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Enhancing Arabic Language Learning with Microlearning: A Case Study of the Arabiyatuna YouTube Channel

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Abstract

This study aims to describe the Arabic language learning patterns based on microlearning on the Arabiyatuna YouTube account and to evaluate the repetition of materials on the account based on Hermann Ebbinghaus's theory. The research employs a qualitative method with descriptive analysis techniques. An in-depth study was conducted on the Arabiyatuna YouTube account, which discusses Arabic language learning, linking it to the microlearning concept and Ebbinghaus's forgetting curve. Previous studies indicate that microlearning effectively enhances engagement and knowledge retention when pro perly implemented with adequate repetition. The results show that the Arabiyatuna account presents the four Arabic language skills (listening, speaking, reading, and writing) in a microlearning format. However, material repetition is still suboptimal, as it is done only one to three times with intervals that are too long between repetitions.

Keywords: Microlearning; YouTube; Arabic language learning; Arabiyatuna

ملخص

تهدف هذه الدراسة إلى وصف أنماط تعلم اللغة العربية القائمة على التعلم المصغر في حساب "عربيّتنا" على يوتيوب وتقييم تكرار المحتوى الموجود في الحساب بناءً على نظرية هيرمان إبينغهاوس.

تستخدم الدراسة منهجية نوعية بتقنية تحليل وصفي. تم إجراء دراسة معمقة على حساب يوتيوب "عربيّتنا" الذي يناقش تعلم اللغة العربية، وربطها بمفهوم التعلم المصغر ومنحنى النسيان لإبينغهاوس. تشير الدراسات السابقة إلى أن التعلم المصغر يعزز التفاعل والاحتفاظ بالمعرفة بشكل فعال مع تكرار كافٍ.أظهرت نتائج الدراسة أن حساب "عربيّتنا" يقدم المهارات الأربع للغة العربية (مهارة الاستماع، مهارة الكلام، مهارة القراءة، ومهارة الكتابة) في صيغة التعلم المصغر. ومع ذلك، فإن تكرار المحتوى لا يزال غير مثالي حيث يتم التكرار مرة إلى ثلاث مرات فقط بفواصل زمنية بعيدة بين كل تكرار وآخر.

الكلمات المفتاحية: التعلم المصغر؛ يوتيوب؛ تعلم اللغة العربية

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan pola pembelajaran bahasa Arab berbasis microlearning pada akun Arabiyatuna serta mengevaluasi repetisi materi yang terdapat pada akun tersebut berdasarkan teori Hermann Ebbinghaus. Penelitian ini menggunakan metode kualitatif dengan teknik analisis deskriptif. Studi mendalam dilakukan pada akun YouTube Arabiyatuna yang membahas pembelajaran bahasa Arab, mengaitkannya dengan konsep microlearning dan forgetting curve Ebbinghaus. Penelitian sebelumnya menunjukkan bahwa microlearning secara efektif meningkatkan keterlibatan dan retensi pengetahuan ketika diimplementasikan dengan baik dengan repetisi yang memadai. Hasil penelitian menunjukkan bahwa akun Arabiyatuna menyajikan keempat keterampilan bahasa Arab (maharah istima', maharah kalam, maharah qira'ah, dan maharah kitabah) dalam format microlearning. Namun, repetisi materi masih kurang optimal karena dilakukan hanya satu hingga tiga kali dengan interval yang terlalu jauh antar pengulangan.

Kata Kunci: microlearning; youtube; pembelajaran bahasa arab

A. Introduction

Modern teaching method known as microlearning breaks out knowledge retention and application into brief, targeted sessions. Based on Hermann Ebbinghaus's 1870 theory on memory, which shows that just 21% of taught knowledge is remembered one month (Thalheimer 2018), this approach is grounded. This low recall rate emphasizes how difficult it is to maintain long-term knowledge using conventional means of instruction. Microlearning solves this by giving materials in little, doable portions, therefore facilitating brain processing and memory. By constantly reviewing and reinforcing the material, microlearning helps to ensure that knowledge stays fresh in the learner's mind and therefore counter the fast forgetting stressed by Ebbinghaus.

Microlearning solves this by focusing mostly on frequent material repetition. Regular study of the content allows pupils to improve their knowledge and recollection of it. This repetition aims to offset the brain's natural tendency to forget, therefore ensuring that the knowledge remains in the memory for a longer period. Nilsson (2021) argues that regular exposure of this type helps to stabilise memory retention and lower its sensitivity to change with time. Moreover underscored by Thalheimer (2018) is the crucial microlearning element spaced repetition significantly increases memory and knowledge retention.

