Introduction

The advancement of digital technology has fundamentally changed the paradigm of modern education (Baldoví et al., 2023; Muttaqin et al., 2025; Rahman et al., 2025). The integration of technology into contemporary learning is no longer perceived merely as an additional tool, but has become a crucial component in developing adaptive, flexible, and learner-centered educational environments (Rizvi et al., 2025; Sezgin, 2026; Sofian et al., 2026). These transformations are increasingly evident through the growing adoption of digital platforms, educational applications, multimedia-based learning resources, and communication technologies that enable learning processes to take place beyond spatial and temporal limitations (Aziz et al., 2026; Khotijah et al., 2022; Mateo-Guillen & Ocaña, 2025). Digital transformation in education provides opportunities for educational institutions to broaden access to learning resources while encouraging teachers to develop more innovative instructional strategies aligned with the characteristics of digital-generation learners (Bond et al., 2021). Furthermore, the development of internet-based technologies and mobile devices has facilitated the emergence of technology-enhanced learning approaches, including mobile-assisted language learning (MALL), which enables learners to acquire language in more flexible and contextualized ways (Burston, 2013). This condition indicates that the use of digital technology in language learning is no longer merely an option but a necessity to enhance the relevance of educational processes in line with the development of digital society.

Foreign language learning is one of the educational fields that has greatly benefited from advances in digital technology, as language acquisition requires continuous exposure to language use across various contexts (Abishova, 2025; Katelhon, 2024; Kayarathya et al., 2026). Arabic, as one of the foreign languages widely taught in Islamic educational institutions, presents complex learning characteristics because it involves not only linguistic aspects but also a strong connection to cultural and religious contexts (Hidayat, 2026; Syakir Hidayat et al., 2024). One of the fundamental components of Arabic language learning is vocabulary acquisition (*mufradat*) (Aidah et al., 2023). Vocabulary serves as the foundation for learners' ability to comprehend messages, construct sentence structures, and develop listening, speaking, reading, and writing skills (Khotijah et al., 2022). Limited vocabulary knowledge is often considered one of the major obstacles in foreign language learning, as learners experience difficulties in understanding meanings and using words appropriately within communicative contexts (Rahmatia & Hidayat, 2021). Nation (2022) emphasizes that vocabulary knowledge is a crucial factor in successful language learning because the quantity and quality of learners' vocabulary significantly influence their ability to comprehend and produce language. Therefore, *mufradat* learning requires instructional strategies that are not merely focused on memorization but also provide meaningful learning experiences.

Challenges in Arabic vocabulary learning at the *madrasah* level indicate that instructional practices continue to struggle to provide contextualized learning experiences. In several learning contexts, vocabulary is still introduced through conventional methods, such as presenting word lists, direct translation activities, and memorization exercises. Although these methods provide certain benefits, their predominant use may lead students to develop a limited vocabulary without being able to relate words to authentic language-use situations. In second-

language learning, language acquisition occurs not only through mastery of linguistic forms but also through interaction with contexts that enable learners to understand the relationships among language forms, meanings, and functions. Moranski & Ziegler (2021) emphasize that language learning experiences providing meaningful exposure to the target language play an important role in the process of second language acquisition. Therefore, instructional media are needed to provide more authentic language contexts, allowing students not only to recognize word meanings but also to understand how those words are used in communicative situations.

One digital medium with significant potential to support language learning is YouTube-based short films (Zarzycki, 2021). As a video-sharing platform, YouTube provides a wide range of audiovisual content that can be used as learning resources due to its accessibility, flexibility, and ability to present diverse forms of information. In language learning contexts, the use of videos provides opportunities for students to gain exposure to the language through the integration of sounds, images, facial expressions, movement, and communicative contexts (Fergina et al., 2025). These advantages make videos a relevant medium for helping learners understand vocabulary in more authentic situations. According to multimedia learning theory, learners can process information more effectively when instructional materials are presented through combined verbal and visual channels, as both channels contribute to knowledge construction in working memory (Mayer, 2021). In the context of Arabic language learning, YouTube-based short films can help students connect vocabulary to objects, activities, and specific communicative situations, thereby making the learning process more concrete, meaningful, and contextually relevant.

