

MAIN ORGANISER:



OFFICIAL COLLABORATORS:



الجامعة الإسلامية العالمية ماليزيا
INTERNATIONAL ISLAMIC UNIVERSITY MALAYSIA
جامعة المعرفة والقيم
Garden of Knowledge and Virtue

IKULLIYAH
EDUCATION



THE INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION



20TH AUGUST 2025

TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025

**TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD**

E-PROCEEDING

SUSED2025



SUSED2025

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025
TRANSFORMING EDUCATION, DRIVING INNOVATION AND ADVANCING
LIFELONG LEARNING FOR EMPOWERED WORLD

20TH AUGUST 2025

ORGANISED BY

Akademi Pengajian Bahasa, Universiti Teknologi MARA Cawangan Negeri Sembilan,
Kampus Kuala Pilah, Malaysia

CO-ORGANISED BY

Kulliyah of Education,
International Islamic University Malaysia

IN COLLABORATION WITH

Pangasinan State University, Philippines
Universitas Hasyim Asy'ari, Indonesia
Universitas Islam Darul 'Ulum Lamongan, Indonesia
Universitas Islam Sumatera Utara, Indonesia

Publisher | Perpustakaan Tun Abdul Razak UİTM Negeri Sembilan
Issued biennially (Once every 2 years)

UİTM CAWANGAN NEGERI SEMBILAN KAMPUS KUALA PILAH

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025
E-PROCEEDING

ALL RIGHTS RESERVED

No part of this publication may be reproduced, stored in a retrieval system, or transmitted, in any form or by any means, electronic, mechanical, photocopying, recording, or otherwise, without the prior written permission of the publisher, except in the case of brief quotations embodied in critical reviews and certain other non-commercial uses permitted by copyright law.

THE INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025
E-PROCEEDING

eISSN: 3093-8252



SEPTEMBER 2025

Published by:
Perpustakaan Tun Abdul Razak,
Universiti Teknologi MARA Cawangan Negeri Sembilan
Kampus Kuala Pilah, Pekan Parit Tinggi, 72000 Kuala Pilah, Negeri Sembilan
Phone: 06-4832100
E-mail : fid@uitm.edu.my

SUSED2025

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025

TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD

EDITORS:



Dr. Rafidah Kamarudin



Dr. Amalia Qistina Castaneda Abdullah



Dr. Syahirah Almuddin



Dr. Ong Woon Chuan



Mazliyana Zainal Arifin



Siti Nur Dina Hj. Mohd Ali



Dzeelfa Zainal Abidin



Norshida Hashim



Nurulnabilah Abdul Aziz



Nur'Ain Zuraimi



Anis Shahira Bazlan



Nurul Natasha Nor Aziz



Najwa Amanina Bizami



Nur Syafiqah Athirah Mohd Sihar

SUSED2025

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025

**TRANSFORMING EDUCATION, DRIVING INNOVATION AND
ADVANCING LIFELONG LEARNING FOR EMPOWERED WORLD**

REVIEWERS:

ABDUL FATTAH BIN ABD GHANI
AEIMI RUZANNA BINTI ABU HASSIM
AMARIAH HANUM BINTI HUSSIN
ANGELINE RANJETHAMONEY VIJAYARAJOO
ANIS SHAHIRA BAZLAN
ARUTHELVI K. KUMARAN
ASMAHANIM BINTI HAJI MOHAMAD YUSUF
ASSOC. PROF. DR. NOOR SHAHARIAH BINTI SALEH
ASSOC. PROF. DR. NORWATI BINTI HAJI ROSLIM
ASSOC. PROF. DR. NUR HELMI @ NUR JANNAH AZMAN
ASSOC. PROF. DR. SOO KUM YOEK
CHONG GEENG LING
DR. AMALIA QISTINA CASTANEDA ABDULLAH
DR. ASIAH ABDULLAH
DR. ATIYYAH BINTI HAJI MUSA
DR. BOON YIH TIEN
DR. DARVIEN GUNASEKARAN
DR. HISHAM BIN MOHD NOOH
DR. IRMA BINTI AHMAD
DR. MOHD AZLIN BIN MOHD NOR
DR. MUHAMMAD AIDIL BIN IBRAHIM
DR. NORDAYANA ZULKIFLI
DR. NOR AKMALAZURA JANI
DR. NURAIN BINTI AZIMAN
DR. NURAZIRA MOHD NOR
DR. NUR SOFIAH ABU KASSIM
DR. NUR RAHIMAH BINTI SAID
DR. ONG WOON CHUAN
DR. RAFIDAH KAMARUDIN
DR. SAZLIN SUHALMIE BINTI MOHD SHARIFF
DR. SYAHIRAH ALMUDDIN
DR. TUAN SARIFAH AINI BINTI SYED AHMAD
DR. WAN ELINA FARADILLA WAN KHALID
DR. WAN ZUMUSNI WAN MUSTAPHA
ERYNA BINTI NASIR

