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Exploring the Content Strategy of @bachrulalam on TikTok for Arabic Learning

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Abstract

This study aims to analyze the content strategy employed by the TikTok account @bachrulalam__ within the context of Arabic language learning. It utilizes the Four Pillars of Social Media Content Strategy framework developed by Lon Safko and David K. Brake, which includes education, communication, collaboration, and entertainment. A qualitative approach with a descriptive exploratory method was adopted, utilizing primary data sourced from TikTok videos uploaded between 2022 and 2024. Data collection was performed through documentation and note-taking, while data analysis was conducted thematically in accordance with the content strategy framework. The findings indicate that the @bachrulalam__ account consistently delivers Arabic language learning content using an engaging audio-visual format and concise video presentations. The four pillars of the content strategy are implemented in a balanced manner, with a notable emphasis on educational and entertainment components. This approach has been effective in increasing audience engagement with Arabic language learning via TikTok. This study contributes to the existing literature on Arabic language acquisition educational content strategies in social media, particularly TikTok. Additionally, it addresses a research gap concerning the role of local content creators like @bachrulalam__ who employ an edutainment approach to deliver material in an informal yet impactful manner.

Keywords: *Content strategy, Arabic learning, social media*

Abstrak

Penelitian ini bertujuan untuk menganalisis strategi konten yang diterapkan oleh akun TikTok @bachrulalam__ dalam konteks pembelajaran bahasa Arab, dengan mengacu pada kerangka Four Pillars of Social Media Content Strategy yang dikembangkan oleh Lon Safko dan David K. Brake, mencakup pilar edukasi, komunikasi, kolaborasi, dan hiburan. Pendekatan yang digunakan adalah kualitatif dengan metode deskriptif eksploratif, dengan sumber data primer berupa video unggahan TikTok pada periode 2022–2024. Teknik pengumpulan data dilakukan melalui dokumentasi dan simak-catat, sedangkan analisis data dilakukan secara tematik berdasarkan kerangka strategi konten tersebut. Hasil penelitian menunjukkan bahwa akun @bachrulalam__ secara konsisten menyajikan konten pembelajaran bahasa Arab dengan pendekatan audio-visual yang menarik serta format video pendek yang mudah dipahami. Keempat pilar strategi konten diterapkan secara proporsional, dengan dominasi pada elemen edukatif dan

hiburan. Strategi ini terbukti mampu meningkatkan minat audiens dalam mempelajari bahasa Arab melalui media sosial TikTok. Penelitian ini memberikan kontribusi terhadap pengembangan literatur mengenai strategi konten edukatif pembelajaran bahasa Arab dalam media sosial, khususnyaTikTok. Studi ini juga mengisi kesenjangan riset terkait peran kreator konten lokal seperti @bachrulalam__ yang menggunakan pendekatan edutainment untuk menyampaikan materi secara informal namun efektif.
Kata Kunci: *Strategi konten, pembelajaran bahasa Arab, sosial media*

INTRODUCTION

Arabic has a role as a medium of communication for Muslims in various parts of the world, even Arabic is currently a language commonly used by speakers in the Middle East and Africa.[1] Various circles of Indonesian society have recognized Arabic. This is due to the spread of Arabic language learning that takes place in various types of institutions, ranging from schools and universities, to Islamic boarding schools, madrasas, courses, majelis taklim, and other non-formal institutions.[2] However, based on geographical factors, Arabic has many dialects or variations which are sometimes not easy to understand.[3] In the process of learning Arabic activities, there are obstacles that interfere with their understanding, such as low interest in memorizing new vocabulary, inadequate learning facilities.[4] In addition, several factors make the lack of interest in learning Arabic such as the learning methods provided by the teacher less interesting, there are many digital resources or audio-visual-based content that uses foreign languages such as English, which can make it difficult to make Arabic a second language, the presence of various non-educational audio-visual content that can reduce the focus of learning Arabic.[5]

Therefore, innovative strategies are needed to increase interest in Arabic language learning. One of the innovative learning by utilizing current technology is

