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## EXPLORING STUDENTS' POTENTIAL: CONSTRUCTIVISM APPROACH IN ARABIC LANGUAGE LEARNING

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**Abstract:** This study aimed to explore students' potential through a constructivism approach to Arabic language learning. This study employed a descriptive qualitative, this research analyzes the impact of the constructivism approach on students' engagement, understanding, and critical thinking in the context of Arabic language learning. Data were collected through observations, interviews, and document studies in two Arabic language classes at SD-IT Al-Furqan and SD-IT Adnani. The results indicated that the constructivism approach can enhance students' engagement, communication skills, and critical thinking abilities. Students involved in constructivism-based activities show significant improvements in language understanding, the application of language concepts in real-world contexts, as well as reflective and collaborative skills. These findings showed that constructivist learning can play a crucial role in optimizing students' potential in Arabic language learning. The study recommends greater support for teachers in implementing this approach and further exploring its long-term impact on Arabic language learning.

**Keywords:** Constructivist Approach, Students' Potential, Arabic learning

**Abstrak:** Penelitian ini bertujuan untuk mengeksplorasi potensi siswa melalui pendekatan konstruktivisme dalam pembelajaran bahasa Arab. Penelitian ini menggunakan metode deskriptif kualitatif, penelitian ini menganalisis dampak pendekatan konstruktivisme terhadap keterlibatan, pemahaman, dan pemikiran kritis siswa dalam konteks pembelajaran bahasa Arab. Data dikumpulkan melalui observasi, wawancara, dan studi dokumen di dua kelas bahasa Arab yaitu SD-IT Al-Furqan dan SD-IT Adnani. Hasil penelitian menunjukkan bahwa pendekatan konstruktivisme dapat meningkatkan keterlibatan, keterampilan komunikasi, dan kemampuan berpikir kritis siswa. Siswa yang terlibat dalam kegiatan berbasis konstruktivisme menunjukkan peningkatan yang signifikan dalam pemahaman bahasa, penerapan konsep bahasa dalam konteks dunia nyata, serta keterampilan reflektif dan kolaboratif. Temuan ini menunjukkan bahwa pembelajaran konstruktivis dapat memainkan peran penting dalam mengoptimalkan potensi siswa dalam pembelajaran bahasa Arab. Penelitian ini merekomendasikan dukungan yang lebih besar bagi guru dalam menerapkan pendekatan ini dan lebih jauh mengeksplorasi dampak jangka panjangnya pada pembelajaran bahasa Arab.

## A. Introduction

Learning Arabic has its own challenges and opportunities in the context of global education.<sup>1</sup> As one of the most widely used languages in the world<sup>2</sup> and the main language in Islamic literature, it is important for students to not only understand grammar (*nahwu*) and vocabulary (*mufradat*),<sup>3</sup> but also the cultural context that surrounds them.<sup>4</sup> However, traditional teaching methods that focus on memorization and direct teaching are often not effective enough to develop and improve comprehensive and in-depth language skills.<sup>5</sup>

The constructivism approach, which was developed based on the learning theories of Piaget and Vygotsky, emphasizes that learning is an active process in which students construct their own knowledge through experience and interaction.<sup>6</sup> In the context of language learning, this means that students not only learn language passively, but are also actively involved in the use and exploration of language in various real situations.<sup>7</sup> This approach is particularly relevant for

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<sup>1</sup> Muassomah Muassomah, Arief Rahman Hakim, and Eva Laily Salsabila, "Arabic Learning Challenges Student Experiences in Islamic Higher Education," in *Proceedings of the 4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)* (Atlantis Press SARL, 2023), 475–82, <https://doi.org/10.2991/978-2-38476-002-2>.

<sup>2</sup> Mawaddah Hudri, Asep Sopian, and Nunung Nursyamsiyah, "Implementasi Model Lagu Dalam Peningkatan Pemahaman Materi Bahasa Arab," *Al-Waraqoh* 2, no. 2 (2021): 14–36, <https://jurnal.iain-bone.ac.id/index.php/alwaraqah/article/view/2561>.