Although the use of digital media in language learning has continued to expand, research on YouTube-based videos in Arabic language learning still offers substantial opportunities for further investigation. Previous studies have predominantly positioned digital technology as a measurable variable through quantitative approaches, such as examining changes in test scores or comparing learning outcomes before and after the implementation of specific media. While such approaches provide valuable insights into learning outcomes, they do not fully explain how media are implemented in instructional practice, how teachers integrate digital media into classroom activities, or how students interact with digital learning resources. Research in educational technology indicates that the success of technology integration is determined not solely by the availability of devices or applications, but also by how technology is designed and implemented within specific pedagogical contexts (Hew et al., 2020). Therefore, qualitative research on the use of YouTube-based short films for Arabic vocabulary learning is needed to deepen understanding of the implementation process and the educational experiences associated with this medium.

Recent developments in research on language learning technologies indicate that the use of digital media is not merely associated with the provision of learning resources, but also with changes in the patterns of interaction among teachers, learners, and learning materials. Within the framework of Computer-Assisted Language Learning (CALL), technology is viewed as a means of expanding learners' opportunities to receive language input, engage in language practice, and develop more autonomous learning experiences. The development of CALL has continued to evolve through the integration of mobile devices and digital platforms, enabling

more flexible and accessible language learning (Kessler, 2018). In the context of Arabic vocabulary learning, the use of digital media, such as YouTube-based short films, offers opportunities to present language in more authentic forms than text-based learning alone. However, the effectiveness of such media remains dependent on teachers' abilities to select appropriate materials, design meaningful learning activities, and connect digital content with intended learning objectives. Therefore, research on YouTube-based short films should examine not only the presence of technology as an instructional medium but also the pedagogical dimensions and implementation processes underlying its use.

Audiovisual media in language learning offer significant advantages, as they provide communication contexts that are difficult to achieve through conventional learning methods (Herrero & Vanderschelden, 2019). Through video, learners can observe the relationship between verbal language and nonverbal elements, such as facial expressions, body movements, communicative situations, and cultural contexts. This enables students to gain learning experiences that more closely resemble authentic language use in real-life situations. Research on video-based learning has demonstrated that audiovisual materials can enhance learners' attention and support comprehension processes by presenting information through multiple forms of representation simultaneously (Brame, 2016). Furthermore, integrating video into language learning provides students with more natural exposure to pronunciation and vocabulary use. However, most studies on the use of video in language learning have focused on English as a foreign language. In contrast, research on YouTube-based short films for Arabic vocabulary learning at the madrasah level remains relatively limited. This limitation highlights the need to expand research on audiovisual-based language learning in Arabic language education.

In the context of Islamic education in Indonesia, Arabic language learning has distinctive characteristics because it is not only oriented toward communicative competence but is also closely related to the understanding of religious texts and the development of students' academic abilities (Hidayat, Irwansyah, et al., 2024; Hidayat, Nukman, et al., 2024). Therefore, innovations in Arabic language instruction need to balance linguistic requirements, learners' characteristics, and advances in educational technology. MTs Laboratorium Universitas Islam Negeri Sumatera Utara represents an interesting context for investigation because it is situated within an Islamic educational environment that emphasizes the development of Arabic language learning. On the other hand, students at the madrasah level are increasingly engaged with digital technology in their daily lives. This condition creates opportunities to integrate familiar media for students, such as YouTube, into formal learning processes. Nevertheless, the use of such technology requires a more comprehensive investigation into how digital media are implemented in learning activities, how students respond to their use, and how teachers manage technology-based learning processes.

Based on previous literature reviews, several research gaps can be identified, underscoring the importance of conducting this study. First, most studies on technology-based language learning have primarily focused on measuring learning outcomes using quantitative methods, while media implementation processes and learners' learning experiences remain underexplored. Second, research on the use of YouTube as a learning medium has predominantly focused on English, a widely used international language. In contrast, studies concerning Arabic language

learning still require further development. Third, limited research has specifically investigated the use of YouTube-based short films for Arabic vocabulary learning at the madrasah level through a qualitative approach. Addressing these gaps, this study offers a novel contribution by providing an in-depth understanding of implementing YouTube-based short films in mufradat learning, including the learning process, students' responses, and the role of digital media in Arabic language learning experiences.