FATIN ALIYAH BINTI HASSAN
KAMARUZAMAN BIN ZALI @ GHAZALI
MARDIANA BINTI AHMAD
MASHITAH BINTI NORDIN
MASILAH BINTI MOHAMAD
MAZLIYANA BINTI ZAINAL ARIFIN
MOHD ISLAH BIN MOHD YUSOF
MOHD NUR FITRI BIN MOHD SALIM
MUMTAZ AHMAD
NADIAH BINTI YAHYAUDDIN
NAJWA AMANINA BINTI BIZAMI
NIK MAHFUZH BINTI NIK MAT
NOOR SHAHARIAH BINTI SALEH
NORSHIDA BINTI HASHIM
NORUL FADHILAH BINTI ISMAIL
NOR LAILA BINTI AHMAD
NUR AMIRAH NABIHAH BINTI ZAINAL ABIDIN
NUR HAKIMAH BINTI MD SALLEHUDDIN
NUR JIHAN BINTI MD JOHAN
NUR SYAFIQA ATHIRAH BINTI MOHD SIHAR
NURUL NATASHA NOR AZIZ
NUR'AIN BINTI ZURAIMI
RODHIAH BINTI AMZAH
ROS FADILAH DERAMAN
SHHRUL MUHAZAD BIN SHHRUDIN
SHEELA PARAMASIVAM
SITI 'AISHATUL-HUMAIRAH BT MUHAMMAD FISOL
SITI NAFISAH MD RASHID
SITI NUR DINA HAJI MOHD ALI
SYAZLIANA BINTI KASIM
SYAZUANI BINTI MOHD SHARIFF
TENGKU FARAH PETRI TENGKU MAHMOOD
TEOH JOO TONG
TS. DR. TUAN NORHAFIZAH TUAN ZAKARIA
YAASMIN FARZANA BINTI ABDUL KARIM

