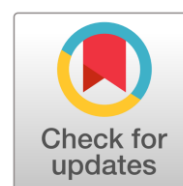




Enhancing Creative Arabic Language Learning Through Pinterest Application

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Abstract

Purpose - The main objective of this research is to explore the basic concept of creative learning with the support of the Pinterest application in creating interesting and meaningful learning experiences in the context of Arabic language learning.

Design/methodology/approach - This research uses a literature review method with a qualitative descriptive approach. The research subjects are various literature sources that are relevant to the research subject, including articles, books, and journals. Data analysis was performed using content analysis techniques to describe the information content objectively and systematically.

Findings/results - The creative learning model through the Pinterest application provides opportunities for students to explore learning material through interesting visual content, such as images, videos, and articles.

Originality/value - This research implies that the use of the Pinterest application in Arabic language learning can improve the quality and effectiveness of learning, as well as encourage the development of student creativity.

Paper type - Conceptual paper

Keywords: Arabic, Creative, Learning Models, Pinterest.

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Introduction

Mastering Arabic is a challenging endeavor that demands an innovative approach to enhance its effectiveness. In the digital era that we live in today, technology has become an

integral part of our daily lives. Its influence extends to various sectors, including the economy, communications, education, and politics. As technology has advanced, social media has grown in importance as a global platform for connecting and interacting with people. Social media has revolutionized how humans interact, changed institutional structures and professional practices, and significantly impacted education (López-Carril, Alguacil, and Anagnostopoulos 2022). Creative learning models emerge as an attractive alternative to enrich student learning experiences in the 21st-century learning era. Creativity is an important skill that must be prioritized in dealing with the current global changes. Collaboration in the context of global education is considered more meaningful than competition, and creativity can be stimulated through collaborative activities (Al-Momani and Al-Oweidi 2020). Therefore, teachers are encouraged to use instructional technology to promote creative learning, discussion, and product-creation activities. This will improve children's ability to work in teams and optimize the creative potential they have explored through technology.

In the current era of globalization and interconnectivity, having the ability to master multiple languages is very important for everyone. Looking at the existing social facts, as one of the world's main languages, Arabic has many speakers. It plays a significant role in expanding communication networks and understanding different cultures and perspectives (Fajri 2020). However, we often feel less motivated to learn it because of the complexity, challenges, and difficult impressions attached to learning it (Nabila Nailil Amalia 2022). This situation creates an unsatisfactory and unappealing view of the Arabic language. In addition, learning Arabic is often dominated by the role of the teacher, who makes students passive objects in the learning process and creates a monotonous and boring feeling (Tafonao 2018). Certainly, when every student actively engages in the teaching and learning process, success and the quality of learning can be achieved (Aniisaturrahmah and Rahman 2021). The lack of accessibility to innovative and engaging learning resources also makes the image of learning Arabic seem intimidating. To change this perception, it is necessary to adopt a creative learning approach that utilizes technology to enrich learning Arabic and increase students' interest and motivation in learning it (Novita and Munawir 2022).

Previous research has proven that the use of technology, including mobile applications, in learning provides significant benefits in increasing student interest, motivation, and achievement. This opens up new creative and innovative opportunities, enabling students to study flexibly at different times and places (Marzuki et al. 2022). One mobile application called Pinterest has also proven to have a strong impact on enriching the learning process by

developing ideas and thoughts (Fandiya, Suryadi, and Johari 2022). So in this case, converting smartphone devices as a tool to support creative learning emerges as an effective solution for overcoming accessibility constraints to innovative and exciting learning resources (Munthe and Lase 2022). However, we have not found research that specifically addresses the use of the Pinterest app in learning Arabic. As with other languages and disciplines, learning Arabic also involves the use of certain models. Using an appropriate learning model is expected to achieve success per the planned learning objectives (Susiawati et al. 2022).

