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Arabic Learning Strategies for Early Childhood in Instagram Educational Videos: A Qualitative Content Analysis

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Abstract

The growing use of social media as an educational medium creates new opportunities for Arabic language learning among young children; however, limited attention has been paid to the developmental suitability of instructional strategies presented in short-form digital content. This study aimed to analyze instructional strategies for teaching *mufradāt* and *mahārah al-kalām* in the Instagram content of @abufairuzahmadridwan and interpret their compatibility with young children's cognitive development through Jean Piaget's constructivist perspective. Employing a qualitative content analysis design, the study purposively examined 10 Arabic learning videos through transcription, coding, categorization, data reduction, data display, and theoretical interpretation. The findings reveal two predominant instructional patterns: experiential-contextual vocabulary learning and guided contextual speaking. Vocabulary was introduced primarily through concrete objects, physical actions, demonstrations, visual representations, and familiar situations, whereas speaking activities were structured through modeling, imitation, repetition, question-and-answer exchanges, and guided oral production. From a Piagetian perspective, these strategies correspond to the preoperational stage, particularly its emphasis

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on concrete experience and symbolic representation, and reflect the cognitive processes of assimilation, accommodation, and equilibration. Nevertheless, opportunities for play-based learning, independent exploration, and spontaneous communication remained comparatively limited. The study concludes that short-form social media content can support developmentally appropriate Arabic language learning when linguistic input is integrated with concrete, contextual, and multimodal experiences. These findings contribute to the application of cognitive constructivism in digital early childhood language education and imply that Arabic learning content should balance guided instruction with greater opportunities for play, exploration, and child-initiated language use.

Keywords: Arabic Language Learning; Cognitive Constructivism; Early Childhood Education; Instagram-Based Learning; Young Learners

INTRODUCTION

Language plays a fundamental role in children's cognitive, social, and cultural development, making early childhood an important period for acquiring both first and additional languages. Within Islamic education, Arabic occupies a distinctive position because it serves not only as a medium of communication but also as the language of the Qur'an, Hadith, and other primary Islamic sources. Consequently, introducing Arabic from an early age is expected to establish a strong linguistic and religious foundation while supporting children's cognitive and communicative development.

Nevertheless, early childhood learners possess developmental characteristics that differ significantly from those of older learners, requiring instructional strategies that are interactive, concrete, and aligned with their cognitive readiness. Learning experiences that emphasize direct interaction, repetition, visual stimulation, and meaningful engagement are considered more appropriate for this developmental stage than abstract or teacher-centered instruction (Fadhilla et al., 2024; Khotimah & Agustini, 2023; Muthmainnah, 2020; Rahmatika & Syafe'i, 2025). Therefore, identifying developmentally appropriate instructional strategies has become an important concern in early childhood Arabic learning.

The rapid advancement of information and communication technology has transformed educational practices by expanding learning opportunities beyond conventional classroom settings. Digital platforms increasingly function not only as communication media

but also as alternative learning environments that facilitate flexible and accessible learning experiences. Among various social media platforms, Instagram has emerged as a popular medium for disseminating educational content because it integrates visual, textual, and audiovisual elements capable of attracting learners' attention. Its features enable educators and content creators to present learning materials through short videos, illustrations, demonstrations, and interactive activities that are particularly suitable for young learners who tend to respond positively to concrete visual experiences and imitation.

Previous studies have also demonstrated the educational potential of social media platforms, including Instagram and TikTok, in supporting Arabic language learning through engaging digital content that encourages learner participation and motivation (Habibi et al., 2024; Hilmi et al., 2024; Laily et al., 2022; Muiz et al., 2025). These developments indicate that social media has evolved from a communication platform into an increasingly relevant learning environment for Arabic language education.

Existing studies on digital Arabic language learning can generally be classified into three major themes. The first theme investigates social media as a medium for Arabic language learning, emphasizing its potential to deliver learning materials and facilitate learner engagement through digital interaction (Falah & Niswah, 2025; Rahmawati et al., 2024). The second theme examines the contribution of digital platforms to children's language development, demonstrating that audiovisual media such as YouTube and TikTok can enhance vocabulary acquisition, learning motivation, and language exposure when the content is designed according to children's developmental characteristics (Khairunnisa et al., 2025; Rahmah, 2022).

The third theme focuses on Arabic learning strategies for early childhood in formal educational settings, highlighting instructional approaches such as repetition, demonstration, games, singing, and Total Physical Response (TPR) to facilitate language learning among young learners. Collectively, these studies demonstrate the educational potential of digital media and reinforce the importance of developmentally appropriate instructional strategies. However, they primarily emphasize learning media, instructional effectiveness, or classroom implementation rather than examining how instructional strategies are systematically constructed and represented within Arabic learning content published on social media platforms.