<sup>3</sup> Segaf Baharun et al., "Peran Kecakapan Berbahasa Arab Sebagai Penguat Literasi Keilmuan Islam Di Pondok Pesantren Darullughah Wadda'wah, Bangil, Pasuruan," *Edukasi Islami: Jurnal Pendidikan Islam* 12, no. 2 (2023): 1291–1304, <https://doi.org/10.30868/ei.v12i02.3973>.

<sup>4</sup> Fadlan Masykura Setiadi and Yunaldi, "Exploring Challenges in Learning Arabic in Schools: A Comprehensive Analysis," *El-Mahara: Jurnal Pendidikan Dan Bahasa Arab* 1, no. 2 (2023): 44–54, <https://jurnal.alahliyah.sch.id/index.php/elmahara/article/view/499/87>.

<sup>5</sup> Umi Chabibatus Zahro, Sofri Rizka Amalia, and Nur Fadilah Amin, "The Effectiveness of Direct Method in Arabic Language Learning," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 12, no. 1 (May 31, 2020): 149–64, <https://doi.org/10.24042/albayan.v12i1.5775>.

<sup>6</sup> Hamzah, "Konstruktivisme Dan Implikasinya Dalam Pembelajaran Bahasa Arab," in *Prosiding Konferensi Nasional Bahasa Arab IV*, 2018, 117–28, <https://prosiding.arabum.com/index.php/konasbara/article/view/262>; Headman Hebe, "Towards a Theory-Driven Integration of Environmental Education: The Application of Piaget and Vygotsky in Grade R," *International Journal of Environmental and Science Education* 12, no. 6 (August 11, 2017): 1525–45; Mulyadi Mulyadi, "Teori Belajar Konstruktivisme Dengan Model Pembelajaran (Inquiry)," *Al Yasini: Jurnal Keislaman, Sosial, Hukum Dan Pendidikan* 7, no. 2 (2022): 174, <https://doi.org/10.55102/alyasini.v7i2.4482>.

<sup>7</sup> Nurlaila Nurlaila and Muassomah Muassomah, "Analisis Pembelajaran Bahasa Arab Berbasis Konstruktivisme Di MAN 1 Pamekasan," *Taqdir* 6, no. 2 (2020): 45–70, <https://doi.org/https://doi.org/10.19109/taqdir.v6i2.5945>.

Arabic language learning, where understanding the culture and social context is key to mastering Arabic effectively.<sup>8</sup>

Previous studies conducted by Haerullah et al. (2024);<sup>9</sup> Maimunah et al. (2023);<sup>10</sup> and Yusuf (2021)<sup>11</sup> emphasized the importance of adopting modern student-centered teaching strategies, such as constructivism, in Arabic language education. This approach emphasizes the learner's role in constructing knowledge through active learning, discovery, and problem solving. This constructivist approach can be very effective in improving Arabic learning outcomes by encouraging students to engage in meaningful interactions, develop critical thinking, and apply language concepts in practical contexts.

Meanwhile, this research aims to explore students' potential in learning Arabic through a constructivist approach in Integrated Islamic-based schools, namely SD-IT Al-Furqan and SD-IT Adnani in Mandailing Natal Regency. By emphasizing active student engagement, collaboration, and application of knowledge in meaningful contexts, a constructivist approach can create a more dynamic and effective learning environment. The focus of this research is to evaluate the impact of a constructivist approach on student motivation, understanding and retention in Arabic language learning.

Through this research, it is hoped that it will be found that applying a constructivist approach in learning Arabic will not only improve students' linguistic abilities, but also strengthen their understanding of the cultural and social context of the language. The results of this research can make a significant

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<sup>8</sup> Isop Syafe'i, "Model Pembelajaran Bahasa Arab Berbasis Konstruktivisme Di Perguruan Tinggi Islam," *Jurnal Pendidikan Islam UIN Sunan Gunung Djati* 27, no. 3 (2012): 463-74, <https://doi.org/10.15575/jpi.v27i3.530>.