Therefore, this research will provide a new contribution to expanding our understanding of the use of the Pinterest application as a creative and fun Arabic language learning model as well as expanding our understanding of how technology can be utilized to improve language learning. Although existing literature recognizes the importance of technology in education, this study investigates the specific application of Pinterest, which has not been widely explored in the context of Arabic language learning. This research also addresses persistent issues related to student engagement, participation, and the development of a deeper understanding of the Arabic language. These challenges have been documented in previous research, highlighting the need for innovative solutions. Thus, it is hoped that this research can potentially introduce a paradigm shift in the way Arabic is taught and learned. By emphasizing creativity and interactivity, the program seeks to challenge conventional approaches to Arabic language education, emphasizing that effective learning involves more than just the transfer of knowledge. The incorporation of practical activities is in line with contemporary educational theories that advocate active engagement and student-centered learning, in which effective learning is not only limited to lectures or knowledge transfer but also requires a series of practical activities (Murni 2023).

The solution proposed in this study is to integrate the Pinterest application into the Arabic learning process. The uniqueness of this research lies in the use of the Pinterest application, which has not been widely explored in the context of learning Arabic. Thus, making a new contribution to the development of innovative and effective learning methods. As one of the digital media that has become part of everyday life, many people also demand Pinterest. Its use in educational contexts is also beginning to be explored and it is clear that it has potential in this field. Pinterest is a new social media platform focused on visual content and is gaining popularity, strengthening its position among major social media sites such as Facebook, Twitter, and YouTube (Knouse and Abreu 2016). Pinterest is the result of technological developments with various features that we can create according to our wishes

and imagination. Through this application, we can collaborate and get social learning as a form of discussion and feedback to increase enthusiasm for learning Arabic.

The research proposed in this study is very relevant and has important significance in the current context of Arabic language learning. In the modern era of education, where technology increasingly dominates, there is an urgent need to create innovative approaches that can overcome several problems faced in learning Arabic. The motivation to investigate the use of the Pinterest application as a creative learning model for Arabic stems from an understanding of the obstacles that students often face in the process of learning Arabic. These challenges include a lack of student engagement, limited practical application of the language, and a lack of motivation that students may experience. This research aims to actively address these issues.

By leveraging Pinterest's potential as a learning tool, this study aims to provide useful insights for educators and students. This research creates an opportunity to combine information and communication technology in a creative Arabic language learning context. In this case, this research seeks to overcome the obstacles that exist in learning Arabic, with the hope of improving student learning outcomes. This research aims to provide practical pedagogical recommendations, which will benefit not only Arabic language learning but will also encourage increased student participation and motivation. It is in line with the contemporary emphasis on technology-enhanced learning and offers a vision of how technology can be leveraged to revitalize and modernize language teaching and learning, thereby setting a precedent for educational innovation.

Method

This research applies a literature review method that involves collecting, analyzing, and critically evaluating existing literature on creative Arabic language learning using the Pinterest application. The main subject in this research is the selected literature material, which includes articles, journals, books, and sources related to critical thinking skills, which are selected based on their relevance to the research variables and their relationship to the research topic.

Research data consists of primary and secondary data sources. Primary data includes articles that are directly related to research variables, while secondary data includes journals, articles, and books that are relevant to the research topic, as well as sources that discuss critical thinking skills. Data collection methods include the use of direct and indirect

quotations. Direct quotations are used when referring directly to quotations or information found in the literature, while indirect quotations are used when summarizing and interpreting information from the literature without citing it literally.

For data analysis, researchers applied content analysis techniques. The aim is to explain and analyze the content of written information objectively and systematically. In this context, content analysis carried out by researchers functions as a tool for organizing and interpreting data collected from various literary sources. The collected data will be analyzed using the content analysis method to identify patterns, themes, and findings that are relevant to the research topic, namely the use of the Pinterest application as a model for learning Arabic. This approach ensures that the analysis is conducted in an objective and structured manner, which in turn increases the credibility and rigor of the research.