Microlearning's popularity results from its ability to show content in digestible, short bursts fit for pupils to remember. Shorter learning sessions assist students to avoid cognitive overload and boost their active participation with the subject. Not only can microlearning help to overcome the limitations of Ebbinghaus's forgetting curve by enhancing instantaneous comprehension but also helps long-term memory of knowledge (Nilsson 2021; Thalheimer 2018).

Microlearning can take the shape of reading books, images, sounds, even full multimedia including learning videos with lengths of less than 15 minutes or even just 1–3 minutes (Johnson and Aragon 2021). Usually lasting a minimum of 1–2 hours, the small period simplifies and specializes material transmission to students unlike in conventional learning (Smith and Kurthen 2007). By motivating students to concentrate more on learning activities and so guarantee that the content is effectively communicated and understood by them, this succinct method affects the development of learning motivation (Clark and Mayer 2016).

Recent research show that microlearning can be successfully given via several digital platforms including social media (instagram, tikhub, Twitter), learning websites (Khan Academy, Coursera, Nearpod), and smartphone apps (Duolingo, Memrise, Quizlet). By providing easily available, highly interesting bite-sized instructional materials that leverage microlearning's characteristics, these platforms profit from them. These platforms' adaptability and accessibility let students to interact with instructional resources in ways that best suit their preferences for learning and calendar.

By addressing the different needs of current students who search for rapid, relevant, and practical knowledge, the utilization of microlearning across these several platforms greatly improves the learning experience. Using technology, microlearning presents a scalable and efficient teaching tool fit for the fast-paced modern living. This method guarantees that students may constantly acquire and retain knowledge effectively, which is necessary to meet the expectations of the modern society (Jones and Smith 2019).

Thanks to the development of current technology, learning has changed and education can now take place outside of the conventional classroom. With the help of other students and other media, Fikri and Madona (2018) underline that learning may today be done independently. Fitria (2022), who adds that microlearning-based education is quite flexible and lets students access resources anytime and anywhere, supports this metamorphosis even further. Furthermore, this adaptability helps students to study at their own speed free from peer pressure to stay up (Shall 2019). Through social media, sometimes known as instructional material, the emergence of digital transformation has also helped learning. Often in the form of short films or posts, this kind of information fits very well with the ideas of microlearning since it offers rapid and immediately available instructional resources that one can access anywhere and at any time.

Several research indicate that microlearning-based language education mostly helps to acquire vocabulary (Smith and Hill 2021; Johnson and Evans 2020; Thompson and Liu 2022). These studies show how fast and effectively microlearning lets students expand their vocabulary in brief, concentrated learning sessions. Still, microlearning applied in language education goes beyond vocabulary by itself. It also covers grammar, sentences, and phrases, therefore offering a whole language instruction program (Martin 2019). Microlearning is a useful tool for language learners since its adaptability permits many language components be added into their study.

Given that microlearning-based language instruction depends so much on repetition since it greatly aids in language retention. Regular content top priority helps students increase their knowledge and memorization of new vocabulary and grammatical structures, so improving brain memory retention (Jones et al. 2018). Microlearning would help long-term language acquisition since it guarantees that students keep and steadily raise their language ability over time.

This research mostly centers on the Arabiyatuna YouTube account, which launched in April 17, 2017. The account offers a spectrum of Arabic language resources combining Shorts components with Regular Video. First impressions suggest that YouTube users—especially in Indonesia—have found it popular mostly due to its attractive look, consistent posting schedule, and clear information delivery. Reflecting its success in gathering and maintaining a committed audience, the account claims 6,000 active users (Al-Mansouri 2023).

Previous studies on microlearning repeatedly show good results in improving the learning surroundings. Studies reveal, for example, how well microlearning raises student participation and memory of material (Chen et al. 2021; Patel and Jain 2020). Moreover under active study with great success is the inclusion of microlearning into social media platforms. According to Malichayati

(2021), official education projects find YouTube to be both successful and helpful. Comparatively, research by Wakam et al. (2022) underlined the benefits of using YouTube and Twitter for microlearning in the health sector, therefore highlighting significant developments in learners' understanding of the topic.