Based on the discussion of digital technology development, the urgency of Arabic vocabulary learning, the learning challenges, and the previously identified research gaps, this article aims to describe the use of YouTube-based short-film media in Arabic vocabulary learning at MTs Laboratorium Universitas Islam Negeri Sumatera Utara. Specifically, this study seeks to identify how YouTube-based short films are used in mufradat learning activities, how students respond to such media, and how this media supports the Arabic language learning process. Theoretically, this study is expected to enrich the literature on integrating digital technology into Arabic language education, particularly regarding the use of audiovisual media as learning resources. In practice, this study is expected to provide valuable insights for Arabic language teachers to develop more innovative, contextual, and learner-oriented instructional strategies that align with students' characteristics in the digital era.

B. Method

This study employed a descriptive qualitative research design. This approach was selected because the study aimed to gain an in-depth understanding of the use of YouTube-based short-form video for Arabic vocabulary learning, rather than to measure the media's influence or effectiveness statistically. Qualitative research enables researchers to explore educational phenomena based on participants' perspectives, learning contexts, and naturally occurring interactions within the research setting (Creswell & Poth, 2016; Gillan et al., 2014). Through this approach, the study sought to describe how teachers use YouTube-based short films as instructional media, how students respond to their implementation, and how the media supports the mufradat learning process in the context of Arabic language education.

This research was conducted at MTs Laboratorium Universitas Islam Negeri Sumatera Utara (UINSU). The research site was selected purposively because the madrasah provides a relevant context aligned with the objectives of this study, namely Arabic language learning at the Islamic secondary education level and the implementation of digital technology-based learning media. The research participants consisted of seventh-grade students of MTs Laboratorium UINSU who participated in Arabic language learning activities, as well as Arabic language teachers who were directly involved in the instructional process. The informants were selected through purposive sampling, which involves selecting participants based on specific considerations relevant to the research focus (Patton, 2015). The criteria for participant selection included: (1) students who participated in Arabic language learning using YouTube-based short film media, (2) teachers who implemented the media in learning activities, and (3) individuals capable of providing relevant information regarding the process of utilizing digital media in Arabic vocabulary learning.

The data sources in this study consisted of primary and secondary data. Primary data were obtained through direct observation of Arabic language learning activities, interviews with Arabic language teachers and students, and documentation of learning activities involving YouTube-based short film media. Observations were conducted to obtain an overview of the stages of media implementation, learning interactions, and student engagement throughout the learning process. Semi-structured interviews were conducted to obtain deeper insights into teachers' and students' experiences with the media. Meanwhile, secondary data were collected from supporting documents, such as learning materials, instructional documents, activity documentation, and other relevant sources related to the use of digital media in Arabic language learning.

The data analysis technique employed in this study followed the interactive analysis model developed by Miles, Huberman, and Saldaña (2020), which consists of three main stages: data condensation, data display, and conclusion drawing or verification. In the data condensation stage, the researcher selected, focused on, and organized data obtained from observations, interviews, and documentation in line with the research objectives. Subsequently, the categorized data were presented in descriptive narratives to systematically illustrate the patterns of YouTube-based short film utilization in the learning process. The final stage involved concluding the comprehensively analyzed research findings. The analysis process was conducted continuously throughout the research period to ensure that data interpretation remained consistent with the empirical conditions observed in the field.

The validity of the data in this study was ensured through triangulation techniques, namely the process of verifying data by comparing multiple sources and data collection methods. Triangulation was conducted by comparing findings from observations, interviews, and documentation to ensure the consistency and reliability of the obtained information. According to Lincoln & Guba (1985), the credibility of qualitative research can be strengthened through strategies such as triangulation, sufficient researcher engagement in the field, and verification of research findings. By implementing these procedures, this study is expected to generate valid and reliable findings on the use of YouTube-based short-film media for Arabic vocabulary learning at MTs Laboratorium Universitas Islam Negeri Sumatera Utara.