Result and Discussion

Creative Learning Models in Learning Arabic

The learning model continues to progress in line with developments in language, education, and changing times (Makruf 2020). With the development of learning models, creativity is undoubtedly needed in various aspects of life, such as work, social life, and modern technology. Creativity is crucial in the learning process and is specifically linked to productivity (Ismail 2021). Creativity is defined as an imaginative activity in developing the learning process by utilizing digital technology to achieve learning objectives, namely by bringing out innovations and linking meanings or something abstract that becomes real by creating, forming, developing, classifying, and organizing creative ideas or creative activities (Sanjaya, Tefbana, and Nainggolan 2022).

The learning model is an integrated series of components, including concepts, specific methods, the use of summaries and examples, the application of practices or exercises, and learning strategies that are applied sequentially in conveying learning material to inspire student motivation in achieving learning goals (Ahmad Asse 2018). In observing the creative learning model, two main categories describe the characteristics of creativity: a) the knowledge category, which involves the ability to think broadly, and b) the attitude category, which relates to individual behavior and emotions (Sawaludin et al. 2019). To produce creative learning models, efforts to innovate and create sustainable learning are important as science and technology develop (Izomi 2022).

Creativity is important in learning to stimulate innovation and effectiveness. The concept of "the Four Ps of Creativity" guides educators in developing learning methods that stimulate student creativity. The "person" dimension recognizes the uniqueness of individual thinking. Educators need to encourage students to explore and express their thoughts creatively. The "product" dimension emphasizes creating meaningful, original work. Educators should encourage students to produce products that demonstrate their understanding. The "process" dimension involves developing students' creative thinking skills. Educators need to create a learning environment that encourages critical and creative thinking. The "press" dimension recognizes internal and external factors influencing creative thinking. Educators must create a supportive environment for students by providing positive feedback, appropriate challenges, and engaging use of technology and resources (Anindayati and Wahyudi 2020).

A creative learning model is a learning approach that focuses on students' active involvement in intellectual and emotional terms by exploring the concepts learned (Megawati and Razaq 2018). It is supported that creative learning stands based on cognitive theory for how students process information, build knowledge, and develop new understandings by utilizing learning strategies involving problem-solving, imagination, and connections between existing knowledge and new material (Rosyid and Baroroh 2019). This creative learning model encourages students to work together responsibly in completing assignments, work hard, and have high dedication. In addition, in this model, students or students also build concepts learned by themselves and have the confidence to be creative and productive (Prihastuti et al. 2021).

In learning Arabic, using technology and media as creative learning models involves constructivism theory and creativity theory. Integrating technology and media in learning Arabic can potentially increase students' creativity in learning Arabic. The constructivism approach allows students to actively build their knowledge through exploration and interaction with various learning materials provided by related applications or platforms (Suparlan 2019). Learning Arabic using an applicative approach based on practicum and information technology has improved students' Arabic language skills. This applicable learning model was developed to achieve the objectives of learning Arabic by involving various aspects of learning, such as paradigms, approaches, strategies, methods, media, tactics, techniques, teaching materials, learning books, and all components that support the learning process (Umi

2020). Thus, an applicable learning model supports students in developing Arabic language skills in a practical and integrated manner.

The statement that each individual has a different learning style supports the importance of creative learning that can be adapted to the needs of students (Siti Rohani Jasni et al. 2020). Creative Arabic learning can address students' diverse needs and preferences while helping to overcome their learning limitations. Through creative learning, students can have autonomy in acquiring practical knowledge and experiences that aid their understanding and memory. Creative learning also has a positive impact on cognitive development and student achievement. In the context of cognitive abilities, A strong correlation exists between students' academic success and individuals with creative abilities. Therefore, it is important to apply creative learning models to achieve these goals (Al-Momani and Al-Oweidi 2020).