Despite these contributions, important gaps remain in the existing literature. Previous studies have largely focused on the effectiveness of social media, learners' interest and engagement, or the influence of digital media on children's language development. Studies specifically examining instructional strategies embedded in social-media-based Arabic learning content for early childhood learners remain limited.

Research on early childhood Arabic learning has also predominantly been situated in formal educational settings, while studies of digital platforms tend to emphasize the characteristics and potential of the media rather than systematically examining the instructional strategies represented within the content. Furthermore, limited attention has been given to interpreting such strategies through theories of early childhood learning, particularly cognitive constructivism.

This study addresses these gaps by examining Arabic learning videos published on the Instagram account @abufairuzahmadridwan, with particular attention to instructional strategies for early childhood learners. Its contribution lies not merely in examining a specific Instagram account, but in connecting three dimensions that have largely been examined separately in previous studies: Arabic instructional strategies, social-media-based learning content, and the cognitive characteristics of early childhood learners.

Jean Piaget's cognitive constructivist theory is employed as an analytical lens to interpret the developmental appropriateness of the identified strategies. From this perspective, children actively construct knowledge through interaction with their environment and through concrete experiences involving processes of assimilation, accommodation, and equilibration.

Accordingly, examining instructional practices through this theoretical perspective makes it possible to move beyond identifying what strategies are represented in the videos toward understanding how those strategies correspond to the ways young children construct knowledge. This positioning is consistent with the conceptual framework of the study, which assumes that early childhood Arabic learning requires strategies aligned with children's cognitive development and emphasizes concrete experiences, active involvement, and interaction with the learning environment.

Therefore, this study aims to identify the instructional strategies employed in Arabic learning videos on the Instagram account @abufairuzahmadridwan and to analyze their compatibility with Jean Piaget's cognitive constructivist theory in the context of early

childhood learning. By addressing these objectives, the study seeks to provide a more pedagogically grounded understanding of Arabic learning strategies in social-media-based educational content for early childhood learners.

METHODS

This study employed a descriptive qualitative approach using qualitative content analysis to examine instructional strategies represented in Arabic learning videos for early childhood learners. Qualitative content analysis was selected because the research focused on systematically identifying, coding, categorizing, and interpreting instructional practices represented in audiovisual content rather than measuring their effectiveness experimentally. Jean Piaget's cognitive constructivist theory was not treated as a research variable but as an analytical perspective for interpreting the developmental appropriateness of the identified instructional strategies, particularly in relation to assimilation, accommodation, equilibration, and characteristics of the preoperational stage.

The research data consisted of 10 Arabic learning videos published on the Instagram account @abufairuzahmadridwan between October 2025 and February 2026. The videos were selected through purposive sampling based on their relevance to the research objectives, specifically content that presented Arabic learning activities for early childhood learners and contained identifiable instructional strategies.Each selected video served as a unit of analysis, while learning scenes, narration, dialogue, vocabulary (mufradāt), speaking activities (mahārah al-kalām), instructional media, interactions, movements, language games, and other observable learning activities constituted the recording units. The study focused exclusively on the selected Arabic learning videos and did not examine all social media activities published by the account.

Data were collected through non-participant observation, documentation, and literature study. During non-participant observation, the researcher observed the selected videos without involvement in the production or implementation of the learning activities and initially identified instructional strategies appearing in each recording unit. Documentation involved collecting and organizing video archives, screenshots, transcriptions of narration and dialogue, on-screen text, and notes concerning the learning activities. The documents were organized according to video identity, upload date, learning

theme, and Arabic learning material. Literature study was subsequently used to establish the theoretical basis for developing the analytical categories and interpreting the findings.

The researcher served as the primary human instrument, supported by a content-analysis coding sheet developed from the theoretical framework. The coding framework comprised four main categories: (1) instructional strategies related to language elements (*anāṣir al-lughah*), specifically vocabulary (*mufradāt*); (2) instructional strategies related to language skills (*mahārāt al-lughah*), specifically speaking (*mahārah al-kalām*); (3) instructional strategies based on the learning approaches represented in the videos; and (4) compatibility with early childhood learning principles.

The first category included indicators such as vocabulary presentation, concrete objects, images, demonstration, drilling, TPR, games, songs, and visual media, while the speaking category included *ḥiwār*, question-and-answer activities, imitation, speaking practice, simple conversation, and oral expression. The identified strategies were subsequently interpreted through Piaget's cognitive constructivist perspective using assimilation, accommodation, equilibration, active learning, concrete experience, and compatibility with the preoperational stage as interpretive indicators.

Data analysis combined qualitative content analysis with the interactive analytical procedures described in the study. First, all relevant narration, dialogue, on-screen text, and learning activities were transcribed. Second, the transcribed data were coded to identify instructional strategies related to mufradāt, mahārah al-kalām, learning approaches, and early childhood learning principles. Third, the coded data were categorized to identify recurring patterns across the selected videos.