<sup>9</sup> Ira Safira Haerullah et al., "Constructivism in Arabic Language Pedagogy: An Exploration through Islamic Higher Education Settings," *ELOQUENCE: Journal of Foreign Language* 3, no. 1 SE-Articles (April 4, 2024): 418-33, <https://ejournal.iaingorontalo.ac.id/index.php/ELOQUENCE/article/view/1495>.

<sup>10</sup> Iffat Maimunah, Arina Haque, and Wildana Wargadinata, "Hybrid Arabic Learning Based on Constructivism Theory for Higher Education," in *Proceedings of the 4th Annual International Conference on Language, Literature and Media (AICOLLIM 2022)* (Atlantis Press SARL, 2023), 462-74, [https://doi.org/10.2991/978-2-38476-002-2\\_44](https://doi.org/10.2991/978-2-38476-002-2_44).

<sup>11</sup> Kabiru Yusuf, "Improving Teaching and Learning Arabic through Constructivist Paradigm: The Perspective of Some Gbagyi and Nupe Speaking Communities in Niger State, Nigeria." 11, no. 6 (2021): 36-42, <https://doi.org/10.9790/7388-1106033642>.

contribution to the development of more effective and holistic language teaching methods, which focus not only on technical skills, but also on deeper cultural understanding.

Based on the aforementioned background, the primary research questions of this study are as follows: How is the constructivist approach implemented in Arabic language learning at integrated Islamic-based schools, such as SD-IT Al-Furqan and SD-IT Adnani? How does this approach influence students' motivation, understanding, and retention in Arabic language learning? Can the constructivist approach enhance students' linguistic skills while simultaneously strengthening their understanding of the cultural and social contexts of the Arabic language? Furthermore, to what extent can this approach provide practical contributions to the development of more effective and holistic Arabic teaching methods, as well as its relevance in curriculum design and teaching strategies within integrated Islamic-based educational institutions?

## B. Research Methode

This research employed a descriptive-qualitative approach<sup>12</sup> to explore students' potential in learning Arabic through a constructivist approach. The research participants consisted of 40 students and 5 teachers from 2 integrated Islamic-based educational institutions, namely SD-IT Al-Furqan and SD-IT Adnani located in Mandailing Natal Regency, selected through purposive sampling. Data was collected through in-depth interviews, classroom observations, and analysis of documents such as lesson plans and student worksheet. Semi-structured interviews with students and teachers focused on learning motivation, engagement in class, and language comprehension. Observations were carried out to see the application of constructivist methods, while document analysis helped understand the implementation of constructivist principles in the curriculum.

The data obtained was analyzed using thematic analysis techniques, starting with transcription and initial reading, coding, then categorization and interpretation of the main themes. The validity of the data is maintained through

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<sup>12</sup> John W. Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, 4th ed. (Singapore: Sage Publications, 2014).

method triangulation and member checking. All participants provided written informed consent and their identities were kept confidential. This approach is expected to provide in-depth insight into the impact of the constructivist approach on Arabic language learning as well as contribute to the development of more effective and holistic teaching strategies.

### C. Result of Research and Discussion

The implementation of the constructivist approach in Arabic language learning has produced significant results. The following is a table that presents the results of research from the implementation of the constructivist approach in Arabic language learning from 2 integrated Islamic schools, namely SD-IT Al-Furqan and SD-IT Adnani, along with a brief description of each finding:

Category	Findings	Description
<b>Enhanced Engagement and Motivation</b>	Higher levels of engagement and motivation reported by students participating in constructivist activities.	Students showed increased eagerness to participate in class discussions, group activities, and practical exercises, indicating that constructivist methods effectively stimulate interest in Arabic.
<b>Improved Language Proficiency</b>	Notable improvements in vocabulary acquisition, grammar usage, and fluency in Arabic.	Assessments before and after the intervention showed significant gains in language skills, attributed to the interactive and student-centered nature of the activities.
<b>Increased Critical Thinking and Application Skills</b>	Enhanced ability to apply language concepts in new contexts.	Constructivist activities that involved problem-solving and real-life applications helped students develop a deeper understanding of the language and its cultural context.