In the context of creative Arabic learning, this model ensures students are actively involved in every stage of learning. With relevant approaches, strategies, and techniques, students are encouraged to participate in interactive activities, explore concepts, and apply Arabic in real situations. Technological advances in this learning model provide flexibility in adapting Arabic language teaching to a digital context. Educators can take advantage of the features, tools, and resources provided by internet-based learning models to improve the learning quality and provide exciting experiences for students. Thus, the use of digital-based active learning models can make a significant contribution to the process of learning Arabic. Creative learning models cover a variety of activities such as problem-based projects, games, art and culture, collaboration in groups, use of technology, and practical experiences (Huntington 2022). The goal is to create a learning environment that is motivated and challenging, giving students the freedom to develop their creativity in achieving learning goals. This learning places students as active subjects, allows them to interact directly with learning materials, and increases learning motivation. In addition, creative Arabic learning can also generate benefits for students and others.

Pinterest as a Creative Learning Model in Learning Arabic

Pinterest, positioned among the top four widely-used social networking platforms alongside Facebook, Twitter, and LinkedIn, offers a diverse range of distinctive features and capabilities. Some of these include the ability to embed content, create and manage collections of boards, like content that is liked, follow other users, leave comments, invite others to

participate in sharing content with others, check out related content, perform searches, and explore the desired categories (Wang et al. 2016). Pinterest serves as a visual exploration instrument that aids in discovering inspiration and concepts for various projects and personal interests and is available for free worldwide. As a form of digital media, Pinterest allows students to upload and share pictures and videos online. They can add their photos or videos, organize them in a category board they create, add a description of up to 500 words to each Pin, and add existing Pins to their board. They can mark a Pin with a heart icon and comment on the Pin's description. Utilizing Pinterest for online education yields beneficial effects on the learning journey, idea generation, and adaptation to students' diverse learning approaches (Hansen, Nowlan, and Winter 2012).

In learning Arabic, Pinterest provides recommendations and opportunities for students to create creative boards filled with content related to Arabic. They can share resources, learning materials, and inspiration with fellow students and other users worldwide who are interested in Arabic. Students can build professional networks and broaden future job opportunities through active participation in community boards. By using Pinterest to learn Arabic, students can find quotes, videos, news articles, and other interesting content outside the context of higher education. They can find connections between the material and their studies and explain to followers how the innovations and associations made can be useful in their future practice. Learning to use technology-based web applications also helps students interact globally and enrich their knowledge.

Integrating the Pinterest app into learning Arabic allows students to develop skills in finding, associating, and sharing relevant content. Using web technologies such as Pinterest, students can improve their skills in utilizing online resources and interacting with a broad community to enrich their understanding and practice in learning Arabic. Pinterest has a significant role as a creative learning model in learning Arabic. As a platform that combines visual and text elements, Pinterest encourages students to develop creative ideas. Using the storage feature, students can collect pictures, words, and videos relevant to learning Arabic. Then, they can organize and group these materials into unique inspiration boards. Through Pinterest-driven exploration and innovation, students too can explore unconventional resources and develop critical thinking. Collaborating and sharing ideas on Pinterest allows students to interact with fellow students and other language learners to create lasting inspiration for learning. In the context of learning Arabic, visual elements obtained through

Pinterest can help students understand and remember vocabulary, sentence structures, and cultural expressions in an engaging and relevant way.

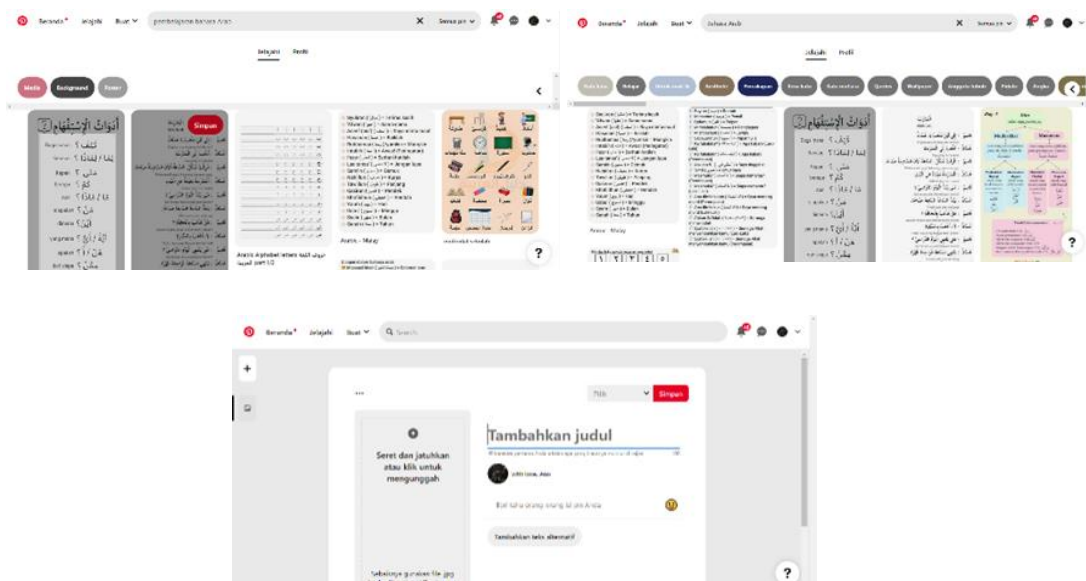
The following practical steps can be taken using the Pinterest application for learning Arabic.