The data were then reduced by selecting and organizing information relevant to the research focus and displayed through narrative descriptions, categorization tables, analytical matrices, and excerpts from the video transcriptions. Finally, the findings were interpreted through Piaget's cognitive constructivist theory to examine how the represented instructional strategies corresponded to assimilation, accommodation, equilibration, concrete learning experiences, and characteristics of the preoperational stage. Conclusions were drawn and repeatedly verified by comparing the coding results, categorized data, documentation, observations, and theoretical framework

RESULTS

Characteristics of the Analyzed Videos

The dataset comprised 10 Arabic learning videos published on the Instagram account @abufairuzahmadridwan between October 2025 and February 2026, with durations ranging from 26 seconds to 1 minute and 47 seconds (Table 1). The videos covered interconnected areas of *mufradāt* and *mahārah al-kalām*, predominantly situated in familiar everyday contexts. Vocabulary introduced through objects, images, or actions was frequently extended into oral activities involving imitation, question-and-answer exchanges, and simple utterances.

Table 1. Characteristics of the Analyzed Arabic Learning Videos (N = 10)

No.	Descriptive Video Title	Learning Focus/Theme	Duration	Upload Date
1	Arabic Sentence Practice	Simple speaking practice related to drinking	00:58	10 Dec 2025
2	Arabic Question and Answer	Oral response practice during eating activities	00:39	25 Jan 2026
3	Mufradāt for Eating Utensils: الصَّحْن(Plate)	Vocabulary introduction using real objects	00:49	20 Jan 2026
4	Mufradāt for Transportation	Vocabulary introduction using visual media	00:40	12 Feb 2026
5	Arabic Question and Answer	Oral response practice in daily activities (eating, drinking, and going to school)	00:40	22 Jan 2026
6	Arabic Sentence Practice	Speaking practice using simple active and passive sentences	00:26	2 Jan 2026
7	Speaking Practice	Speaking practice using isim tafḍīl	00:28	17 Jan 2026
8	Arabic Expression: Greeting Father	Habituation of communicative expressions (mahārah al-kalām)	00:33	21 Jan 2026
9	Body-Part Mufradāt	Body-part vocabulary with pronunciation practice	01:47	13 Dec 2025
10	Arabic Daily Expressions	Habituation of everyday expressions	01:10	10 Oct 2025

Source: Research data derived from ten purposively selected videos on @abufairuzahmadridwan.

Instructional Strategies for *Mufradāt*

The analysis revealed a predominantly experiential-contextual pattern in mufradāt instruction. Vocabulary was generally introduced through concrete objects, actions, demonstrations, and situations familiar to early childhood learners rather than through isolated word lists or extensive grammatical explanation. The materials included nouns,

verbs, and simple expressions associated with food, drinks, body parts, transportation, daily routines, and social interaction.

Demonstration constituted the most pervasive strategy and was identified across all 10 videos. The Direct Method was also prominent, with meaning commonly conveyed through objects and actions without lengthy translation. These strategies were reinforced by drilling, modeling, contextual learning, and the use of realia and audiovisual media. *Learning by doing* and question-and-answer activities also appeared frequently, whereas TPR and role play occurred more selectively.

A notable limitation was the relatively restricted use of play-oriented strategies. Language games were not identified as a distinct instructional strategy, while singing appeared only in limited content. Thus, *mufradāt* instruction was strongly concrete, contextual, and multimodal, but relied more heavily on demonstration, repetition, realia, and guided interaction than on play-based techniques.

Instructional Strategies for *Mahārah al-Kalām*

The mahārah al-kalām activities were predominantly organized as guided contextual speaking. Children were prompted to pronounce expressions, imitate linguistic models, answer questions, and produce simple Arabic utterances within familiar situations. Pronunciation practice, modeling, drilling, question-and-answer activities, and individual speaking practice constituted the most prominent strategies.

Speaking activities were closely connected to concrete actions. Children practiced Arabic while eating, drinking, pointing to objects, counting, greeting, identifying body parts, or describing objects in their surroundings. This pattern corresponds to what the original analysis described as *learning by speaking*, in which oral language practice occurs simultaneously with meaningful physical or everyday activity. The original findings similarly characterize the activities as experiential rather than dependent on abstract memorization.

Nevertheless, oral production remained predominantly controlled and guided. The adult instructor commonly provided the linguistic model, structured the stimulus, and directed the stages of oral practice. Free communication, peer conversation, group discussion, and spontaneous interaction appeared only minimally in the analyzed content. The major instructional patterns identified across the two learning domains are summarized in Table 2.