[1] Nasution, N. S., & Lubis, L. Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam. Jurnal Simki Pedagogia, 6(1), (2023), 181–191. https://doi.org/10.29407/jsp.v6i1.227

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[4] Rachman, Y. E. Faktor-Faktor Penghambat Dalam Memahami Bahasa Arab. El-Ibtikar: Jurnal Pendidikan Bahasa Arab, 10(1), (2021), 39. https://doi.org/10.24235/ibtikar.v10i1.7725

[5] Gumiandari, A. H. A.-A. & S. Pembelajaran Bahasa Arab Di Era Digital: Tantangan Implementasi, Dan Peluang. Jurnal Ilmu Pendidikan, 15(1) (2024), 37–48.

such as the use of social media.[6] Today social media has developed into a valuable tool for educators and students, providing a means to facilitate online or hybrid learning in the teaching-learning environment.[7] Utilization of social media as a learning medium is one of the right solutions in order to achieve effective and quality learning, making students more independent in finding the material needed from trusted sources.[8] TikTok is one of the popular platforms. In the platform, there are various types of educational content from the program ranging from tips, tricks, motivation, tutorials, experiments, and other educational content.[9] Currently, learning content uploaded by Tiktok users with educational purposes is increasingly widespread. easy access to videos and packaging of audio-visual-based content makes learning look more attractive. With the various features available on the TikTok application, it is very possible if it is designed for Arabic language learning media, especially in speaking skills that require interactive learning.[10]

One account that utilizes this platform for educational purposes is the TikTok account @bachrulalam_, which focuses on teaching Arabic. Through a variety of videos that combine interesting and informative content, the account has attracted the attention of many followers who want to learn Arabic in a more interactive and fun way. Learning Arabic through TikTok allows students to learn in a more relaxed yet effective atmosphere, using visual and audio techniques that are easy to understand. In content management strategies on social media, audience and influencer engagement is very important,[11] so it is necessary to carry out the right strategy so that an influencer can reach a wide audience by adjusting the type of content uploaded. The various types of content uploaded can vary greatly, each

[6] Agustini, Vilya Dwi, and Indrianti Indrianti. "Uses and Gratification Penggunaan Media Sosial Untuk Media Pembelajaran Blended Learning (Studi Pada Mahasiswa UHAMKA)." Media Komunikasi FPIPS 22, no. 2 (2023): 123–30. https://doi.org/10.23887/mkfis.v22i2.63531.

[7] López-Carril, S., González-Serrano, M. H., Ribeiro, T., & Jiménez-Jiménez, P. TikTok for learning through movement, dramatization, and music: Insights for higher education applications in sport sciences. Journal of Hospitality, Leisure, Sport and Tourism Education, 35, (2024), 1–8. https://doi.org/10.1016/j.jhlste.2024.100501

[8] Rachman, Y. E. Faktor-Faktor Penghambat Dalam Memahami Bahasa Arab. El-Ibtikar: Jurnal Pendidikan Bahasa Arab, 10(1), (2021), 39. https://doi.org/10.24235/ibtikar.v10i1.7725

[9] Rahimullah, N. A., Damayanti, S. B., Izra, A. A., & Handayani, P. W. Assessing the factors influencing users accessing higher education content on TikTok. Cogent Education, 9(1), (2020). https://doi.org/10.1080/2331186X.2022.2148498

[10] Rokhman, I. A. TikTok Sebagai Media Pembelajaran Maharah Al-Kalam di Jurusan. 4(2), (2024), 335–342. https://doi.org/https://doi.org/10.21093/benjole.v4i1.8598

[11] Imani, T., Putri, D., Melano, F. L., Wijaksono, D. S., Arifputri, A. N., Studi, P., & Komunikasi, I. Strategi Konten Marketing Innovation Day dalam Meningkatkan Engagement Pada Media Sosial Tiktok. Jurnal Teknologi Informasi Dan Komunikasi), 8(3), (2024). https://doi.org/10.35870/jti

content is unique in its format, such as educational, communication, collaboration, and entertainment content.[12] In the @bachrulalam__ account, educational content is the most frequently uploaded content in the account, educational content in the form of audio visuals featuring bachrul alam explaining mufrodat, nahwu sorof, uslub, which is packaged attractively by bringing up Arabic text along with translations that make it easier for the audience to understand. The way the material is delivered with language that can be easily understood by various groups and bachrul alam's expressive facial expressions in delivering the material makes bachrul alam's videos get quite high attention compared to other accounts that discuss similar content. Not only that, but @bachrulalam_ also often broadcasts live or what is commonly called Live streaming on his Tiktok account to approach the audience.