<b>Positive Feedback from Teachers</b>	Teachers reported a more dynamic classroom environment, with students being more communicative, collaborative, and reflective.	Teachers observed that the constructivist approach led to richer learning experiences, enhancing student interaction and reflective thinking.
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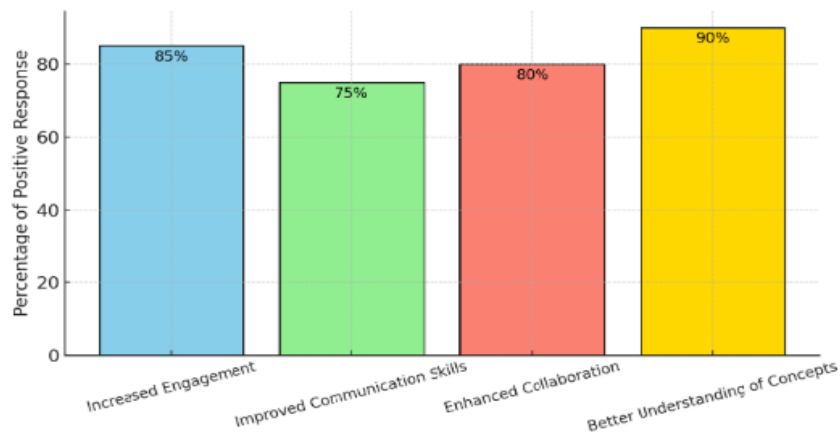
The table above showed that the constructivist approach applied in learning Arabic at SD-IT Al-Furqan and SD-IT Adnani can significantly increase student motivation, involvement and understanding. From the results of in-depth interviews, students said they felt more motivated and actively involved in the learning process. They mentioned that methods involving group discussions, collaborative projects, and practical application of the language made learning more interesting and relevant to their daily lives. Teachers also observed increased student participation in class, as well as improvements in their communication skills in Arabic.

The findings of this study support the constructivist theory, which posits that learning is an active process where students construct knowledge through interaction and experience.<sup>13</sup> The constructivist approach encourages students to be active learners, not merely receiving information passively but also seeking understanding through exploration and collaboration.<sup>14</sup> The observed increase in motivation and engagement suggests that more interactive teaching methods relevant to real-life situations can make language learning more interesting and meaningful for students. According to Nisa et. al (2023)<sup>15</sup> stated that collaborative projects and group discussions allow students to learn from one another and develop both social and language skills.

<sup>13</sup> Joseph Zajda, "Constructivist Learning Theory and Creating Effective Learning Environments," in *Globalisation and Education Reforms*, 2021, 35–50, [https://doi.org/10.1007/978-3-030-71575-5\\_3](https://doi.org/10.1007/978-3-030-71575-5_3).

<sup>14</sup> Amna Saleem, Huma Kausar, and Farah Deeba, "Social Constructivism: A New Paradigm in Teaching and Learning Environment," *Perennial Journal of History* 2, no. 2 (December 28, 2021): 403–21, <https://doi.org/10.52700/pjh.v2i2.86>.

<sup>15</sup> Haerun Nisa et al., "Collaborative Learning Effect on Improving Students' Creativity and Critical Thinking in the Independent Curriculum," *AL-ISHLAH: Jurnal Pendidikan* 15, no. 3 (2023): 4038–48, <https://doi.org/10.35445/alishlah.v15i3.3538>.



**Figure : Positive Student Responses to Constructivist Approach in Arabic Learning**

The implementation of the constructivist approach in Arabic language learning received positive responses from students, as evidenced by significant improvements in various aspects of their learning experience. Student engagement emerged as the most prominent outcome, with 85% of students showing active participation and enthusiasm in class activities. This was followed by a 90% increase in understanding of language concepts, highlighting the effectiveness of practice-based and context-based learning strategies. In addition, 80% of students showed improved collaborative skills through group discussions and projects, while 75% showed significant progress in their communication/speaking skills in Arabic.

The positive response from students and Arabic language teachers at SD-IT Al-Furqan and SD-IT Adnani indicates that when students actively engage in the learning process, they tend to achieve better outcomes. This aligns with Vygotsky's constructivist theory, which states that learning is most effective when students build their own understanding through experience and interaction.<sup>16</sup> However, according to Novitasari<sup>17</sup> that the success of the constructivist approach also depends on the teacher's readiness to implement this strategy effectively. This requires a shift from traditional teaching methods to more interactive and student-centered techniques, which can be challenging without adequate training and resources.