T A B L E O F C O N T E N T S

I N N O V A T I O N I N T E A C H I N G & L E A R N I N G

TABTECH	447
Hanani Bahiyah Binti Yazeed, Nurqaisara Khalishah Hana Binti Adi Barkhiar, Alieya Syahierah Binti Abu Sapien, Nur Adriana Fasiha Binti Md Shaiful Azman, Nik Nurul Atiyah Binti Nik Zuraidi & Nur Atiqah Binti Akhyani*	
TEACHING FOR TOMORROW: TRANSFORMING ASSESSMENT FOR SUSTAINABILITY	452
Nooraslinda Abdul Aris*, Normahiran Yatim & Siti Syaquilah Hambali, Norli Ali	
THE PEEL PATHWAY: A LEARNING INNOVATION FOR SMARTER LEARNING AND BETTER GRADES	458
Jennifah Nordin*, Nur Afisha Yusuf, Chai Shin Yi, Ivy Jugah & Sarehan Sadikin	
THE POTENTIAL FLOW INTERACTIVE TEACHING TOOL (PFITT)	462
Azli Abd Razak*, Schufee Amani Suhaime and Fauziah Jerai@Junaidi	
THE USE OF CLASSPOINT FOR STUDENT ENGAGEMENT IN LEARNING COMPUTER AND INFORMATION PROCESSING	468
Nur Idawati Md Enzai*, Siti Aishah Che Kar, Norhayati Ahmad & Siti Sara Rais	
THREADING MEMORYSCAPES: MENTAL MAPPING AND CULTURAL STORYTELLING THROUGH STRING, SPACE & PLACE	472
Nadiyanti Mat Nayan*, Suriati Ahmad, Norasikin Hassan, Noralya Balqis Syed Guntur & Arsyad Jazli Suhazeli	
TIKTOK'S ROLE IN BOOSTING MOTIVATION TO LEARN ARABIC AMONG MALAYSIAN UNIVERSITY STUDENTS	476
Professor Ts Dr. Muhammad Sabri bin Sahrir, Nurul Ain Binti Usman, Huda Binti Muhammad Sharifuddin, Fatin Nasuha Binti Mohd Shamsul & Nurfitriah Shahira Binti Nor Azman	
TRADEU: BRIDGING THEORY AND THE MARKET WITH REAL-TIME FINANCIAL LEARNING	479
Mas Azra Zakirah Mohd Azahari, Najwa Nadhirah Mohd Nor Azman, Nuramera Amir, Nur Madihah Azuan & Rohaiza Kamis*	
VARKonstruct: INNOVATING SUSTAINABLE EDUCATION IN CONSTRUCTION TECHNOLOGY THROUGH ADAPTIVE E-LEARNING	483
Siti Nur Aishah Mohd Noor*& Mohd Khairul Amri Ramly	
STA BOOST: AN INNOVATIVE DIGITAL SOLUTION TO ENHANCE STUDENT ENGAGEMENT IN INTRODUCTION TO STATISTICS	442
Mohamad Nurshahnazim Muhammad Nur Ismail, Muhammad Lutfil Hadi Abdul Halil, Geoffery Marvin Wong, Mohamad Iqmall Hakimi Mohamad Ashree & Akmal Shafiq Badarul Azam*	

THE EXTENDED

ABSTRACT

C A T E G O R Y A & B

INNOVATION IN TEACHING & LEARNING

TIKTOK'S ROLE IN BOOSTING MOTIVATION TO LEARN ARABIC AMONG MALAYSIAN UNIVERSITY STUDENTS

Professor Ts Dr. Muhammad Sabri bin Sahrir, Nurul Ain Binti Usman, Huda Binti Muhammad Sharifuddin, Fatin Nasuha Binti Mohd Shamsul & Nurfitriah Shahira Binti Nor Azman

International Islamic University Malaysia*

muhdsabri@iium.edu.my*

ABSTRACT

This study investigates the impact of using the TikTok platform as a supplementary educational tool for enhancing motivation among university students in learning Arabic as a foreign language. The research responds to the increasing integration of social media in students' daily lives, particularly TikTok's popularity among users aged 18–24, and explores how its features—short videos, interactivity, and entertainment—can be harnessed for pedagogical purposes.

Keywords: *TikTok, Arabic language learning, student motivation, digital pedagogy, social media in education*

INTRODUCTION

Arabic is often perceived by learners as difficult and less engaging, leading to low motivation levels. Traditional teaching methods struggle to retain students' attention in an era dominated by fast-paced digital content. Given TikTok's popularity and ability to personalize content through algorithms, it holds potential for modern language education—especially for increasing exposure to vocabulary, pronunciation, and sentence structures in an enjoyable way. This study therefore aims to measure the frequency of TikTok usage among Malaysian university students, assess students' perceptions of TikTok content compared to traditional methods in learning Arabic and identify motivational factors and as well as preferred content types that enhance interest in Arabic via TikTok.

METHODS

A **quantitative research design** was used, with data collected through an online questionnaire distributed via WhatsApp and Telegram over 7 days. A total of 56 students from universities in Malaysia and abroad (UIAM, UPSI, USIM, Al-Azhar, UiTM) participated. The sample included Arabic language majors and students from other disciplines using Arabic as a medium of instruction.