Furthermore, Arifianto et al. (2023) demonstrated that microlearning-based Arabic information on YouTube is not only easily available but also offers a fun and interesting learning environment. This validates the idea that social media platform instructional materials can be rather successful. The Arabiyatuna YouTube channel shows this trend since it effectively delivers instructional materials by using microlearning ideas. This study is to investigatif the effects of such material on students, especially with an eye toward the efficiency of its delivery and user involvement.

Particularly when combined with social media platforms, microlearning-based strategies have shown rather great success in both official and informal learning environments. These techniques take advantage of social media's ubiquity and accessibility to provide instructional materials not only interesting but also organized in a way improves knowledge retention. Notwithstanding these benefits, there is still a clear discrepancy in studies especially looking at how educational materials on social media, developed based on microlearning ideas, fit Hermann Ebbinghaus's forgetting curve hypothesis. This idea holds that repeated revisiting of the acquired content causes memory retention to drop exponentially. Most research have not closely examined how the design of microlearning modules on platforms like YouTube might counteract the fast loss of memory recall or how successfully these platforms stimulate periodic review among learners.

By concentrating on the Arabiyatuna YouTube account—a case study for the implementation of microlearning in the framework of Arabic language education—the present study seeks to close this knowledge vacuum. The study will examine the microlearning content's patterns of Arabic language acquisition including material repetition frequency and efficacy. The study aims to find how effectively microlearning via social media conforms to the ideas proposed by the forgetting curve theory by looking at how often and in what way students review the materials. This will include a study of user engagement metrics and feedback to evaluate whether the bite-sized learning snippets are helping learners to better retain language abilities over time, therefore offering insights on the possibility for microlearning to increase long-term retention of information.

B. Methods

This study employs a qualitative approach with an emphasis on in-depth investigation of microlearning-based learning on the Arabiyatuna YouTube channel as the independent variable. The several kinds of YouTube films and the particular Arabic language learning materials given—which cover listening skills (maharah istima), speaking skills (maharah kalam), reading skills (maharah qira'ah), and writing abilities (maharah kitabah) are the dependent variables. The researcher is the main tool used in order to compile thorough data using both primary and secondary sources. First, screenshots of thirty video shorts entries on the Arabiyatuna YouTube account allow one to first get the core and foundation of the microlearning resources. Beginning in March 2022, the study stopped data collecting at different intervals depending on every factor examined.

Secondary data consists in books, journals, and websites offering extra background and support for the research topic. These resources help to increase awareness of the main learnt facts since they provide a wider viewpoint on microlearning and its application in language education. Combining primary and secondary data helps one to evaluate how successfully microlearning techniques applied by the Arabiyatuna YouTube channel teach Arabic language competency. This method enables the research to investigate the subtleties of how various kinds of materials and presentation techniques affect learner engagement and knowledge retention, so offering intriguing examination of the effectiveness of microlearning in digital learning environments.

This research extensively and deeply explores the Arabiyatuna YouTube channel using descriptive analysis approaches. The microlearning idea suggested by Hermann Ebbinghaus was used all through the qualitative data analysis, from the data collecting method to conclusion. Miles et al. (2018) claim that the processes of qualitative data analysis consist in data reduction—that is, the selection of relevant data; data presentation—that is, the description of the obtained and selected data; and drawing conclusions—that is, the last stage of the data analysis process. Once all the data have been gathered, data reduction mostly focuses on elements of Arabic language acquisition and Ebbinghaus's theory inside the microlearning-based learning paradigm.

The four language skills—listening (maharah istima), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah) used as references in the analysis are Arabic (Al-Harbi 2022). The theory of Hermann Ebbinghaus is used to examine Arabiyatuna account material repetition in applying microlearning-based learning. After data selection is finished, the study objectives are addressed by means of the analysis results; so, conclusions are derived from the data analysis process.

C. Results & Discussion

Short movies, photographs, audio, and text abound on the Arabiyatuna account. The account delivers its learning materials—regular videos and shorts—using three main elements on the YouTube platform. While shorts give fast, bite-sized, easily consumed instructive snippets, regular videos usually offer more complete teachings. This diversity in material style enables Arabiyatuna to meet many learning styles and needs, therefore enhancing the educational process for a broad audience.