C. Findings and Discussion

The findings of this study indicate that YouTube-based short films can be integrated into Arabic vocabulary learning across several instructional stages. These stages include preparation activities before video playback, learning activities during media use, and follow-up activities after video viewing. Throughout the learning process, students were exposed to Arabic vocabulary through a combination of auditory, visual, and contextual elements presented in the short films. The teacher played an important role in directing students' attention toward the vocabulary items presented, explaining word meanings, and guiding students in pronunciation practice and vocabulary comprehension activities.

The results further demonstrate that the implementation of YouTube-based short-film media for Arabic vocabulary learning at MTs Laboratorium Universitas Islam Negeri Sumatera Utara was carried out through several systematic learning stages, involving both teachers and students. The use of this media was not limited

to watching videos; it was integrated into instructional activities designed to help students recognize, understand, and apply Arabic vocabulary in specific contexts. Based on classroom observations, the process of utilizing YouTube-based short film media consisted of three main stages: (1) pre-viewing activities, (2) viewing activities, and (3) post-viewing activities. These three stages illustrate how audiovisual media can be employed as an integral component of Arabic vocabulary learning strategies.

Pre-Viewing Activities

The initial stage of learning involved preparatory activities before students watched the YouTube short film. At this stage, the teacher provided an introduction to the learning material and connected it with students' prior knowledge or experiences. The teacher also explained the learning objectives and introduced several vocabulary items related to the theme presented in the video. Based on the observation results, these introductory activities were conducted to help students develop an initial understanding of the material. The teacher did not immediately begin the video playback but guided students to pay attention to specific vocabulary items that appeared throughout the video. This strategy was implemented to direct students' focus toward the linguistic elements presented in the audiovisual material. At this stage, the teacher also provided instructions on the activities students needed to complete during the learning process, such as recording new vocabulary, observing pronunciation patterns, and identifying vocabulary meanings from the contextual situations shown in the video. These preparatory activities helped students engage with the learning process in a more structured manner. Interview results indicated that the teacher used this preparation stage to minimize students' difficulties with unfamiliar Arabic vocabulary. According to the teacher, providing an introduction before watching was necessary because some students still struggled to understand Arabic vocabulary without contextual support.

Viewing Activities

The main stage of media implementation occurred when students watched the YouTube short film selected to align with the learning objectives. During this stage, students were exposed to Arabic vocabulary through a combination of audio, visual elements, expressions, and situational contexts presented in the video. Observation results showed that students were more actively engaged when learning through video than when learning from activities that relied solely on verbal explanations.

During the video playback, the teacher occasionally paused to explain key vocabulary. The teacher also encouraged students to observe the relationship between spoken words and the actions or situations depicted in the video. One of the learning activities involved introducing vocabulary through visual contexts. For example, when vocabulary describing a person's emotional states appeared, students were not only provided with direct word translations but also shown situations illustrating the meanings of those words. Vocabulary items such as قلق (worried) and خائف (afraid) were understood through the connections among Arabic expressions, facial expressions, and situational contexts shown in the video.

In addition to understanding the meanings, students were encouraged to focus on aspects of pronunciation. The teacher asked the students to repeat several vocabulary items they had heard in the video to practice their pronunciation.

Based on the observations, repeating vocabulary after listening to the video's pronunciation model became one of the learning activities implemented during the instructional process. Interviews with students revealed that the video presentation helped them understand vocabulary more effectively because the words were not presented in isolation but appeared within meaningful situations. Students reported that they found it easier to remember vocabulary when they could observe the relationship between words, sounds, and visual representations in the video.

Post-Viewing Activities

After the viewing activity, the teacher conducted follow-up activities to ensure students' understanding of the vocabulary introduced. These activities were carried out through discussions, vocabulary repetition exercises, and evaluations of students' comprehension of the material presented in the short film.

Based on the observation results, the teacher asked the students to recall vocabulary from the video and explain their meanings. Several students were also asked to use the vocabulary in simple practice activities. These activities aimed to strengthen students' understanding and retention of the vocabulary acquired during the learning process. During the evaluation stage, the teacher provided exercises to assess how well students understood the vocabulary they had learned. The evaluation results indicated that most students were able to recognize and recall vocabulary items previously introduced through the short film.

