Usage WhatsApp in Improving Arabic Writing Skills Students at Higher Education University of Malaysia

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Abstract

Application WhatsApp is one of the most popular communication tools nowadays. The use of WhatsApp is widely used in the field of education and human daily life. In addition, through previous studies, explained the difficulty of writing Arabic such as arranging sentences, appropriate terms and the correct method according to the correct Arabic grammar in the aspect of writing instead of in WhatsApp. To find out the level of students' writing, WhatsApp is used especially when it comes to writing. Therefore, this study focuses on exploring the level of WhatsApp usage in Arabic writing skills among Arabic language students at IPTA. The method used in this study uses a quantitative approach in the form of a questionnaire involving 126 students. Each response in the survey was analyzed using SPSS software. Each finding shows the level of WhatsApp application usage in social activities in daily life and the level of WhatsApp usage in learning at public universities. The results indicate a high usage level WhatsApp application usage in social activities in daily life and the level of WhatsApp students usage in learning at public universities with a min value of 4.00 above for most each aspect. The student need to optimize their use of WhatsApp in their learning activities so that their writing skills become more proficient and accurate in exploring the level of WhatsApp usage in Arabic writing especially by using it in daily activities and Stages of WhatsApp activities in learning at IPTA.

Keywords: Arabic; usage WhatsApp; students

Introduction

The level of mastery of higher education students in Arabic writing skills is a hotly debated issue among scholars, educators, and language experts. There have been many studies conducted showing that Malaysian students, especially those pursuing higher education at the university level, have faced difficulties in writing skills.

Previous studies indicate that despite studying Arabic for almost five years, pupils' writing skills remain inadequate. Some students struggle to learn Arabic at higher education levels due to their adherence to traditional methods. This problem affects both diploma and undergraduate students. However, this study focuses on the use of the WhatsApp app in learning process. Researchers are increasingly interested in the use of WhatsApp for education (Cetinkaya, 2017; Sayan, 2016). WhatsApp enables teachers to communicate anonymously and share text messages, documents, photos, videos, and voice recordings (So, 2016). messages individually or in WhatsApp groups. Despite growing awareness of WhatsApp's potential benefits in education, there has been no attempt to use it for Arabic language teacher training or development. [1]

In the context of education in the 4.0 era, ICT, also known as mobile technology, is the main platform used in online studies at universities worldwide (Jimoyiannnis et al., 2013). This is because previously technology could only be accessed through personal computers, but nowadays mobile technology has taken the place and attention of students, especially at the higher education level (Syed Ardi and Zaidatun, 2008). The use of mobile technology such as smartphones and tablets can facilitate the process of online learning. This is evidenced by Syed Ardi and Zaidatun (2008), who stated that learning methods using ICT can attract students' interest in understanding and delving into a learning skill. Students are able to submit assignments, download notes, discuss, answer quiz questions, and engage in learning activities anytime and anywhere according to their wishes.

Online learning can be conducted through various social communication technology applications. This is evidenced by the emergence of social media applications such as WhatsApp, Telegram, Twitter, Instagram, and Facebook. Although these applications are used in social life, the current technological developments have encouraged these applications to also be used in the field of education and academia.

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[1] Said Saad Al akloby, using whatsapp as a training tool for arabic language teachers, *"International Journal of Education, Learning and Development"*, Vol.7, No.5 (May, 2019)
, pp.92-96, https://www.eajournals.org/wp-content/uploads/Using-WhatsApp-as-a-Training-tool.pdf

WhatsApp is one of the widely used mobile phone applications for sending instant messages. It also has various other functions suitable for online learning. The use of this application facilitates students in sharing information among themselves in the groups they create (WhatsApp group). Students can engage in discussions and ask questions on specific topics within the subjects they are studying. Lecturers also have the opportunity to provide feedback on the discussions conducted by the students. This makes the communication that exists within the group more effective and academic in nature (Ramba & Bere, 2013). [2]Mobile educational technology also facilitates students in communicating and sharing knowledge with others (Nelson, Christopher & Mims, 2009). The use of mobile tools in education has emerged and shown potential to help students in building and sharing information and knowledge through computers or mobile devices (Pence, 2007). Norliza (2013) explains that students' acceptance of the use of mobile learning is at a high level, as they are willing to shift from conventional learning to technology-based learning.