Each creator has their own strategy in improving their account. According to *"The Social Media Bibble"* Lon Safko and David K. Brake in victoria & M.Si's (2024)[13] research put forward the concept of *Four Pillars Social Media Content* Strategy, which consists of: educational content, collaboration, communication, and entertainment. This strategy aims to produce content that not only has an attractive format but also has informative and educational value for the audience. Collaborative content creates engagement through cooperation with other users; communication content creates interaction between audiences; entertainment content captivates interest through fun elements; and educational content provides added value through learning materials. This approach is relevant to TikTok-based learning media, as the platform incorporates different types of content that fit the strategy. The use of the Four Pillars strategy allows educational accounts, such as @bachrulalam_, to reach a wider audience and create deep engagement with Arabic language learning.

Bachrul alam known as "ustadz kalcer" was born on October 5, 1998 in Tangerang. He is a graduate of the Arabic language study program at UIN Syarif Hidayatullah 2020. The beginning of his career was as a stand-up comedian in several competitions in 2015. After that, his career path expanded to the world of social

[12] Putra N., E. A., Ajeng, K., Yustiono, D. A., & Amalia, D. Analisis Konten Instagram @wirawirisuroboyo Sebagai Media Komunikasi Dan Informasi. Nusantara: Jurnal Ilmu Pengetahuan Sosial, 11(1), (2024)., 365–377. http://jurnal.umtapsel.ac.id/index.php/nusantara/index

[13] Victoria, E. G., & M.Si, Dr. W. H. S. E. Personalize Consumer Needs in Digital Marketing to Attract Medical Technology Awareness. Journal of Economics, Finance And Management Studies, 07(04), (2024), 2250–2256. https://doi.org/10.47191/jefms/v7-i4-46

media, namely as a content creator on various social media. He is known as an educational and entertainment creator who raises the theme of Arabic.

This study aims to analyze the TikTok content strategy on the @bachrulalam_ account by displaying interesting content, providing clear information, and having high interaction with the audience in teaching Arabic with an account follower count of 649.6 thousand with an average audience for each content of hundreds of thousands to millions. The approach used to analyze this strategy is Safko and Brake's social media theory perspective, which develops a framework regarding social media content strategies in influencing communication and learning.

Although several studies have explored the use of TikTok in education, research specifically analyzing Arabic language learning content on TikTok remains limited. In particular, there is a lack of studies that apply the Four Pillars Social Media Content Strategy framework by Safko and Brake to examine how Arabic educational content is structured and delivered on this platform. Furthermore, most existing research tends to focus on institutional or formal learning contexts, while the role of individual local content creators in promoting informal language education is often overlooked. Therefore, this study aims to fill these gaps by analyzing the content strategy of the TikTok account @bachrulalam_, which consistently delivers Arabic language learning content in a creative, engaging, and accessible manner.

METHOD

This study adopted a qualitative approach with an exploratory descriptive method to deeply investigate the content strategy of the TikTok account @bachrulalam_ as a medium for Arabic language learning. Based on the perspectives of Sugiyono and Arikunto, this method aims to explore and describe findings that are not yet generalizable. The analysis was guided by the content strategy framework developed by Safko and Brake.

The subject of the research comprised selected TikTok videos uploaded between 2022 and 2024 on the @bachrulalam_ account. The study relied on both primary data, drawn from purposively selected video posts relevant to Arabic learning, and secondary data, including literature from journals, online sources, theses, and other academic documents that supported the analysis.