- **Step 1:** Selection of relevant content, looking for images, infographics, articles, or activities to support students' understanding of the Arabic concepts and skills being studied.
- **Step 2:** Make a special board for Arabic learning materials. Namely by organizing the selected content according to certain topics or categories, such as boards for Arabic vocabulary, grammar, expressions, or culture.
- **Step 3:** Involve students to collaborate on making boards or collecting relevant content to share with classmates to inspire new ideas in one another.
- **Step 4:** Use the Pinterest app's interactive features to make learning engaging. For example, creating an Arabic storyboard, or compiling an Arabic grammar is included with examples.
- **Step 5:** Discuss and reflect on the content found within the Pinterest application. Students can discuss meaning, use of language, models, and presentation of content or impressions obtained from content found either orally or in writing.
- **Step 6:** Using the Pinterest application as a means of evaluation, feedback, and experience to determine the level of understanding and progress achieved using the Pinterest application as a model for learning Arabic.

As for Pinterest features that can inspire learning to be creative and exciting,

- **Search feature:** This feature allows students to search for content relevant to the keywords they write. In learning Arabic, students can search for content related to vocabulary, grammar, expressions, or other Arabic topics. This allows students to explore various resources and broaden their understanding of the Arabic language. Here, Pinterest provides a variety of visual content that can inspire students to develop creative ideas to produce their original works.
- **Pin-Re-Pin:** Students can upload and save content they create on Pinterest, such as Arabic-related images, videos, or articles. They can also re-pin, which is sharing content uploaded by other users. Students can create and share their creative works, such as poetry, short stories, or multimedia presentations, which enrich the learning experience and allow for the sharing of ideas and inspiration among students. Here

students can create special themes on Pinterest which contain pictures, videos, and articles about the Arabic language.



- **Boards:** This feature allows students to collect and organize content on boards according to a particular topic or theme. In learning Arabic, students can create boards to store specific vocabulary, phrases, or topics and organize them as needed. The board can serve as a readily available and reusable resource during the learning process, making it easier for students to obtain information and helping them arrange it more conveniently.
- **Messages:** The messaging feature allows students to communicate and collaborate with other users on Pinterest. In the context of learning Arabic, students can discuss, share ideas, or provide feedback to classmates or other users who have the same interest in Arabic. This encourages social and collaborative interactions that can enrich students' learning experiences.
- **Filter and Sort:** Pinterest has a filter and sort features that allow students to adjust the appearance of content based on their preferences. In learning Arabic, students can use this feature to search for relevant content, sort it by popularity, or apply filters according to the level of difficulty or type of material they want. This allows students to access and customize content according to their learning needs.
- **Likes and Comments:** Students can “like” or “comment” content they find on Pinterest. In the context of learning Arabic, students can provide positive feedback, ask questions, or discuss content they encounter. This interaction promotes

collaboration, reflection, and communication, which are important in language learning.