Table 2. Major Instructional Patterns Identified in the Arabic Learning Videos

Learning Domain	Major Instructional Strategies	Supporting Media and Activities	Observed Instructional Pattern
Mufradāt	Demonstration; Direct Method; drilling; modeling; contextual learning; learning by doing; question–answer	Realia; Arabic text; audiovisual materials; images; concrete objects; physical activities	Experiential-contextual vocabulary learning: vocabulary was predominantly introduced through concrete objects, actions, demonstrations, and familiar everyday contexts, reinforced through repetition and guided interaction.
Mahārah al-Kalām	Pronunciation practice; imitation/modeling; drilling; question–answer; simple ḥiwār; individual speaking practice; guided speaking	Demonstration; realia; audiovisual materials; facial expressions and gestures; physical activities; everyday communicative situations	Guided contextual speaking: oral production generally progressed from modeling, imitation, and repetition toward question–answer exchanges and simple contextualized communication under adult guidance.

Compatibility with Early Childhood Learning Principles

The analyzed videos reflected several principles of early childhood learning, particularly active participation, concrete experience, multisensory learning, contextualization, and guided interaction. Children were frequently required to imitate pronunciations, answer questions, identify or manipulate concrete objects, perform physical actions, and produce simple Arabic utterances. However, learner autonomy remained limited because the adult instructor continued to structure most learning sequences. The observed activities can therefore be characterized as actively participatory but predominantly guided.

Concrete and contextual experiences were particularly prominent. Visual, auditory, textual, and kinesthetic elements were combined through realia, images, Arabic text, spoken models, demonstrations, and physical movement. Nevertheless, not all early childhood learning principles were represented equally. Play-based learning, language games, exploratory language use, and storytelling appeared comparatively infrequently. This finding is consistent with the original coding, which identifies experiential and direct learning as highly prominent while noting that play-based strategies were not optimally represented.

Piagetian Interpretation of the Instructional Strategies

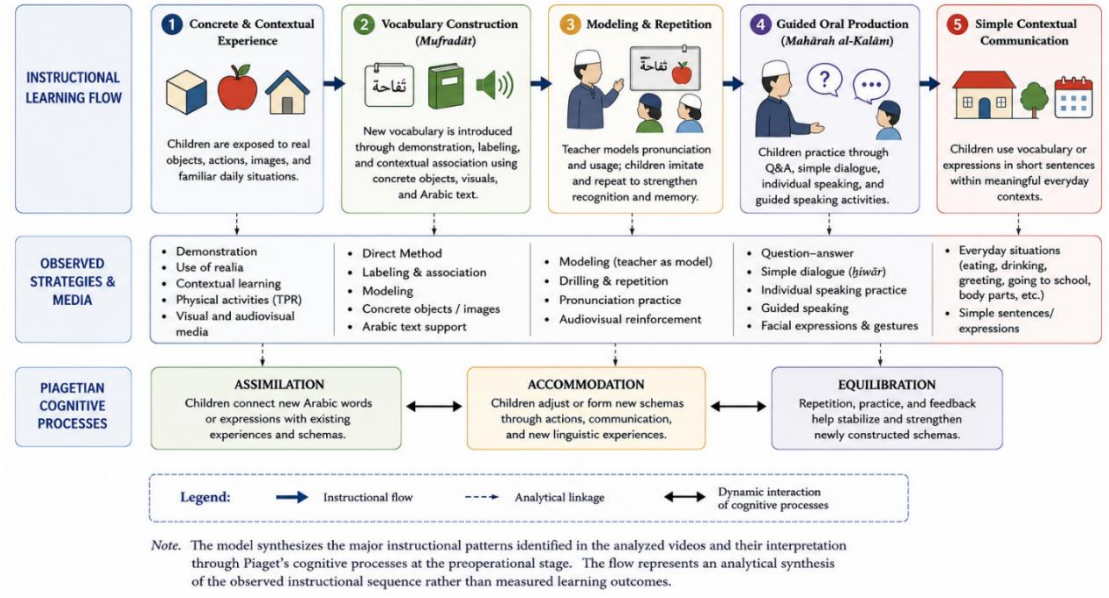
Interpretation through Jean Piaget's cognitive constructivist perspective indicated correspondence between the predominant instructional strategies and characteristics associated with the preoperational stage. Demonstration, concrete objects, visual media,

contextual learning, TPR, and guided oral activities connected Arabic linguistic symbols with observable objects, actions, images, and familiar situations.

Three Piagetian processes were used to interpret these instructional patterns: assimilation, accommodation, and equilibration. Assimilation was represented when new Arabic vocabulary or expressions were connected with familiar experiences and existing schemas. Accommodation was interpreted in activities requiring children to adjust or construct linguistic schemas through new actions and communicative experiences, including TPR and guided speaking.

Equilibration was associated with repeated exposure and practice through drilling, pronunciation exercises, and guided production. This interpretation follows the theoretical framework of the original study, in which assimilation and accommodation function as mechanisms of intellectual adaptation leading toward equilibration.