Over several years, the study concentrated on the brief feature in order to gather a complete knowledge of their use and influence. Whereas the short feature was investigated from March 10, 2020, to May 10, 2023, data collecting for the shorts feature took place from March 8, 2023, until April 11, 2023. Twenty data points overall were gathered especially for the brief feature. This staggered data collecting method emphasizes how content publishing has expanded and how Arabiyatuna has changed its microlearning strategies over time to keep student interest and improve instructional results.

The differences in data collecting times highlight how dynamically content is shown on the Arabiyatuna YouTube page. The study intends to find trends and patterns promoting successful language learning by means of frequency and duration analysis of publishing microlearning-based material across several aspects. This large-scale research offers understanding of how various kinds of materials and publishing schedules affect student knowledge retention and involvement. The results of this study will support knowledge of the efficiency of microlearning methodologies in digital education, especially in relation to Arabic language acquisition via social media platforms.

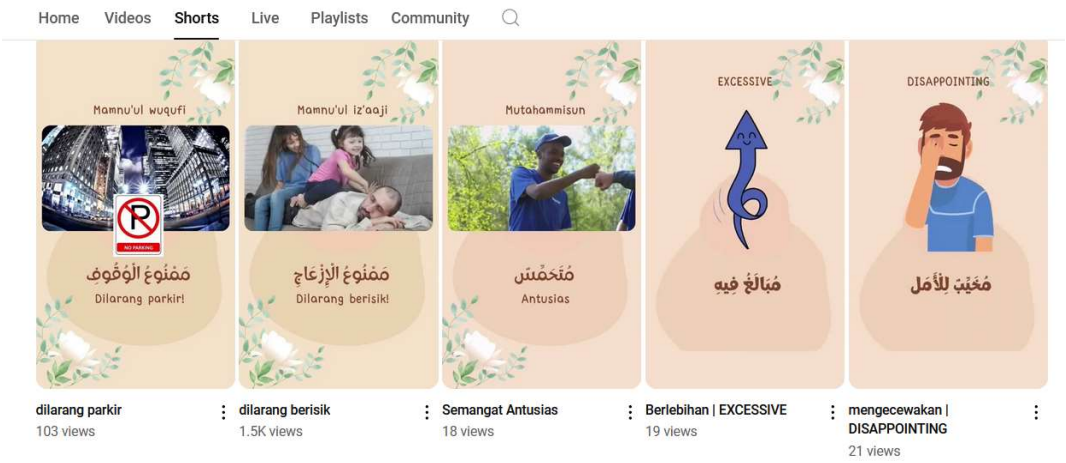

Figure 1: YouTube Arabiyatuna channel's short

Comprising fourteen pieces of media, the Arabiyatuna shorts are presented using leveraged Arabiyatuna account content—including comic animation samples and music extracts. These short videos are meant to be easily available teaching materials based on their visual and aural appeal using multimedia. Particularly successful in maintaining involvement during brief learning sessions, the inclusion of song clips and animation stimulates students' interest and enhances the enjoyment of the learning process.

Apart from the short films, the section on shorts presents thirty carousel micro-blogging gadgets. Usually featuring a set of images or text slides gracefully and tastefully delivering educational content, these carousels This approach aligns with microlearning, which underline the need of providing knowledge in small, rapidly absorbed doses. A flexible tool for language education, carousels let one follow the microlearning approach while nevertheless providing more complete knowledge.

This strategy meets Fitria's (2022) observations that among other media, movies, images, audio, and text can efficiently convey microlearning. Covering a wide spectrum of material categories, the Arabiyatuna account increases its reach and effectiveness and so suits various learning styles and preferences. This variety not only keeps students inspired but also improves the whole learning process by offering many ways for knowledge and memory of the topics.

Every post on the Arabiyatuna addresses several Arabic language study techniques including vocabulary, idioms, and mahfudzat—wise proverbs. Of all the 38 entries, photos, text, and short videos among other media provide exceptionally many vocabulary resources. These materials are meant to enable pupils acquire a solid basic vocabulary—qualities necessary for Arabic successful communication. Using different formats guarantees that students can interact with the content in several ways, therefore satisfying many learning styles and improving retention.

Another important component of the learning resources are idioms, which account for 27 entries on this facet of the language and are all available as quick films. These idioms give students understanding of the cultural subtleties and daily language used by native speakers. The account also features 23 entries on mahfudzat, sometimes shown as little movies. With a maximum of three vocabulary items emphasized in the captions, every post covering mahfudzat provides a thorough explanation of significant terminology. By linking new words with cultural

and contextual knowledge, this methodical approach not only clarifies the meaning and application of proverbs but also supports the acquisition of vocabulary.