Data collection was carried out using two main techniques. The documentation technique involved taking screenshots of relevant TikTok content and organizing them systematically for analysis. In addition, the observation and note-taking technique was used to observe the videos in detail, identifying aspects such as themes, language use, audience engagement, and strategic use of media features.

The collected data were analyzed using qualitative content analysis with thematic coding based on Safko and Brake's content strategy model. The analysis aimed to uncover patterns, themes, and narrative structures that illustrate how the content engages audiences and facilitates language acquisition. The interpretation was carried out inductively, ensuring that insights emerged directly from the observed data.

DISCUSSION

Based on what has been analyzed by researchers related to Arabic language learning content strategies on bachrul alam accounts, researchers found that there are 4 content strategies that support the success of bachrul alam accounts. Among them are educational content, entertainment content, collaboration content, and communication content. In addition, researchers also found that there are 3 types of Arabic learning materials, namely mufrodat, nahwu, shorof. Bachrul alam also often creates content that presents Indonesian songs translated into Arabic. As a content creator who has 649.6 thousand followers, Bachrul Alam built his TikTok account as a medium for beginners who want to learn Arabic by packaging material that is entertaining and easy to understand.

Education

According to the *Four Pillars Social Media Content Strategy* theory by Safko & Brake, educational content must be able to: provide added value or learning benefits, convey information clearly and concisely, and adapt the format to the characteristics of the audience and platform.

The @bachrulalam_ account's educational content fully reflects these three principles. The videos uploaded are not only informative, but also pay attention to the psychological aspects of social media users, namely the need for short, interesting and easy-to-digest material. Thus, the educational content strategy implemented by Bachrul Alam is not only pedagogically effective, but also in line with the principles of social media that demand creativity and high engagement.

One example of educational content is shown in an upload on July 19, 2023 with the caption "Nahwu first or shorof first?". In the video, Bachrul Alam provides a solution to the confusion felt by beginners in learning nahwu and shorof. He states that both should be studied simultaneously because they have a very close relationship, as he says in the video "الصرف أم العلوم والنحو أبوها" (Shorof is the mother of knowledge and its father is nahwu). This video received a high response from the audience, with 1 million views, 68 thousand likes, 545 comments, 10.2 thousand saves, and 200 shares.

Furthermore, on July 20, 2023, Bachrul Alam uploaded educational content that focused on explaining shorof material. In this video, Bachrul Alam shared a simple formula for changing verbs to subjects, namely by adding alif after the first letter, kasrah in the second letter, and dhammah in the third letter. This content gets considerable interaction, including 1.4 million views, 157 thousand likes, 1,327 comments, 28.5 thousand saves, and shared 2,901 times.

Educational content creators usually have a higher education background, so they are able to share the knowledge they have.[14] This is in line with bachrul alam's background as an Arabic language education graduate where in his account, he shares educational content about learning Arabic.

Mentioned in research conducted by Meliana & Seli[15] the potential of TikTok in language learning through content analysis using a microlearning format is effective for the development of productive and receptive skills. This is in line with Arabic as a second language. Then the Indonesian Ministry of Education stated that TikTok can help audiences increase knowledge and remember through interactional features that are relevant to information in school or college[16].

Communication

The communication strategy is also well utilized by Bachrul Alam. For example, in an upload dated 19 December 2023 with the caption "3 ways to memorize vocabulary in my style, how do you do it?", he shared tips on memorizing

[14] Kansa, P., Sang, P., Ranteallo, I. C., & Nugroho, W. B. Konten Edukatif Tiktok : Analisis Uses And Gratification Pada Penyusunan Skripsi. Fakultas Ilmu Sosial dan Ilmu Politik: Universitas Udayana, (2019),1–11.