Overall, the findings indicate that the instructional strategies formed an interconnected progression from concrete and contextual vocabulary learning toward guided oral language use. Figure 1 synthesizes this instructional pattern and its correspondence with assimilation, accommodation, and equilibration within Piaget's preoperational perspective.



Note. The model synthesizes the major instructional patterns identified in the analyzed videos and their interpretation through Piaget's cognitive processes at the preoperational stage. The flow represents an analytical synthesis of the observed instructional sequence rather than measured learning outcomes.

Figure 1. Synthesis Model of Arabic Instructional Strategies for Mufradāt and Mahārah al-Kalām in Early Childhood Learning Interpreted through Piaget's Preoperational Perspective

DISCUSSION

Experiential-Contextual Mufradāt Learning

The findings demonstrate that *mufradāt* instruction in the analyzed Instagram videos was predominantly organized through an experiential-contextual pattern, in which Arabic vocabulary was connected to concrete objects, physical actions, visual representations, and familiar everyday situations. Rather than presenting vocabulary as isolated linguistic items to be memorized, the videos generally situated words within experiences that children could directly observe or recognize.

Demonstration, realia, the Direct Method, modeling, drilling, and contextual learning therefore operated as an interconnected instructional repertoire rather than as independent techniques. This combination is particularly relevant to early childhood learning because it reduces dependence on abstract verbal explanation and allows linguistic meaning to be constructed through perceptible referents and meaningful situations.

This pattern reinforces previous findings emphasizing the importance of concrete and engaging learning experiences in Arabic instruction for young learners. Studies on early childhood Arabic learning have highlighted repetition, demonstration, physical response, songs, games, and visual stimulation as strategies that can accommodate children's developmental characteristics (Muthmainnah, 2020; Khotimah & Agustini, 2023; Rahmatika & Syafe'i, 2025; Fadhilla et al., 2024).

The present findings particularly strengthen the role of demonstration and concrete contextualization, as demonstration appeared consistently throughout the analyzed videos and was frequently supported by real objects or audiovisual representations. In this respect, the findings suggest that the pedagogical value of repetition does not lie merely in repeating Arabic words, but in repeatedly associating linguistic forms with observable objects, actions, and contexts. Such associations provide children with multiple cues for interpreting and recalling linguistic meaning.

The experiential-contextual pattern also clarifies the pedagogical role of the Direct Method within short-form social media content. The analyzed videos generally conveyed meaning through objects, actions, gestures, images, and situational cues rather than relying extensively on translation. This characteristic is compatible with the audiovisual affordances of Instagram, where meaning can be communicated simultaneously through spoken language, written text, visual representation, and physical demonstration.

Previous research on social-media-based Arabic learning has similarly indicated that platforms such as Instagram and TikTok can facilitate language exposure through combinations of audiovisual content, interaction, and accessible learning materials (Habibi et al., 2024; Hilmi et al., 2024; Laily et al., 2022; Muiz et al., 2025). The present study extends this line of research by showing that the significance of social media for Arabic learning lies not only in its function as a delivery medium, but also in how its multimodal features can be organized into identifiable instructional strategies.

Another important feature of the findings is the connection between vocabulary exposure and subsequent language use. *Mufradāt* was frequently introduced through demonstration or concrete referents and subsequently incorporated into imitation, question-and-answer exchanges, and simple oral expressions. This indicates that vocabulary learning in the analyzed content was not consistently treated as an endpoint; instead, vocabulary functioned as linguistic material for guided oral production.

Such integration is pedagogically significant because it links lexical knowledge with communicative use and provides a bridge between *mufradāt* and *mahārah al-kalām*. Thus, the distinction between vocabulary instruction and speaking instruction in the videos is analytical rather than entirely sequential: in practice, the two domains frequently overlap within the same learning activity.

Nevertheless, the experiential character of the videos should not be equated with comprehensive early childhood pedagogy. The limited occurrence of language games, songs, storytelling, and other explicitly play-based activities indicates that the instructional pattern was more strongly experiential than playful. This distinction is important because early childhood learning is not defined solely by the use of concrete objects or active participation; play, exploration, imagination, and learner-initiated interaction also constitute relevant dimensions of developmentally responsive learning.

The findings therefore reveal both a strength and a limitation: the analyzed content effectively contextualized Arabic vocabulary through concrete and familiar experiences, but its instructional repertoire could be diversified by incorporating more play-oriented and exploratory activities. This limitation becomes particularly relevant when the videos are interpreted not merely as social media content, but as potential models for designing Arabic learning experiences for young children.

Guided Contextual Speaking in Mahārah al-Kalām

The findings indicate that mahārah al-kalām instruction in the analyzed videos was predominantly characterized by guided contextual speaking, in which oral production developed through modeling, imitation, repetition, question-and-answer exchanges, and simple communicative practice. Rather than requiring children to produce Arabic independently from the outset, the adult instructor typically provided a linguistic model and subsequently guided the child toward oral production.