Figure 2: Arabiyatuna Channel's vocabulary and idioms video content

On the Arabiyatuna perspective, vocabulary is the most often used kind of learning tool. Johnson and Evans (2023) claim that since vocabulary in language education is easier to communicate than other subjects in Arabic language learning, it is the most preferred topic on the YouTube app. Furthermore the main basis for language learners to achieve the four language skills is vocabulary (Anderson and Smith 2021). Stated differently, even if learning vocabulary seems simple and straightforward, constant study is crucial to improve language abilities.

Based on particular themes, the classification of language shown on the Arabiyatuna account falls into nouns, verbs, and a mix between both. These topics comprise synonyms including the word كرسي (kursi), chair, مقعد (maq'ad), seat, couch, أريكة (ariikah), 2) antonyms; the word طويل (tawil) - tall, with its opponent قصير (qasir), - short, 3) Arabic versions of weather-related topics like clear, hazy, and heavy rain. 4) occupations including Arabic director, lawyer, and constructor, together with other subjects.

With a total of 35 repetitions noted, the Arabiyatuna report clearly emphasizes on repetition for vocabulary and idiom subjects. The following groups these repetitions: Six vocabulary items in the shorts feature had two-time repetitions; just one vocabulary item in the shorts feature had three-time repetitions; twenty-three vocabulary items in total had one-time repetitions. This

methodical repetition approach emphasizes the need of stressing the need of repeating exposure to support language acquisition.

The durations between every repetition ranged greatly, from three days at least to fifty-two days maximum. This range of repeat intervals points to a purposeful effort to guarantee that students see important vocabulary words several times throughout a period, therefore complementing the ideas of spaced repetition. The Arabiyatuna account seeks to improve memory retention and enable long-term learning by distributing the repeats, therefore increasing the effectiveness of the material in enabling learners to absorb new vocabulary and idioms.

1. Arabic Language Learning Patterns on the Arabiyatuna Account

On the Arabiyatuna account, brief video content including cartoon animation segments in the shorts clearly highlight listening skills—maharah istima. These shorts are meant to captivate students with visual and audio cues, so transforming the learning process into fun and efficient one. Animation's utilization grabs the students' interest and motivates them to concentrate on the spoken materials and enhance their listening comprehension. This approach fits the results of Brown and Green (2021), who underline how well multimedia materials improve listening abilities in language education.

Often in these clips, students are asked questions that call for careful listening to respond correctly. A common inquiry may be, "What is the Arabic word for'search'?" with options like بَحَث (bahath). To find the right response, students must pay close attention to the video contents. This participatory method not only strengthens the vocabulary but also improves the learners' capacity to identify and comprehend spoken Arabic in many circumstances. Johnson and Evans (2022) point out that building good listening abilities in language learners depends critically on interactive listening activities.

The Arabiyatuna account deftly mixes vocabulary acquisition with listening exercise by including questions requiring attentive listening. This approach guarantees that instead of merely receiving knowledge, students actively participate in the learning process. The microlearning structure lets the integration of listening exercises help students to logically and repeatedly enhance their listening skills, therefore improving retention and understanding of the Arabic language.

Anderson and Smith (2021) who stress the need of continuous and interesting tasks in language development complement this method.

Generally speaking, the Arabiyatuna shorts highlight language skills, especially in terms of idioms expressed via text and animated graphics. These shorts provide students with practical expressions they may apply in regular discussions, therefore helping them to improve their speaking ability. A short might, for example, include phrases meant to inspire, such "لا تقلق، أنا دائمًا معك" ("Don't worry, I am always with you". This sentence sends a reassuring and supportive note. With "Don't worry," the speaker hopes to reassure the individual they are addressing that there is no reason for concern or fear. "I am always with you" adds a sense of continuous companionship and support, therefore emphasizing that the speaker is always ready to provide comfort and aid—physical or psychological.

Though these shorts are good in giving students words and idioms they can use to practice speaking, there are natural restrictions to this approach. Speaking calls for direct, two-way contact, which platforms like YouTube do not now enable in real-time. Unlike language learning programs that might provide interactive speaking exercises, YouTube lacks tools for real-time, public, two-way contact with many individuals. Development of fluency and confidence in speaking a new language depends on learners practicing conversational skills in a dynamic, interactive context, so this restriction prevents this from happening (Smith and Hill 2021).