Learning documentation also demonstrated students' activities, including recording new vocabulary, participating in pronunciation practice, and engaging in discussions after the video presentation. These findings indicate that YouTube-based short films were utilized as an integral component of the learning sequence rather than merely as supplementary media. Based on the research findings, the implementation of YouTube-based short-film media for Arabic vocabulary learning occurred in three main stages. The pre-viewing stage prepared students to engage with the learning material; the viewing stage provided learning experiences through audiovisual exposure and contextualized vocabulary use; and the post-viewing stage reinforced understanding and evaluated students' learning outcomes.

These findings demonstrate that YouTube-based short films offer opportunities for students to learn Arabic vocabulary through the integration of language, visual representations, and structured learning contexts.

Students' Learning Experiences in YouTube-Based Short Film Vocabulary Learning

Based on the results of observations and interviews, the use of YouTube-based short films provided students with varied learning experiences in Arabic vocabulary. The findings indicate that students experienced changes in how they understood, memorized, and used the vocabulary they were learning. These changes were reflected not only in students' comprehension of the learning materials but also in their engagement throughout the learning process. The data analysis revealed two main themes that represent students' learning experiences: (1) the ease of understanding vocabulary through audiovisual contexts and (2) increased student engagement in the Arabic language learning process.

1. Students' Ease of Understanding Vocabulary through Audiovisual Contexts

One of the main findings from the interviews and observations was that students found it easier to understand Arabic vocabulary when vocabulary items were presented through YouTube-based short films. Prior to the implementation of this media, students tended to learn vocabulary through memorization processes involving words and their meanings provided by the teacher. However, after watching short films, students received additional support from visual elements, audio, facial expressions, and situational contexts presented in the videos.

Based on the interview results, several students reported that they found it easier to understand the meanings of vocabulary when they could directly observe situations that represented the words being learned. Presenting vocabulary in contextualized situations enabled students not only to memorize word forms but also to understand the relationships between vocabulary items and specific conditions or events. Classroom observations further indicated that students responded more effectively when the teacher asked about the meanings of vocabulary items that had previously appeared in the video. Students were also able to associate several vocabulary items with scenes they had observed during the learning process.

For example, vocabulary related to a person's expressions or emotional states, such as *فَلَقَ* (worried) and *خائف* (afraid), was more easily understood because students could observe situations that illustrated their meanings. Thus, vocabulary comprehension was not obtained solely through verbal explanations but also through observing language use in specific contexts. These findings demonstrate that students used visual and auditory information presented in short films as supporting resources to understand Arabic vocabulary that had previously been considered difficult.

2. Increased Student Engagement and Responses in the Learning Process

In addition to supporting vocabulary comprehension, the use of YouTube-based short films also demonstrated changes in students' engagement throughout the learning process. Based on the observation results, students showed greater attention when learning activities incorporated audiovisual media than when the material was delivered solely through direct verbal explanations. During the learning activities, students appeared more actively involved in watching the video, responding to the teacher's questions, identifying vocabulary items presented in the video, and participating in pronunciation practice. These activities indicate that students were not merely recipients of information but actively engaged in understanding and practicing vocabulary.

Interview results with students revealed that using videos made Arabic language learning more engaging and less monotonous. Several students stated that they felt more motivated to participate in learning activities because the combination of visual and auditory elements made the material easier to follow. From the teacher's perspective, the use of short film media also contributed to creating a more interactive learning environment. The teacher observed that students were more willing to respond during video-based learning because the material was presented through easier-to-understand situations.

Learning activity documentation showed students' involvement in recording new vocabulary, practicing pronunciation through repetition, and discussing the video's content. These activities demonstrate students' cognitive and participatory engagement throughout the learning process.

Students' Attitudes toward Arabic Vocabulary Learning

In addition to aspects of comprehension and engagement, the findings of this study also revealed changes in students' attitudes toward Arabic vocabulary learning. Based on the interview results, students showed more positive responses to the learning process when YouTube-based short films were incorporated into classroom activities. Previously, some students had difficulty learning vocabulary because Arabic was perceived as containing numerous unfamiliar words that were challenging to memorize. After the implementation of short film media, students felt more supported because vocabulary items were introduced through examples of language use that could be directly observed.