The WhatsApp application also provides a platform for uploading and downloading images, audio, video, text, animated media, and various other media that support the online learning process. These functions indirectly attract students' interest and enable them to master technology elements, making them skilled in digital technology. This technological skill helps them carry out assignments effectively and with quality. Therefore, the available settings features on WhatsApp are one of the reasons it is chosen as a medium for learning to be used as an alternative in teaching and learning sessions (Bouhnik et al 2014)[3]

In this era of globalization, information and communication technology has been implemented in Malaysia for nearly two decades, followed by the implementation of e-learning (DePan, 2010). A decade later, this technology continued to develop rapidly to the extent that it can be displayed on small screens that can be carried anywhere, known as m-learning. Past studies have shown that m-learning is very suitable and effective in teaching and learning. Research conducted by Amani Dahaman, Zawawi Ismail & Norasikin Fabil (2012) indicated that m-learning influences activities or training using mobile technology. Additionally, a study by Saran, Cagility, and Seferoglu (2008) found that m-learning using mobile devices can enhance students' skills in the English language subject.

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[2] Aoron Bere & Patient Rambe, An empirical analysis of the determinants of mobile instant messaging appropriationin university learning, *"Journal of Computing in Higher EducationResearch & Integration of InstructionalTechnology"*, Vol 28, (Aug 2016), DOI 10.1007/s12528-016-9112-2

[3] Bouhnik, Dan, and Mor Deshen. 2014. "WhatsApp Goes to School: Mobile Instant Messaging between Teachers and Students." *Journal of Information Technology Education: Research* 13: 217–31. https://doi.org/10.28945/2051.

The WhatsApp application was created in 2009 by Jan Koum and Brian Action (Albergotti, MacMilan & Rusli, Evelyn, 2014), who previously created Yahoo (Eric, 2012). This application replaces existing SMS without incurring any charges. This allows all information and knowledge to be shared through the instant messaging tool WhatsApp. Discussions related to the Arabic language subject can be shared in the learning class. The use of WhatsApp has now become a trend (Mohd Afiq Rusly, 2014), where SMS is no longer popular and has been replaced with with the WhatsApp application for text delivery.

In addition, WhatsApp also has various functions such as text messaging, image attachments, audio files, video files, and also provides links to websites (Hamiyet Sayan, 2018). According to Bere (2012), the WhatsApp application has various features such as multimedia, allowing users to exchange videos, images, and voice messages. WhatsApp users can also send messages without limitations. The influence of this media increases every year in learning and learning environments. The WhatsApp application facilitates class discussions, collaborative learning, and writing. Educators use this technology to stimulate critical skills and build knowledge. Based on the findings of a study regarding the use of WhatsApp or m-learning.

Several research have been undertaken to look into the usage of WhatsApp in developing EFL students' writing skills in a variety of settings and circumstances. For example, Alamer (2021) employed structural equation modeling to undertake a controlled analysis of a study about the impact of WhatsApp use on language learners' motivation. The study's purpose was to see how successful WhatsApp and other similar Mobile Assisted Language Learning (MALL) applications may be in assessing students' willingness for language learning. The results showed that using the WhatsApp app could help determine students' motivation for language study. this shows that the use of the WhatsApp application can increase students' motivation to learn Arabic in addition to their writing skills.[4]

Another that, using of WhatsApp also led student of improving their writing skills. For example, Loncar et al. (2023)[5] argue that using digital writing

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[4] Alamer, Abdullah & Al Khateeb, Ahmed. (2021). Effects of using the WhatsApp application on language learners motivation: a controlled investigation using structural equation modelling. Computer Assisted Language Learning. 36.(April 2021), 1-27. 10.1080/09588221.2021.1903042.

[5] Loncar, Michael, Wayne Schams, and Jong-Shing Liang. (2021). "Multiple Technologies, Multiple Sources: Trends and Analyses of the Literature on Technology-Mediated Feedback for L2 English Writing Published from 2015-2019." *Computer Assisted Language Learning*, August, 1–63. https://doi.org/10.1080/09588221.2021.1943452.

tools, such as messaging applications, improves students' involvement and writing skills. This study expands on these findings by examining WhatsApp's specific role in developing writing skills. WhatsApp's accessibility and ease of use make it a perfect medium for collaborative writing activities, allowing students to receive quick feedback and learn through interaction with classmates and instructors (Mabaso et al., 2023; Dhivya et al., 2023). This is consistent with Vygotsky's social constructivist approach, which emphasizes learning via social interaction and scaffolding. [6]