- **Business Accounts:** The business account feature on Pinterest allows users, including Arabic teachers, to utilize the platform as a learning support tool. Teachers can create business accounts to share learning materials, display student work, or facilitate discussion and collaboration. It is also possible for teachers to present Arabic learning materials visually and attractively. Teachers can create boards containing pictures relevant to learning topics, video tutorials, or infographics that help students interestingly understand Arabic concepts.

To increase the effectiveness of learning Arabic and create creative and fun learning experiences for students, students must employ intelligent strategies for using Pinterest. Some strategies that can be taken are following strategies and content that have been proven successful, as well as adding various media from other platforms such as Instagram, Facebook, and Twitter to the student's Pinterest account. Students should also sustain the appeal of their content by comprehending trending pins, and pertinent hashtag classifications, and crafting engaging visual content. In addition, students need to pay attention to the optimal pin size to maximize the visual potential and make it easier for other users to find and share. Students need to remain active by consistently sharing content, interacting with their followers' pins, and participating in trending boards.

By implementing these strategies, students will be inspired to learn Arabic through Pinterest, making the learning process more dynamic and fun (Izadpanah 2021). Teachers can find images, videos, and text relevant to the taught topic, including sample projects, activities, games, and engaging learning resources. Pinterest provides a platform for collecting and storing images and videos that can be used in visual learning. The use of visual media in learning Arabic helps students understand Arabic vocabulary, grammar, and culture interestingly and interactively. Pinterest also enables collaboration between students or between students and teachers. Students can share ideas, work together on Arabic projects, and provide feedback to one another. This increases cooperation, communication, and problem-solving in learning Arabic.

The results of the data analysis indicate that the use of the Pinterest application as a creative learning tool in the Arabic language context has a positive impact by increasing student participation, higher learning motivation, and a deeper understanding of the subject matter. The strength of this research lies in the approach that focuses on the use of the

Pinterest application in the context of Arabic language learning, which has not been explored in depth before. Although previous literature has discussed creative learning in Arabic, this research fills the gap by focusing on the integration and impact of using Pinterest in Arabic language learning.

The discussion explores the research findings, highlighting innovations in the use of the Pinterest application in Arabic language learning contexts, as well as comparing them with similar previous research. These findings make a significant contribution to our understanding of the role of information and communication technology in the advancement of Arabic language education. However, this research also acknowledges that there are limitations, especially in the number of literature samples used. Therefore, the recommendation that emerges in response to these limitations is the need to expand the scope of research by using more literature samples and further exploration of the use of the Pinterest application in various Arabic language learning contexts. The implication of these findings is that the use of technology in Arabic language learning can increase learning effectiveness and encourage student participation, with the potential to form more innovative learning models in the future.

Conclusion

The conclusion of this study aligns with the research findings and objectives, summarizing the key insights obtained from the research. The creative learning model using the Pinterest application is highly relevant to learning Arabic, as it enhances the overall learning experience. Pinterest serves as a source of inspiration, a visual medium, and a collaborative platform that enriches students' Arabic learning experiences. It fosters increased motivation, facilitates the discovery of diverse learning materials, and encourages the sharing of creative ideas among students. Furthermore, the application of Pinterest has the potential to transform students' perceptions of Arabic learning, making it more engaging and inspiring active participation in the learning process. The integration of Pinterest allows students to develop their language skills in innovative and creative ways, utilizing unique features like creating and pinning content. Students can contribute to class boards, fostering collaboration and exploration of relevant Arabic learning content.

Additionally, Pinterest supports collaborative learning among students and aids in the exploration of Arabic-related content. It enables students to access quotes, videos, news articles, and other valuable resources for their studies. The platform also helps expand students' networks and digital presence, offering exciting opportunities for interactive and enjoyable Arabic language learning. In conclusion, this research underscores the potential of using the Pinterest application as a model for fostering creative and engaging Arabic language learning. It also serves as a foundation for further studies in the development and implementation of other technology and media-based learning models in the context of Arabic language education. The practical and theoretical implications of this research can contribute to advancing the field and enhancing the learning experiences of students.

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