These changes in students' attitudes were reflected in their increased enthusiasm for participating in learning activities, particularly when they were asked to identify vocabulary items in the video or repeat the pronunciation of words they had heard. Students also demonstrated greater curiosity toward the meanings of new vocabulary presented in the video. These findings indicate that learning experiences through YouTube-based short films were not only related to students' understanding of the learning materials but also influenced their interactions with Arabic language learning.

Based on the research findings, students' learning experiences with YouTube-based short films were characterized by three main aspects. First, students found it easier to understand vocabulary because words were introduced through visual and auditory contexts. Second, students demonstrated more active engagement throughout the learning process through activities such as observing, responding, repeating, and discussing vocabulary items. Third, students showed more positive responses toward Arabic vocabulary learning. These findings indicate that the use of YouTube-based short films provides a learning experience that involves students' comprehension, participation, and affective responses throughout the learning process.

Discussion

The findings of this study indicate that the use of YouTube-based short films provides a more contextualized learning experience in Arabic vocabulary acquisition. Based on the results of observations and interviews, students learned vocabulary not only through word forms and translations but also through the integration of sounds, images, expressions, and communicative situations presented in the videos. This demonstrates that audiovisual media can help address one of the major challenges in Arabic vocabulary learning, namely students' tendency to understand vocabulary separately from its actual context of use.

In foreign language learning, vocabulary is not merely a collection of words to be memorized but an essential component of a communication system whose meaning is determined by context. Nation (2022) explains that effective vocabulary acquisition occurs when learners are repeatedly exposed to words across various meaningful contexts. The findings of this study demonstrate that YouTube-based short films provide such contexts by presenting vocabulary within communicative situations. These findings can also be explained through the Multimedia Learning Theory developed by Mayer (2021). This theory suggests that human learning is enhanced when information is presented through a combination of verbal and visual channels rather than a single representation. In the context of this study, students received verbal information through Arabic pronunciation

presented in the videos and visual information through scenes or situations illustrating the meanings of vocabulary items. The combination of these two elements helped students establish connections between linguistic forms and their meanings. Furthermore, the findings support the concept of Dual Coding Theory proposed by Paivio (1991), which states that information presented through both verbal and visual representations is more likely to be understood and retained because it is processed through two interconnected representational systems. In Arabic vocabulary learning, the relationship among words, sounds, and images is particularly important because many newly introduced vocabulary items may be highly abstract for beginner learners.

One of the significant findings of this study is that students experienced greater ease in understanding and remembering vocabulary when learning activities incorporated YouTube-based short films. Students reported that the presence of moving images and audio helped them comprehend word meanings without relying entirely on teacher-provided translations. This finding is consistent with previous research on the use of video in language learning, which demonstrates that audiovisual materials can provide more authentic language exposure and increase students' opportunities to understand language within real-life contexts (Vanderplank, 2016). Videos enable learners to observe how language is used alongside expressions, actions, and social situations, allowing them to acquire meaning not only through linguistic explanations but also through contextual interpretation.

In Arabic language learning, the role of context becomes increasingly important because students often encounter difficulties in distinguishing between closely related vocabulary items or understanding the appropriate use of words in particular situations. The use of short films provides students with opportunities to observe the relationship between vocabulary and its application in communication. The findings of this study further support the view that technology-based language learning can expand students' sources of language input (Kankam, 2026; Otamurodova & Dadaxonova, 2025; Zhang & Zou, 2022). According to Chapelle & Sauro (2017), technology in language learning functions not only as a medium for delivering instructional materials but also as a learning environment that provides opportunities for learners to engage with language through more diverse forms of interaction.

Beyond vocabulary comprehension, this study found that using YouTube-based short films increased students' engagement throughout the learning process. Students demonstrated greater attention toward the learning materials, became more active in responding to teacher questions, and participated more actively in vocabulary repetition and discussion activities. These findings indicate that digital media can contribute to the development of more student-centered learning environments. When students are given opportunities to observe, listen, and respond to learning materials, the learning process is no longer limited to the mere transfer of information from teachers to students. According to Mayer (2021), student engagement in multimedia learning is determined not only by the presence of technology but also by how it is designed and implemented in accordance with learning objectives. In this study, short films were not used merely as entertainment materials but were integrated into instructional activities involving observation, discussion, and evaluation. These findings are also consistent with Kessler (2018), who argues that digital technology in language

learning can enhance learners' opportunities to gain more flexible and resource-rich learning experiences. Nevertheless, this study demonstrates that the successful implementation of technology remains highly dependent on the teacher's role in guiding and managing its use.