This pattern suggests a form of instructional scaffolding in which the demands of speaking are gradually structured through exposure, imitation, and repeated practice before children are expected to use words or expressions within recognizable communicative situations. Importantly, speaking practice was frequently embedded in concrete activities such as eating, drinking, counting, identifying objects or body parts, greeting others, and interacting with the immediate environment. Thus, oral language was presented not merely as pronunciation practice but as language associated with meaningful everyday action.

This finding highlights the relationship between linguistic modeling and contextualized production in early childhood Arabic learning. Modeling provided children with examples of pronunciation and usage, while drilling reinforced the linguistic forms before they were incorporated into simple oral responses. Question-and-answer activities subsequently created opportunities for children to respond verbally to contextual stimuli.

The original analysis similarly identifies pronunciation practice as a major strategy, with children generally hearing an adult model before producing the target utterance; modeling, drilling, and question-and-answer exchanges were also recurrent across the videos. In this sense, repetition did not function independently from communication. Instead, it formed part of a progression in which modeled linguistic input was repeatedly practiced and then used within limited but meaningful communicative exchanges.

The contextual nature of the speaking activities also corresponds with the broader emphasis in early childhood Arabic pedagogy on direct experience, physical involvement, and meaningful language use. Strategies such as TPR, demonstration, realia, and *learning by doing* connected oral expressions with physical actions and observable situations. The original analysis describes this pattern as learning by speaking, in which children speak while performing concrete activities rather than learning oral expressions solely through abstract memorization.

This finding is consistent with previous studies in the source literature that emphasize active and child-appropriate strategies in early Arabic learning, including TPR, repetition, singing, educational games, and other forms of direct participation (Aprilia et al., 2024; Munawwarah & Hibana, 2022; Raharjo & Siswanto, 2021). Rather than contradicting these studies, the present findings specify how such active principles can be manifested in short audiovisual learning content through the integration of verbal models, concrete actions, and guided interaction.

At the same time, the findings reveal an important boundary to the communicative character of the videos. Although the activities incorporated dialogue, question-and-answer exchanges, and opportunities for oral production, children's speech remained predominantly controlled and guided. The instructor generally determined the linguistic input, initiated the interaction, and provided the expected model or response. Free conversation, peer interaction, group discussion, and spontaneous communication were comparatively limited.

This distinction is important because the presence of dialogue alone does not necessarily indicate fully communicative or autonomous language use. In the analyzed content, communication was primarily structured to facilitate manageable oral production rather than to encourage children to independently negotiate meaning or initiate extended interaction. This interpretation is directly consistent with the original findings, which characterize *mahārah al-kalām* development as dominated by *controlled speaking* and *guided speaking*.

From a developmental perspective, however, the predominance of guided speaking should not automatically be interpreted as a pedagogical weakness. For early childhood learners who are still acquiring basic vocabulary and simple linguistic patterns, modeling and structured oral support can reduce the cognitive and linguistic demands associated with producing an unfamiliar language. The more relevant issue is therefore the degree and progression of guidance.

Guided production can provide an appropriate starting point, but a broader instructional repertoire would gradually create opportunities for children to move beyond imitation toward more self-initiated language use. In the analyzed videos, this progression was only partially represented: children moved from modeling and repetition toward simple contextual responses, but opportunities for spontaneous production remained comparatively restricted.

This finding complements the experiential-contextual pattern identified in *mufradāt* instruction. The two domains do not operate independently: concrete experiences provide referents for vocabulary construction, while modeling and repetition provide linguistic forms that can subsequently be used in guided oral interaction. The principal contribution of the observed instructional pattern therefore lies in the integration of lexical exposure and oral use within familiar contexts.

At the same time, its principal limitation lies in the relatively narrow transition from guided to autonomous communication. For the design of early childhood Arabic learning content, this suggests that contextual speaking activities could be strengthened by incorporating more open-ended questions, child-initiated responses, simple role-play, peer interaction, and other forms of communication that allow learners greater control over the language they produce.

Piagetian Interpretation and Developmental Appropriateness

The two major instructional patterns identified in this study—experiential-contextual vocabulary learning and guided contextual speaking—can be understood more comprehensively through Piaget's cognitive constructivist perspective. Their developmental relevance lies primarily in the way linguistic symbols are connected to concrete experiences, familiar contexts, physical actions, and observable representations.

From a Piagetian perspective, children actively construct knowledge through interaction with their environment, while cognitive development involves the continuous organization and adaptation of schemas through assimilation, accommodation, and equilibration (Mu'min, 2013; Istiqomah & Maemonah, 2021; Nainggolan & Daeli, 2021). Within the analyzed videos, this principle was reflected in the frequent use of demonstration, realia, visual media, *learning by doing*, TPR, and contextualized activities. Rather than relying predominantly on abstract explanation, these strategies connected Arabic linguistic forms with experiences that were perceptible and familiar to young learners.