Notwithstanding these restrictions, the Arabiyatuna account makes great progress in enhancing speaking abilities by means of its creative application of idioms and motivating words. These shorts enable students to develop confidence and language familiarity by giving them ready-to-use sentences. As Johnson and Evans (2022) point out, even little speaking can be helpful since it encourages students to grow more at ease with the sound and rhythm of the language. Although it cannot replace real-time communication, this fundamental habit is nevertheless very important for the whole language development since it helps to reinforce vocabulary and offers contextual knowledge of often used idioms.

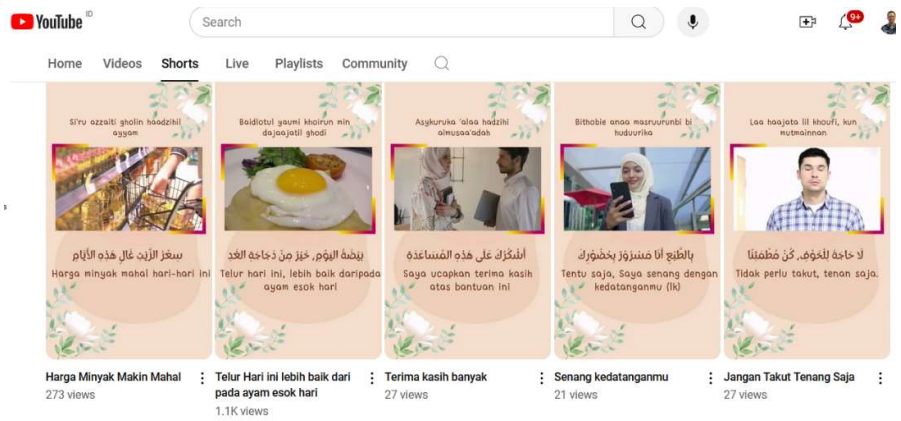

Figure 3. Mahfudzat video content on the Arabiyatuna channel

The mahfudzat material in the shorts on the Arabiyatuna account mostly emphasizes reading abilities. These little films have inspirational and reminder words, each with an average of three significant vocabulary terms combined with their definitions found in the subtitles. By showing mahfudzat as running text and showing Arabic short sentences or phrases alongside their Indonesian translations, this structure helps reading skills improvement. Furthermore accompanying the videos are matching Arabic audio. This multimodal technique guarantees that students interact visually and auditorially with the text, thereby improving their capacity to identify and grasp written Arabic in context (Al-Harbi 2022).

Emphasizing the need of appreciating current possibilities over uncertain future rewards, a film can show the Arabic saying "بيضة اليوم خير من دجاجة الغد," which translates in English as "A bird in the hand is worth two in the bush." Under the Arabic text, the Indonesian translation is shown; whenever the audio ends reading the current one, the material moves to the next sentence. This approach lets students follow the text while listening to the proper pronunciation and intonation, therefore strengthening their reading and comprehension abilities in a disciplined and interesting way (Johnson and Evans 2022).

Effective communication depends on good writing, which is usually developed by means of several educational tools and exercises. Story quizzes are one such tool available via Google Forms connected in the description of instructional materials. Usually comprising text and graphics, these tests ask questions with two to three like answers. They also feature short essay questions asking students to translate basic words or vocabulary either into Arabic or vice versa. By pushing kids to consider word usage and sentence structure critically, this activity not only helps them to grasp the language but also increases their writing ability (Al-Qahtani 2019).

Moreover, the use of the feeds feature in educational platforms helps to further encourage the improvement of writing ability. Usually covering vocabulary, this ability emphasizes phrases that seem similar but have different connotations. For example, the Arabic term "sha'r," which means "hair," is fairly close to the word "price," سِعْر (si'r). By stressing these parallels and contrasts, students are recommended to pay particular attention to the context in which words are used by so avoiding common mistakes and boosting their general language correctness (Elgort and Warren 2020).

Including these tools and techniques into language teaching initiatives not only improves vocabulary learning but also raises a closer understanding of the complexities in language. Contextual vocabulary explanations and tests help students interact more actively with the content, therefore supporting their learning by means of pragmatic application. This method guarantees that writing ability grow in line with other language competencies, thereby producing a more complete and successful education (Ellis and Shintani 2014).