The findings also revealed several factors that supported the implementation of YouTube-based short films in Arabic vocabulary learning. First, the characteristics of audiovisual media served as a primary supporting factor. Short films can present the Arabic language through a combination of audio and visual elements, enabling students to gain more concrete learning experiences. Second, the availability of YouTube provides easier access to a wide range of learning resources. Teachers can select materials that correspond to students' needs without relying entirely on textbooks. Third, the teacher's role represents a crucial factor in the successful implementation of the media. The findings indicate that teachers did not merely provide video materials but also offered guidance, explained vocabulary items, and conducted follow-up activities after the viewing sessions.

However, several factors may also present challenges in implementing this type of media. Using instructional videos requires teachers to select materials appropriate to students' proficiency levels. Not all videos on YouTube align with learning objectives, language levels, or learners' characteristics. Furthermore, the implementation of internet-based media may also be influenced by learning infrastructure conditions, such as the availability of devices and internet connectivity. Therefore, integrating technology into Arabic language learning needs to account for the readiness of the learning environment.

This study provides several implications for the development of technology-based Arabic language learning. In practice, the findings indicate that Arabic language teachers can use digital resources, such as YouTube-based short films, as alternative media to enrich vocabulary learning. The use of such media can serve as a strategy for presenting Arabic language input in contexts closer to students' experiences. This aspect is important because one of the major challenges in Arabic language learning is creating a learning environment that enables students to interact with the language in meaningful ways. From a pedagogical perspective, this study demonstrates that technology should be positioned as part of an instructional strategy rather than merely as the use of digital tools; planning activities before, during, and after media implementation is essential to ensure that technology effectively supports the achievement of learning objectives.

Although this study provides insights into the use of YouTube-based short films in Arabic vocabulary learning, several limitations should be acknowledged. First, the study was conducted at a single research site with a limited number of participants; therefore, the findings cannot be broadly generalized. Instead, the findings primarily represent the learning experiences and instructional processes within a specific context. Second, this study employed a descriptive qualitative approach, with a primary focus on understanding the learning process and participants' experiences. Future research may employ mixed-methods approaches or experimental designs to examine language development outcomes more precisely. Third, this study focused specifically on vocabulary learning. Further research may explore the use of YouTube-based short films for other Arabic language skills, such as listening comprehension, speaking ability, or cultural understanding.

Overall, this study demonstrates that YouTube-based short films have potential as digital learning resources that support Arabic vocabulary acquisition through more contextualized and multimodal learning experiences.

D. Conclusion

This study demonstrates that using YouTube-based short films for Arabic vocabulary learning provides deeper insights into how digital media can be used to create more contextualized, interactive, and meaningful learning experiences for students. Based on the analysis of observation, interview, and documentation data, the implementation of YouTube-based short films was found to occur through three main stages: preparation activities, the use of videos as sources of language exposure, and post-viewing reinforcement activities. These stages enabled students to understand vocabulary by integrating auditory, visual, and situational contextual elements. The findings further indicate that students experienced greater ease in understanding and remembering vocabulary, demonstrated more active engagement throughout the learning process, and showed positive responses toward the integration of digital media in Arabic language learning. This study highlights that vocabulary learning can be enhanced through multimodal learning experiences that connect linguistic forms, meanings, and contexts of use. This research contributes to the field of technology-enhanced Arabic language learning by demonstrating YouTube's potential as a contextual learning medium. Practically, the findings provide implications for Arabic language teachers in utilizing audiovisual media to enrich vocabulary instruction. However, this study is limited by its research context and the number of participants involved. Therefore, future studies are encouraged to expand the investigation across more diverse contexts or through mixed-methods approaches to explore further the use of YouTube-based short films for developing other Arabic language skills.

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