This pattern is particularly relevant to the preoperational stage, during which children's developing symbolic function enables words, images, and other representations to stand for objects and experiences (Marinda, 2020; Istiqomah & Maemonah, 2021; Khotimah & Agustini, 2023). In the analyzed content, Arabic words were frequently connected with concrete objects or visual representations. Real objects enabled unfamiliar linguistic symbols

to be associated with directly observable referents, while images functioned as representations when the corresponding objects were not physically present.

This pattern is consistent with studies emphasizing that learning experiences during early childhood should correspond to children's cognitive characteristics and provide opportunities to construct meaning through concrete and developmentally appropriate experiences (Pitriani et al., 2023; Indriyani et al., 2024). The pedagogical relevance of concrete and visual media therefore extends beyond attracting children's attention; within the analytical framework of this study, they function as representational bridges between unfamiliar Arabic forms and recognizable meanings.

The findings can also be interpreted through the complementary processes of assimilation and accommodation. Assimilation refers to the incorporation of new information into existing cognitive schemas, whereas accommodation involves adjusting existing schemas or constructing new ones in response to experiences that cannot be fully incorporated into previous structures (Mu'min, 2013; Pitriani et al., 2023).

In the analyzed videos, assimilation was represented when Arabic vocabulary and expressions were introduced through familiar experiences involving eating, drinking, greetings, transportation, body parts, and other daily activities. Such contextualization enabled new linguistic forms to be associated with experiential structures already familiar to children. Question-and-answer activities further provided opportunities to retrieve and apply previously introduced vocabulary within recognizable contexts. This interpretation corresponds with the original analytical framework of the study, which associates contextual learning and simple question-and-answer activities with the integration of new linguistic information into existing schemas.

Accommodation provides a complementary explanation for activities requiring children to respond to or produce unfamiliar linguistic patterns through action and communication. TPR, for example, connects verbal instructions with physical responses, requiring the learner to establish a relationship between Arabic linguistic input and bodily action. Similarly, individual speaking practice and guided speaking expose children to linguistic patterns that extend beyond simple recognition toward active oral production.

Repetition and drilling can subsequently be interpreted in relation to equilibration, which describes the regulatory process through which cognitive structures move toward greater balance as assimilation and accommodation interact (Istiqomah & Maemonah, 2021).

The analyzed videos frequently returned to linguistic forms through pronunciation practice, imitation, drilling, and guided production after initial exposure. Within the theoretical framework adopted in the study, repeated practice was interpreted as providing opportunities for newly introduced linguistic schemas to become increasingly stable.

The original analysis accordingly associates drilling with equilibration because repeated exposure and practice reinforce children's developing familiarity with newly introduced vocabulary and linguistic forms. Repetition in this context should therefore not be understood solely as mechanical memorization. When combined with concrete referents, contextual activities, and subsequent oral use, it forms part of a broader instructional sequence in which linguistic representations are introduced, connected with experience, practiced, and reused.

The original analysis therefore associates TPR and guided speaking with accommodation because these activities provide opportunities for learners to form or modify linguistic schemas through new concrete and communicative experiences. Such an interpretation is compatible with studies emphasizing the role of active experience and interaction in implementing Piagetian principles in early childhood education (Indriyani et al., 2024).

Taken together, these three processes provide a theoretical explanation for the relationship among the instructional strategies identified in the videos. Concrete and contextual experiences provide opportunities for new Arabic forms to be related to familiar schemas through assimilation; physical and communicative activities provide opportunities for schemas to be adjusted through accommodation; and repeated pronunciation and guided practice can be interpreted as supporting equilibration. This relationship is consistent with the study's original analytical framework, which explicitly uses assimilation, accommodation, equilibration, active learning, concrete experience, and compatibility with the preoperational stage as indicators for interpreting the instructional strategies.

More broadly, previous studies of Piagetian theory in early childhood education similarly emphasize the importance of matching learning experiences with children's developmental characteristics and providing opportunities for active engagement with their environment (Lestari et al., 2025).

The present findings extend this developmental perspective into the specific context of Arabic learning through short-form social media content. Previous research has examined

Instagram as a digital learning medium and has identified its potential for presenting educational content through accessible and audiovisual formats (Laily et al., 2022; Rahmawati et al., 2024; Muiz et al., 2025). Other studies have examined strategies for Arabic learning in early childhood settings, emphasizing direct experience, TPR, repetition, concrete media, and interactive activities (Larasati et al., 2025; Munawwarah & Hibana, 2022; Raharjo & Siswanto, 2021; Ulfa, 2023).