These techniques are especially successful when they involve students in actual practice, therefore forcing them to apply their knowledge in useful ways. While the feeds give constant reinforcement of important ideas, the quizzes test students to remember and apply language appropriately. These resources taken together provide a thorough approach to language acquisition stressing the need of careful reading, accurate writing, and ongoing practice. Including these components into their study schedules can help students acquire strong writing abilities, which are absolutely essential for both successful academics and good daily communication.

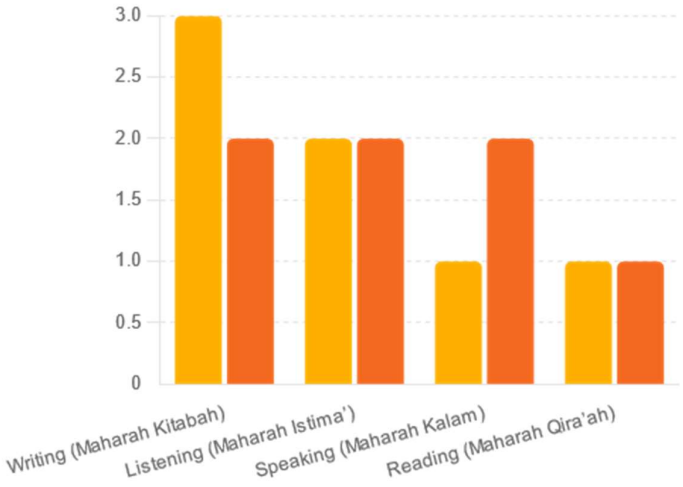

Figure 3: Examining Learning Content Based on Arabic Language Skills Graph of Arabiyatuna Account

The study of the learning materials of the Arabiyatuna account reveals that it addresses all four Arabic language skills. Every skill requires different content kinds and features: Writing skills (maharah kitabah) have three content types across two supporting features; listening skills (maharah istima) have one less content type; speaking skills (maharah kalam) have one content type using the shorts feature; and reading skills (maharah qira'ah) have just one content type using the shorts feature.

2. Repetition in Content Posted on the Arabiyatuna Account

Although studying on YouTube might be regarded as microlearning given its brief and flexible duration, microlearning-based education stresses repetition. Using Hermann Ebbinghaus's forgetting curve theory—which holds that repetition is essential for preserving knowledge retention—the microlearning idea applied in this study speaks to Repetition is going over previously taught content again to make sure the brain stores the knowledge more firmly as human memory limits cause easy forgetfulness of acquired knowledge (Wollstein and Jabbour 2022). Retention of memory is the capacity of the brain to save data and access it at demand (Palangda 2022).

Learning Arabic on the Arabiyatuna account usually concentrates on vocabulary, thus most repeats are located in vocabulary materials. Though only for five idioms, repetitions of idioms were also discovered; no repetitions of mahfudzat material were discovered. Over two months, repetitions ranged one to three times. Correct timing between repeats increases the lifetime of information in the brain, therefore improving learners' knowledge (Bahrick and Phelps 2020).

Moreover, consistent repetition is a tested way to fight the natural inclination of forgetting. Learners can confirm their knowledge and recall of the content by strengthening already acquired vocabulary and idioms at calculated intervals. This method conforms with the ideas of spaced repetition, which has been demonstrated to increase long-term memory and enable deeper learning by means of which The deliberate scheduling of these repetitions is crucial in guiding students from short-term to long-term memory, therefore facilitating a more efficient and permanent mastery of the Arabic language (Cepeda et al. 2006).

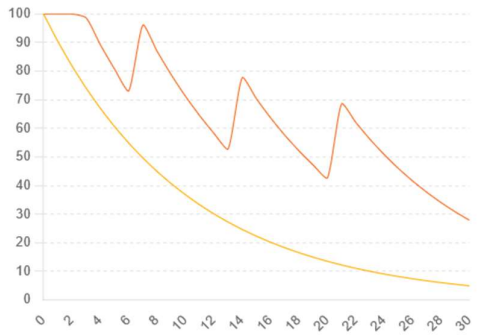

Figure 4: illustration of the forgetting curve and the effects of repetition.

The forgetting curve and the effects of repetition on information retention are shown in the diagram. The curve without repetition demonstrates a consistent drop in the percentage of knowledge kept over time, therefore illustrating how memory declines without support. On days 1, 7, 14, and 21, the curve with repetition emphasizes notable increases in retention at particular intervals; each repetition helps to consolidate the memory, therefore producing a slower drop. This shows that regular repetition greatly improves information retention, so the process of forgetting is far slower than in cases with absolutely no repetition at all.