In addition, research at the University of Jambi, Instagram and Facebook are the most popular social media platforms among students English as a foreign language. When students have free time at home or when lecturers allow it in class especially for group discussions, students use social media to learn English. Students can improve their English language skills using social media because of the variety of content available, and this encourages students to learn English through social media (Zam Zam Al Arif, 2019)[7]

In this study, the focus will be on exploring the level of WhatsApp usage in Arabic writing skills among Arabic language students in public universities. To achieve the research question's objective, it is to what extent WhatsApp is used in Arabic writing skills among Arabic language students in public universities. For this study, the focus is entirely on a quantitative approach. This method is suitable for conducting this study. The research design conducted is quantitative in nature to exploring the level of WhatsApp usage in Arabic writing skills among Arabic language students in public universities. Among the aspects studied are the level of WhatsApp usage in daily social activities such as a communication tool, the types of activities within the WhatsApp application, and the functions of WhatsApp. In addition, to determine the level of WhatsApp activity in learning at public universities, such as the types of activities, communication in learning, assignments, and the use of emojis in the WhatsApp application during teaching and learning sessions. All of this is based on the responses of the respondents in the conducted survey.

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[6] Nkosinomusa Mabaso, Chantyclaire Tiba, Janet Condy, and Lawrence Meda. 2023. "WhatsApp as an Educational Tool: Perspectives of Pre-Service Teachers." *Technology Pedagogy and Education* 32 (4): 521–36. https://doi.org/10.1080/1475939x.2023.2230230.

[7] Zam Zam Al Arif, T. (2019). the Use of Social Media for English Language Learning: an Exploratory Study of Efl University Students. Metathesis: *Journal of English Language, Literature, and Teaching*, 3(2), 224–233. https://doi.org/10.31002/metathesis.v3i2.1921

The instrument used in this study consists of a questionnaire form on the use of WhatsApp in enhancing the mastery of Arabic writing skills among students at public universities. The purpose of the questionnaire according to Pratt (1980) is to facilitate researchers in collecting data from respondents who are located in various places and at times convenient for the respondents to obtain accurate information. For the purpose of obtaining a large sample size in this study, a questionnaire is suitable as the primary research instrument because it is the most appropriate method for obtaining a large sample compared to using observation and interviews. This study focuses on the level of WhatsApp usage in Arabic writing skills among Arabic language students at public universities. The survey instrument was constructed based on a 5-point Likert scales. Likert scales measure attitudes by asking people to indicate how strongly they agree or disagree with a series of statements about a topic (McLeod, 2019). It consists of a series of related Likert-type statements about the specific attitudinal to be measured (Desselle, 2005; Willits, Theodori, & Luloff, 2016) and several items that are essential in the measurement of an underlying construct (Holt, 2014). Each respondent's rating is scored as Strongly Agrees = 1, Agrees = 2, Neutral = 3, Disagrees = 4, and Strongly Disagrees = 5. An individual's score is determined by the sum of all possible points (Gay, Mills, & Airasian, 2009). The Likert scale is constructed by summing up the defining items (Michalopoulou & Symeonaki, 2017). The Likert scale is composite or 'Battery' of multiple Likert items (Johns, 2010).

After obtaining all the data, the data obtained for this study was analyzed using the Statistical Package for the Social Sciences (SPSS) version 23.0. The researcher used the Statistical Package for the Social Sciences (SPSS) version 23.0. The collected data will be analyzed using the Statistical Package for the Social Sciences (SPSS) version 23.0. This is used to observe the frequency, percentage, mean, and standard deviation due to the ordinal scale nature of the Likert scale values. SPSS is suitable for analyzing data in an easy-to-understand format. Each data obtained in this study will be interpreted in the form of tables to answer each question related to this study. In conclusion, this study examines skills among Arabic language students in public universities. Among the aspects studied are the stage of WhatsApp usage in daily social activities such as a communication tool, the types of activities within the WhatsApp application, and the functions of WhatsApp by the answer of respondent based on likert scales.

Findings and discussion

Based on the results of the survey distributed to students in the Arabic Language program at IPTA, it was found that the level of WhatsApp usage in Arabic writing skills varies. This can be seen in the following findings. The data shown represents data obtained from all participants who were sampled in this study.