[15] Meliana, R., & Seli, F. Y. Microlearning: in Media Social TikTok Video. Horizon: Indonesian Journal of Multidisciplinary, 1(2) (2023), 84–91. https://doi.org/10.54373/hijm.v1i2.105

[16] Annisa, R. N., Dewi, D. A., & Nurhayati, S. Pengaruh Penggunaan Media Sosial Tiktok Dalam Proses Pembelajaran. Dirasah : Jurnal Studi Ilmu Dan Manajemen Pendidikan Islam, 6(2) (2023)., 346–352. https://ejournal.iaifa.ac.id/index.php/dirasah/article/view/923

Arabic vocabulary by using tones or chants that are easy to memorize, sticking vocabulary stickers on the object, and reading repeatedly. At the end of the video, she invites the audience to share their own experiences by asking "what's your version?". This creates an effective two-way interaction, increasing audience participation through the comments section. Liked by 6353 users, commented by 41 people, saved by 521 users and shared 28 times.

While not explicitly using interactive features such as quizzes or polls, Bachrul Alam's videos often close with phrases such as "Friends, do you know this word in Arabic?" or "Comment below if you've heard this word!". This strategy encourages the audience to interact through the comments section, thereby increasing the engagement and reach of the content even further.

Entertainment

According to Sazali & Sukriah[17], social media has several functions as a means of education, one of which is to provide education and entertainment. The combination of these two functions is currently called the edutainment concept.

Not only educational and communication content, but Bachrul Alam also presents entertainment content packaged in learning nuances. On July 24, 2024, he uploaded a video titled "gala bunga matahari", in which he translated the lyrics of an Indonesian song that was going viral into Arabic, with light vocabulary to memorize. The video has 1.8 million views, 129.6 thousand likes, 764 comments, and has been saved by 9,181 users.

Using Bachrul Alam's singing strategy can be an alternative to make it easier for audiences to remember vocabulary and make learning Arabic fun.[18]

Zein et al., in their research stated that the TikTok platform, which contains elements of music, audiovisuals, and interesting narratives, is effective as edutainment (entertaining), while conveying vocabulary material that is easy to memorize.[19] This is relevant to the content of bachrul alam who sings the song by translating into Arabic as an alternative for the audience to easily memorize

[17] Rachmawati, F., & Anita, D. R. Konten Edutainment Di Media Sosial Tiktok @Pilihjurusan.Id. Restorica: Jurnal Ilmiah Ilmu Administrasi Negara Dan Ilmu Komunikasi, 9(2), (2023), 40–46. https://doi.org/10.33084/restorica.v9i2.5394

[18] Mubarak, M. R., Ahmadi, A., & Audina, N. A. Kombinasi Strategi Bernyanyi Dan Bermain: Upaya Dalam Menumbuhkan Motivasi Mahasiswa Tadris Biologi (Tbg) Dalam Pembelajaran Bahasa Arab.

[19] Zein, M., Weny, K., & Perangin-angin, A. B. Edutainment of Using TikTok in Learning English Vocabulary a Case Study of Secondary Student. 4, (2024).

vocabulary. As revealed in research Hanum, singing techniques can improve mastery of mufrodat and will be easier to memorize when vocabulary is delivered in an interesting again.[20]

In this case, entertainment content is one of the content strategies that can reach a wider audience because TikTok prioritizes short, humorous, and emotional videos. Educational content combined with entertainment is more likely to reach a wider audience.

Collaboration

Bachrul Alam also uploaded collaborative content with a promotional approach, namely a video entitled "vocabulary in Arabic at @Ruang Jenuh Coffee cafe" even though it is promotional, this content still makes educational messages about learning Arabic, namely introducing vocabulary in the cafe environment. This content can bring audience engagement from both parties, namely Bachrul Alam's audience and cafe customers, increasing engagement through the comment column, tag, and location features.

In the video, bachrul alam shows collaboration with a local brand, namely ruang jenuh coffee, it is evident that he includes the location and name of the cafe in the video title and account tag (@ruangjenuh_coffee). According to Safko & Brake, the collaboration strategy is a collaboration between account owners and outside parties to create content that has a wider reach.[21]

Simple and Visual Presentation of Material

One of the hallmarks of Bachrul Alam's educational content is the use of Arabic text along with its translation directly in the video. This really helps the audience to understand the meaning quickly without having to open a dictionary or translator app. For example, in one of his videos, Bachrul explains the meaning of the word "مكتبة" as "library" by visually displaying the word on the screen, accompanied by examples of its use in simple sentences.