The graph shows how much repetition intervals affect memory of information. Regular repeats inside shorter intervals help the brain to retain the information by means of strengthening. On the Arabiyatuna account, repetitions follow a minimum interval of three days instead of happening right after the first post. Still, most repetitions on the account span 10 to 20 days. Longer gaps between repetitions cause faster drops in information retention, hence reducing the continuity of repetitions, claims Ardiyanto et al. (2023). This shows that more quickly frequent repetition intervals less affect information retention.

Though three days is the shortest interval between repetitions, most repetitions under the Arabiyatuna story span ten to twenty days. Such intervals define most the efficiency of knowledge retention. Studies show that too long intervals cause the knowledge to be lost more rapidly, therefore lowering the advantages of recurrence (Ardiyanto et al. 2023). This emphasizes the need of exactly scheduled repetitions for maintaining learning effects and enhancing memory retention.

Clearly, the frequency and timing of repetitions define much of knowledge retention. The Arabiyatuna theory can enhance its teaching value by closely examining the variations between repetitions to guarantee that students recall the knowledge more precisely and for a longer period of time. Depending on agreed cognitive theories supporting spaced repetition, this method improves long-term memory and learning efficiency (Ardiyanto et al. 2023).

Running over repeated content, repetitions on the Arabiyatuna account expose several methods to reduce student boredom (Thohir et al. 2021). These variants have autonomous pronouns, consistent repeats, and several wazan—morphological patterns. When paired with the wazan يَعْتَنِي, the past tense verb اaley (i'tana) for example has a different wazan form; its present tense form is يَعْتَل (yaft'alu). Likewise, where the first letters suggest different pronouns, the verbs تَحَرَّك (taharaka) and يَتَحَرَّك (yataharaku) clearly show a different pronouns form.

While the letter ي (ya) denotes the pronoun for هو (huwa - he), the letter ت (ta) denotes the pronoun for أنت (anta - you).

Arabic emphasizes points and generates rhythm in phrases by means of several kinds of repetition. The sentence "أحببت البحر، البحر جميل وهادئ" shows identical repetition—that is, "I loved the sea; the sea is beautiful and calm". This repeating highlights "the sea," the topic. نكتب (He writes, she writes, and we write) is shown in repetition of pattern, sometimes known as repetisi wazan. The verb "to write" in several forms follows a rhythmic pattern that produces رأيتُهُ في الحديقة، وسألتُهُ عن الكتاب، فأعطانيه (I seen him in the garden, I asked him about the book, and he handed it to me). The constant pronoun "him" ties the acts together and produces a coherent story.

These illustrations explain how Arabic's repeated sentence structure and flow improve The Arabiyatuna account successfully keeps student involvement and supports language acquisition by using several kinds of repetitions. By means of consistent repetitions, varied wazan forms, and pronoun variants, learners can better understand the subtleties of Arabic morphology and syntax, therefore augmenting the dynamic and effective nature of their learning (Thohir et al. 2021).

D. Conclusion

The Arabiyatuna account offers its users a complete learning experience by including all four Arabic language skills within their learning patterns. Most of the information on the Arabiyatuna account aids in writing practice for students (maharah kitabah). Regarding frequency, content that teaches writing skills comes first, followed by listening skills (maharah istima), speaking skills (maharah kalam), and ultimately, reading skills (maharah Qira'ah). This addresses several facets of language competency and shows a fair attitude to teaching Arabic.

The Arabiyatuna account employs microlearning-based Arabic language learning; however, material repetition is only done one to three times with intervals that are too far apart. This indicates that the current repetition strategy is insufficient to support optimal information retention. According to Ebbinghaus's forgetting curve theory, repeated exposure to material is crucial for maintaining long-term memory retention. Although the theory does not specify the exact number of repetitions required within a specific time frame, more frequent repetitions are generally beneficial for improving information retention in the brain.

To enhance the effectiveness of microlearning-based Arabic language learning on social media, it is recommended to increase the frequency of material repetitions. Future research should focus on developing and implementing a structured repetition schedule that aligns with Ebbinghaus's forgetting curve. This could involve experimenting with different repetition intervals and frequencies to determine the optimal pattern for retaining information. By emphasizing material repetition, the Arabiyatuna account can better support learners in retaining and applying their Arabic language skills over the long term.

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