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<sup>16</sup> Like Suoth, Elyse Jesti Mutji, and Robinsor Balamu, "Penerapan Pendekatan Konstruktivisme Vygotsky Terhadap Pembelajaran Bahasa Indonesia," *Journal for Lesson and Learning Studies* 5, no. 1 SE-Articles (April 11, 2022): 48-53, <https://doi.org/10.23887/jlls.v5i1.40510>.

<sup>17</sup> Anindita Trinura Novitasari, "Keterlaksanaan Pembelajaran Efektif Melalui Peran Profesionalisme Pendidik Dalam Proses Pembelajaran," *Journal on Education* 5, no. 1 (2022): 1179-88, <https://doi.org/10.31004/joe.v5i1.624>.

These findings align with Vygotsky's (1978) theory,<sup>18</sup> which highlighted the importance of social interaction and real-world experiences in optimizing students' cognitive abilities. Furthermore, the results are consistent with the study conducted by Panharith (2022)<sup>19</sup> and Hai-Ninh Do et. Al (2023)<sup>20</sup>, which found that a constructivist approach enhances student motivation in learning foreign languages. However, this research adds value by examining the constructivist approach specifically within the context of Islamic-based education, such as at SD-IT Al-Furqan and SD-IT Adnani, a dimension that has been underexplored in prior studies.

The primary distinction from previous research lies in its focus on the integration of the constructivist approach with contextual understanding of Arabic, including the cultural and social values embedded in the language. This study expands the scope of prior research, which typically centers on improving technical language skills, by incorporating a holistic understanding relevant to the students' socio-cultural context.

The findings of this study support the idea that constructivist learning can contribute to the development of essential skills in learning Arabic, including communication, critical thinking, and problem-solving. By incorporating constructivist strategies into Arabic language teaching, teachers at SD-IT Al-Furqan and SD-IT Adnani can create a more engaging and effective learning environment that encourages active participation and independent learning among students.

Lastly, this study showed that the constructivist approach has great potential to enhance Arabic language learning for students at SD-IT Al-Furqan and SD-IT Adnani. By creating an active and collaborative learning environment, students not only learn the language but also develop other important skills such as critical thinking, teamwork, and problem-solving. These findings underscored the importance of innovative teaching methods that are relevant to students' needs, as well as the necessity of supporting teachers in implementing this approach in the classroom.

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<sup>18</sup> Suoth, Mutji, and Balamu, "Penerapan Pendekatan Konstruktivisme Vygotsky Terhadap Pembelajaran Bahasa Indonesia."

<sup>19</sup> Panharith Nat, "Enhancing Students' Motivation in Foreign Language Learning," *Cambodian Journal of Educational Research* 2, no. 1 (August 13, 2022): 104–18, <https://doi.org/10.62037/cjer.2022.02.01.06>.

<sup>20</sup> Hai-Ninh Do, Bich Ngoc Do, and Minh Hue Nguyen, "3How Do Constructivism Learning Environments Generate Better Motivation and Learning Strategies? The Design Science Approach," *Heliyon* 9, no. 12 (2023): e22862, <https://doi.org/https://doi.org/10.1016/j.heliyon.2023.e22862>.



## D.Conclution

This study revealed that the constructivist approach can significantly enhance students' motivation, engagement, and understanding of learning Arabic at SD-IT Al-Furqan and SD-IT Adnani. By applying principles of active learning, collaboration, and integration of prior knowledge, students become more motivated and engaged in the learning process, showing improvements in communication skills and critical thinking abilities. Teachers also noted the benefits of this method, despite the need for more intensive preparation. These findings recommend the importance of innovative and relevant teaching methods, as well as the need for support for teachers in their implementation. The constructivist approach applied at SD-IT Al-Furqan and SD-IT Adnani has proven effective in developing students' potential, making valuable contributions to more holistic teaching strategies that support students' academic and personal growth.

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