The present study brings these two strands together by showing that short-form social media content can be examined not only in terms of its function as a digital medium, but also in terms of the developmental compatibility of the instructional strategies represented within it. Its contribution is therefore not to claim that Instagram itself produces cognitive development, but to demonstrate how audiovisual social media content can embody instructional practices that correspond, to varying degrees, with a Piagetian developmental framework.

However, interpreting the videos through cognitive constructivism also reveals an important tension. Although children participated actively through imitation, physical response, question-and-answer exchanges, and oral practice, the adult instructor continued to determine much of the linguistic input and learning sequence. The original analysis consequently characterizes the activities as displaying tendencies toward student-centered learning, while acknowledging that children's independence remained restricted by guided learning and guided speaking.

Opportunities to discover concepts independently, explore alternative responses, or demonstrate individual thinking strategies were comparatively limited. This finding is important because Piagetian-oriented learning emphasizes children's active construction of knowledge through interaction and experience rather than passive reception of predetermined information (Nainggolan & Daeli, 2021; Khotimah & Agustini, 2023).

Accordingly, active participation should not be equated automatically with autonomous knowledge construction. A child may actively repeat an expression, perform a physical response, or answer a question while the linguistic content, sequence, and expected response remain largely determined by the instructor.

The analyzed content therefore demonstrates stronger developmental correspondence in its use of concrete experience, symbolic representation, contextual association, and active engagement than in its provision of independent exploration and

discovery. This interpretation provides a more differentiated assessment than simply classifying the strategies as "consistent with Piaget." It identifies both the dimensions in which developmental compatibility is strongly represented and those in which the instructional design remains comparatively limited.

Overall, the Piagetian interpretation helps explain the relationship between the two major instructional patterns identified in this study. Experiential-contextual mufradāt learning provides concrete and symbolic referents through which unfamiliar linguistic forms can be associated with familiar experiences, whereas guided contextual speaking provides structured opportunities to use and repeatedly practice those forms in oral interaction. Assimilation, accommodation, and equilibration therefore provide a theoretical lens for interpreting the relationship among experience, vocabulary construction, guided production, and repetition.

However, because the research analyzed instructional representations in video content rather than children's cognitive development directly, these processes should be understood as analytical interpretations of the learning opportunities represented in the videos, not as empirically measured cognitive changes in individual children. This distinction is consistent with the research design, which explicitly positions Piaget's theory as a perspective for interpretation rather than as a measured research variable.

Pedagogical Implications and Research Limitations

The findings have practical implications for the design of Arabic learning content for young children, particularly in digital and social media environments. The integration of concrete objects, familiar contexts, visual representations, modeling, repetition, and guided interaction indicates that short-form audiovisual content can represent developmentally relevant opportunities for connecting mufradāt learning with mahārah al-kalām.

However, the findings also suggest that guided practice should not become the endpoint of instruction. Arabic learning content for young children could be strengthened by gradually incorporating play-based activities, exploration, and opportunities for more spontaneous language use, while maintaining the concrete and contextual characteristics appropriate to early childhood learning.

This study is limited by its focus on 10 purposively selected videos from a single Instagram account and by its qualitative content-analysis design. Consequently, the findings describe and interpret the instructional strategies represented in the videos but do not

establish their effectiveness or demonstrate changes in children's vocabulary, speaking ability, or cognitive development. Future research could examine these instructional patterns in actual learning settings and investigate children's linguistic responses or learning development through observational, experimental, or longitudinal designs.

CONCLUSION

This study demonstrates that Arabic learning strategies represented in the Instagram content of @abufairuzahmadridwan are predominantly characterized by experiential-contextual mufradāt learning and guided contextual speaking. Vocabulary instruction primarily connects Arabic words with concrete objects, actions, visual representations, and familiar everyday situations, while speaking activities progress through modeling, imitation, repetition, question-and-answer exchanges, and guided oral production.

From a Piagetian perspective, these instructional patterns show particularly strong correspondence with concrete experience and symbolic representation during the preoperational stage and can be interpreted through the processes of assimilation, accommodation, and equilibration. However, opportunities for play-based learning, independent exploration, and spontaneous communication remain comparatively limited.

The study contributes to understanding how short-form social media content can represent developmentally relevant strategies for early childhood Arabic learning by integrating *mufradāt* and *mahārah al-kalām* within concrete, contextual, and multimodal experiences. Practically, Arabic learning content for young children can maintain the strengths of concrete and guided learning while providing greater opportunities for play, exploration, and child-initiated language use.

Future research should examine similar instructional patterns across a broader range of accounts and digital platforms to determine whether the patterns identified in this study are also found in other contexts. Since this content-analysis study did not directly measure children's learning outcomes, further research could also investigate the implementation and effects of these strategies in actual early childhood learning settings through observational, experimental, or longitudinal designs.

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