Level of WhatsApp usage in daily social activities

Percentage level of WhatsApp usage in daily social activities

Table 1 represents the level of WhatsApp usage in daily social activities.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BA01	I use WhatsApp because it is a widely used social media communication tool among students and lecturers.	1.6 2	0.0 0	0.0 0	18.3 23	80.2 101	4.75
BA04	I use WhatsApp because it has evolved into a primary communication tool after Facebook.	1.6 2	0.0 0	0.8 1	23.0 29	74.6 94	4.69
BA05	I use the WhatsApp application to strengthen the relationship between lecturers and student peers	1.6 2	1.6 2	0.8 1	26.2 33	69.8 88	4.61

The percentage of students using WhatsApp as a communication tool among themselves is at a positive level. The majority of students feel more comfortable using the WhatsApp application to connect with one another, especially with 98.5%. This has led WhatsApp to become the primary medium that has rapidly grown after the Facebook application (97.6%). This usage facilitates communication between students and lecturers while also strengthening their relationships (96%). It makes communication easier for them, regardless of their different locations. The use of this application is seen as a tool that can improve and strengthen interactions among students and bridge the gap between students and teachers. (Robles et al. 2019). The level of use of WhatsApp in daily social activities is in the highest state with the mean value of each item BA01, BA04 and BA05 being 4.75, 4.69, 4.61. All the findings of this study indicate the level of WhatsApp usage as a social media communication tool This shows that the level of WhatsApp usage is good because this study focuses on the level of WhatsApp usage in daily life.

1. **The percentage of functions and activities of the WhatsApp application in daily activities.**

Table 2 The percentage of functions and activities of the WhatsApp application in daily activities.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BA02	I use the WhatsApp application to send text messages.	1.6 2	0.0 0	0.0 0	16.7 21	81.7 103	4.77
BA03	I use the WhatsApp application to send audio recordings.	1.6 2	4.0 5	5.6 7	23.8 30	65.1 82	4.47
BA06	I update daily activities in the WhatsApp status section.	6.3 8	13.5 17	10.3 13	27.8 35	42.1 53	3.86
BA07	I enjoy taking selfies through the WhatsApp camera.	21.4 27	26.2 33	16.7 21	16.7 21	19.0 24	2.86
BA08	I use WhatsApp video to send short videos that do not exceed 25 MB in duration	7.1 9	15.1 19	14.3 18	24.6 31	38.9 49	3.73

In addition, the use of the WhatsApp application makes daily life easier for students. The WhatsApp application shows good and positive results. The overall percentage of students (98.4%) use the WhatsApp application to send text messages compared to using other applications. In addition to sending texts, students also send audio recordings on WhatsApp (88.9%). However, a small number of students do not frequently update their daily activities in the WhatsApp status section (69.9%) and take selfies using the camera in the WhatsApp application (35.7%) out of a total of 126 students. Nevertheless, the percentage of students (63.5%) sending short WhatsApp videos that are no less than 25 MB in duration shows that students do not prefer to send videos through the WhatsApp application. This shows that the application somewhat helps students' daily activities by allowing them to update their status, audio, and instant messages. Based on these five items, it also indicates that the highest function of the WhatsApp application is sending instant messages to others, along with applying writing skills with a mean value of 4.77, followed by audio recording with 4.47. The moderate mean value is in updating daily activities with

a mean value of 3.86 and sending short videos with 3.73. The lowest value is the function of taking selfies using the WhatsApp camera with 2.86.

This shows the extent to which students use the WhatsApp application in their lives. This is proven that they are able to send messages, audio, update status, take selfies and send videos. This explains that the level of students' writing in the WhatsApp application is high because they write a lot in the WhatsApp application in their daily activities as written in aspect BA02 with a percentage of 98.4 percent.

The function of the WhatsApp program in WhatsApp groups.