In addition, the delivery is done in an expressive, friendly style, and sometimes accompanied by light humor, which makes the audience feel engaged and not bored.

[20] Hanum, A. N. Application of Singing Methods to Improve Vocabulary Mastery in Learning Arabic Language at Madrasah Ibtida'iyah. Tanwir Arabiyyah: Arabic as Foreign Language Journal, 3(2) (2023). , 131–136. https://doi.org/https://doi.org/10.31869/afl.v3i2.4885

[21] Nafsyah, A. S., Maulidyah, S. R., Nurlia, A. S., & Adhyanti, W. P. Analisis Konten Media Sosial Instagram By.U Sebagai Media Penyebaran Informasi & Komunikasi. Massive: Jurnal Ilmu Komunikasi, 2(2), (2022), 1. https://doi.org/10.35842/massive.v2i2.57

Bachrul also often includes certain intonations to emphasize the meaning of words, which helps the audience remember vocabulary better.

Short Duration, But Meaning Delivered

The average video duration ranges from 30-60 seconds. This format suits TikTok's characteristics as a short video-based platform. Despite the short duration, Bachrul alam is able to convey one to two clear learning points in a single video. For example, a video titled "Learning Verbs in Arabic" presents three basic fi'il complete with subtitles and examples of their use in everyday life.

Another advantage of this educational content strategy is the consistency of uploads. Bachrul regularly uploads learning content, which keeps the audience waiting for new materials. In addition, the use of a distinctive delivery style with funny yet serious facial expressions creates a strong personal branding, making it easy for the audience to recognize his character and approach to teaching.

The content strategy carried out by the @bachrulalam_ account fulfills the four pillars described by Safko and Brake in the *social media bibble*. The educational content uploaded includes Arabic language learning, communication content as Bachrul Alam interacts quite actively by responding to audience comments and using two-way communication in some of his content, collaboration content in collaboration with several related brands, entertainment content packaged in an interesting video. In this case the four pillars of content are fulfilled, it states that Bachrul Alam is able to present content that attracts the audience and is able to implement an effective content strategy to bring the audience a pleasant experience in learning Arabic. Educational and entertainment content is the type of content that dominates on his account. This dominance can be seen from the number of video uploads that present Arabic language material ranging from vocabulary, easy tips for learning Arabic, basic explanations related to nahwu shorof, and video uploads that are entertaining to the audience.

To provide a clearer overview of the types of content used by @bachrulalam__ TikTok account, the following table summarizess the content categories, their frequency of appearance, and their key characteristic.

Table 1. Summarizess the Content Categories

Content Type	Frequency	Main Characteristics
Education	Very often	Vocabulary, grammar, shorof, study tips
Communication	Quite often	Invitations to discussion, interaction in comments
Entertainment	Moderate	Popular songs translated, humor
Collaboration	Sometimes	Brand promotion, cafe locations

CONCLUSION

Based on the results of research on the @bachrulalam_ TikTok account, it can be concluded that Bachrul Alam uses a content *strategy* in accordance with the *four pillars Social media content strategy* framework carried out by Safko and Brake, namely educational content, communication, collaboration, and entertainment.

The educational content that dominates this account is able to convey Arabic language material such as mufrodat, nahwu, and shorof in a brief, interesting, and easy-to-understand manner, accompanied by visualization of Arabic text and translation. Communication content is developed through active interaction in the comments column and invitations to discuss with the audience, while collaboration content in the form of promotional cooperation with brands. The entertainment content is packaged in the form of songs or light humor that still contains educational elements.

With this approach, Bachrul Alam not only captured the attention of a wide audience, but was also said to have succeeded in creating a fun, interactive and contextualized learning experience for beginners in Arabic language learning. This strategy shows that social media, particularly TikTok, can be an innovative, effective, and relevant learning tool for today's generation.

This research is limited to the analysis of a single TikTok account, @bachrulalam_, without direct comparison to other Arabic language content creators. Therefore, future research is recommended to employ a quantitative or experimental approach to measure the direct impact of TikTok content on the improvement of language skills.

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