RESULTS AND DISCUSSION

The results show that 75% of respondents had used TikTok to learn Arabic, with the most motivating content being daily vocabulary videos (82.1%), followed by challenges and interactive scenes. This type of content is not only motivating but also entertaining. Dinia et al. (2024) similarly found that translating viral songs into Arabic emerged as the most motivating form of content for learners, as it enhanced vocabulary retention and recall. As a result, this enjoyable exposure encourages consistent engagement with the language, immediately addressing the study's objective of identifying key motivational factors. Besides, the students highlighted that TikTok's informal environment reduced anxiety and increased self-confidence. This is because for some individuals, the thought of attending class while still struggling with the language can create pressure and reinforce the perception that the language is difficult. However, frequent exposure to short videos and the opportunity to experience and construct learning anonymously through TikTok able to allow them to learn without fear of making mistakes or being judged. Kidwell et al. (2023) similarly noted that interaction with speakers of similar linguistic backgrounds increases confidence by providing a supportive atmosphere. For example, TikTok's algorithm always presents users to live streams where the Arabic speaker hosts or Native speaker and invites conversation. Therefore, viewers are drawn in and feel more comfortable engaging in the learning process. This definitely relates with social engagement features (e.g., likes, comments) that able to enhance learners' sense of belonging and motivation. When the algorithm matches users with content that aligns with their interests, and they see meaningful comments from others with similar goals, it fosters a like-minded learning community that inspires further language acquisition. Nevertheless, the platform was not perceived as a replacement for formal education but rather as a complementary learning tool. Formal education with experienced teachers remains essential for providing systematic guidance and ensuring deep understanding. As the saying goes, when building a house, the first priority is not the furniture or decorations (TikTok), but the essential materials needed to construct the foundation. Zulkifli et al. (2022) further observed that TikTok can serve as a creative assessment platform to support project-based learning in the language arts. This allows students to develop their potential creatively, exchange ideas without face-to-face interaction, and draw inspiration from both local and international peers. This is aligned with this current era, where trends spread globally such as dance challenges and how fortunate it would be if similar viral trends were used for educational purposes. Lastly, the suggestions for improvement include increasing Arabic educational content, enhancing searchability, and encouraging collaboration with educators to produce more targets to make learning more effective and sustainable.

CONCLUSION

TikTok proves to be an effective motivational supplement for learning Arabic among university students when used purposefully. Its engaging content, short video format, and social interactivity help foster sustained interest, especially in vocabulary acquisition. Future efforts should focus on integrating TikTok strategically into blended learning models and guiding students on how to use it for meaningful language learning experiences.

REFERENCES

- Dinia, H. R., Jannah, M., Mustofa, S., & Helalsah, I. (2024). Arabic learning strategies through TikTok entertainment content to attract interest in learning Arabic. *Jurnal Al-Maqayis*, 11(1), 88–120. <https://doi.org/10.18592/jams.v11i1.12366>
- Kidwell, T., & Triyoko, H. (2023). Listening to diverse English voices through podcasts. *English Teaching Forum*, 1–11. <https://files.eric.ed.gov/fulltext/EJ1395167.pdf>
- Zulkifli, N. N., Letchumanan, M., Kamarudin, S., Halim, N. D. A., & Hashim, S. (2022). A review: The effectiveness of using TikTok in teaching and learning. *Proceedings of the 30th International Conference on Computers in Education*. Asia-Pacific Society for Computers in Education, 286–291. <https://library.apsce.net/index.php/ICCE/article/view/4599/4474>



SUSED2025

THE FOURTH INTERNATIONAL COMPETITION ON SUSTAINABLE EDUCATION 2025
TRANSFORMING EDUCATION, DRIVING INNOVATION AND ADVANCING
LIFELONG LEARNING FOR EMPOWERED WORLD

E-PROCEEDING 2025

eISSN 3093-8252



9 773093 825003

PUBLISHED BY:

PERPUSTAKAAN TUN ABDUL RAZAK,
UNIVERSITI TEKNOLOGI MARA CAWANGAN NEGERI SEMBILAN
KAMPUS KUALA PILAH, PEKAN PARIT TINGGI, 72000 KUALA PILAH,
NEGERI SEMBILAN

E ISSN: 3093-8252