Table 3 displays the information.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)
BA09	I tend to communicate in WhatsApp Groups because up to 250 members can join a group.	5.6 7	8.7 11	11.1 14	32.5 41	42.1 53
BA10	I like using video calls because it can accommodate up to 8 people at once.	3.2 4	8.7 11	11.1 14	33.3 42	43.7 55

In addition, there are benefits to using the WhatsApp application, such as the use of WhatsApp groups. WhatsApp groups are one of the features available in the WhatsApp application. One of the advantages of using WhatsApp groups is that they can accommodate 250 members at a time. A total of 94 students (74.6%) agreed that "I tend to communicate in WhatsApp Groups because up to 250 members can join a group", and there were 18 students (14.3%) who disagreed and strongly disagreed with this statement. The second advantage of WhatsApp groups is the preference for using video calls because it can accommodate up to eight people at a time, with 97 students (77%) agreeing and 15 students (11.9%) disagreeing with this statement. The group promotes a good classroom environment by allowing students to share personal experiences and address social conflicts. Engaging students in class conversations fosters a sense of connection and encourages them to approach their professors with questions and concerns.

2. Stages of WhatsApp activities in learning at Higher Education (IPTA)

WhatsApp activities in student learning

Table 4. WhatsApp Activities in Student Learning

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BB01	I use WhatsApp to send images related to learning.	1.6 2	2.4 3	4.8 6	34.1 43	57.1 72	4.43
BB02	I use WhatsApp to send audio related to learning.	1.6 2	2.4 3	6.3 8	34.9 44	54.8 69	4.39
BB06	I discuss a certain topic given by the lecturer in the WhatsApp group	1.6 2	2.4 3	3.2 4	31.0 39	61.9 78	4.49

In learning activities as well, the WhatsApp application plays an important role. Among the WhatsApp activities at IPTA are (BA01), (BA02), and BA06. Learning activities that involve the use of WhatsApp in IPTA" I discuss a certain topic given by the lecturer in the WhatsApp group" with 117 students (92.9%) agreeing and 5 students (4.0%) disagreeing. Next, most students also chose to strongly agree" I use WhatsApp to send images related to learning" and 5 students (4.0%) disagreed with this matter. Then, 113 students (89.7%) agreed with "I use WhatsApp to send audio related to learning". The results show that the majority are very satisfied with WhatsApp activities in student learning, with most students agreeing with mean values of 4.49, 4.43, and 4.39, which involve types of activities using the WhatsApp application in learning such as discussions, audio, and images. Overall, WhatsApp can be a useful tool to improve academic performance. At the same time, students can send answers through the WhatsApp application. Additionally, Barhoumi's (2020) study stated that WhatsApp also aids in learning because, after being downloaded, images or pictures can be viewed multiple times without being online. The use of WhatsApp has its advantages and disadvantages. Although the WhatsApp application has limited restrictions, it allows easy sharing of images, videos, academic materials, and group interactions between students and teacher (Yeboah & Ewur, 2014)

Communication activities with friends and lecturers in application WhatsApp.

Table 5. Communication activities with peers and lecturers.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BB03	I contact acquaintances through the WhatsApp application.	1.6 2	0.8 1	4.0 5	27.0 34	66.7 84	4.56
BB04	I contact lecturers through the WhatsApp application either personally or in a group.	0.8 1	2.4 3	7.1 9	30.2 38	59.5 75	4.45

The WhatsApp application, as is well known, is a primary communication tool in this era of globalization. This is because the majority of students (93.7%) choose to contact acquaintances using this application. Additionally, students also find it easy to reach out to lecturers through WhatsApp (89.7%). Most students responded positively to aspect BB03 with a mean value of 4.56 and aspect BB04 with a value of 4.45. This facilitates students in contacting lecturers either individually or in groups. Communication between students and teachers that goes beyond the classroom and outside of school time plays an important role in the development of close student-teacher relationships (Dobransky & Frymier, 2004; Sheer & Fung, 2007). It is also the nature of such communication that may be encouraging bridge the relationship between students and teachers (Bolkan & Holmgren, 2012). Therefore, the use of WhatsApp in teaching and learning provides students with the opportunity to communicate and interact with learning content, teachers, and peers outside of class hours. (Baguma, Namubiru, Brown & Mayisiela, 2019).

Student Assignment with lectures by WhatsApp

Table 6. Student assignments with lecturers in WhatsApp activities.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BB05	I comment to my friends via WhatsApp text messages.	1.6 2	6.3 8	4.0 5	33.3 42	54.8 69	4.33
BB07	The lecturer makes announcements in the WhatsApp group regarding learning.	1.6 2	0.8 1	5.6 7	25.4 32	66.7 84	4.55
BB08	The lecturer conducts a brief review related to student assignments.	1.6 2	8.7 11	6.3 8	27.8 35	55.6 70	4.27
BB09	Students find it easier to provide feedback on questions posed by lecturers through instant messaging.	1.6 2	0.8 1	4.8 6	27.8 35	65.1 82	4.54
BB13	Students can easily upload presentation videos, PowerPoint, video links, websites, Google Drive, Google Form, Google Slides, and documents via WhatsApp.	3.2 4	6.3 8	5.6 7	28.6 36	56.3 71	4.29

The WhatsApp application also facilitates students' communication with lecturers regarding assignments in the field of education. Students prefer to comment to their peers via instant messaging (88.1%). Additionally, lecturers also choose to make announcements in WhatsApp groups related to learning (92.1%). This allows lecturers to easily conduct quick checks regarding their students' assignments (83.4%), while students feel comfortable providing

feedback on questions posed by their lecturers through this app (92.9%). This also facilitates students (84.9%) in uploading presentation videos, PowerPoint files, video links, websites, Google Drive, Google Forms, Google Slides, and documents through WhatsApp. This activity greatly helps students in their learning. Another advantage of using WhatsApp in writing classes is perception of progress in vocabulary. Students can see their friends paragraphs and their vocabulary and make their vocabulary richer. According to Ma'ruf et al. (2019) Through WhatsApp, they can identify them partner paragraphs as well as their vocabulary, allowing them to develop their vocabulary.[8]

The Use of emojis as a catalyst for motivation in learning writing skills

Table 7. The Use use of emojis as a catalyst for motivation.

Number	Statement/ Item	Strongly Disagree (%)	Disagree (%)	Uncertain (%)	Agree (%)	Strongly Agree (%)	Mean
BB10	. The use of emojis in WhatsApp can enhance self-motivation.	1.6 2	2.4 3	6.3 8	33.3 42	56.3 71	4.40
BB11	The use of emojis when replying to friends' comments can increase motivation for lecturers.	1.6 2	1.6 2	11.9 15	32.5 41	52.4 66	4.33
BB12	The use of Arabic and Islamic stickers in WhatsApp can express feelings and appreciation between students and lecturers.	1.6 2	2.4 3	7.1 9	29.4 37	59.5 75	4.43

WhatsApp activities also motivate students to learn about a topic in their studies. This is based on a study conducted by Nilvani and Khairul (2021), which found that social support provided by various parties can enhance teachers' mental well-being and motivation to perform their duties effectively. Through the use of the WhatsApp application, it has been revealed that a significant number of students (89.6%) believe that emojis can enhance self-motivation. This has led to the appropriate use of emojis (84.9%) in responses, which can

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[8] Zam Zam Al Arif, Tubagus. 2019. "The Use Of Social Media For English Language Learning: An Exploratory Study Of Efl University Students." *Metathesis: Journal of English Language, Literature, and Teaching* 3 (2): 224–33. https://doi.org/10.31002/metathesis.v3i2.1921.

boost motivation towards their lecturers. In addition to the use of emojis, the use of Arabic and Islamic stickers in WhatsApp can express feelings and appreciation between students and lecturers. the use of emoticons makes students feel more comfortable when interact with peers online and the emojis help them feel like members of the learning community community and build a sense of belonging. This use also makes students comfortable to study and can improve their writing skills if there is support from other students. This will somewhat make students excited to learn about a particular topic.

Conclusion

Using instant messaging tools outside of learning hours and within lessons is very beneficial in academic and social fields. Each piece of data obtained is analyzed using SPSS software. Each respondent's answer found that the level of WhatsApp usage in enhancing students' Arabic writing skills at Higher Education University of Malaysia (IPTA) is at the highest level. This is based on each student's response in addressing each aspect, especially in the use of WhatsApp in daily life and in learning at IPTA. This is because students enjoy using the WhatsApp application to communicate and write to friends and lecturers. Through this method, students' writing skills can somewhat improve, as seen in the comments from lecturers on assignments sent via WhatsApp. There is a suggestion that can be made to make this study more in-depth, which is to understand the weakest writing aspects among students so that their writing can improve. Lecturers can also apply the use of WhatsApp in their teaching by implementing an online and digital teaching and learning system in the future. In conclusion, the digital instant messaging tool used by teachers and students in their daily lives, such as WhatsApp, can be utilized as an effective learning environment where positive teacher-student relationships can be fostered and their writing can be gradually improved through assignment feedback and response techniques in the WhatsApp application.

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