

Humanistic Based Constructivist Learning Model for Arabic Language Learning: Integrating Information and Communication Technology

Erma Febriani^{1*}, Nurkhamimi Zainuddin²

¹Arabic Language Education Department, 55183 Universitas Muhammadiyah Yogyakarta, Indonesia

²Faculty of Major Language Studies, University Sains Islam Malaysia, Malaysia

*Corresponding Author

Abstract: This research focuses on evaluating the effectiveness of a humanistic-based constructivist learning model that integrates ICT for Arabic language learning. The methods used include a mixed approach with quantitative surveys and qualitative interviews. The research population consisted of students and teachers involved in Arabic language courses, with a purposive sample of 25 students and 1 teacher. Research instruments include questionnaires and semi-structured interview guidelines. Data were analyzed using descriptive statistics and thematic analysis techniques. The results showed that the learning model positively influenced students' motivation, participation, and understanding. Most students reported feeling more motivated and actively participating in class due to the integration of technology such as videos and apps. Additionally, interactions with peers and teachers during the learning process were found to enhance their comprehension of the material. However, some students remained neutral or expressed minor dissatisfaction, highlighting areas for further improvement. Key findings indicate that while the learning model effectively engages students and enhances their learning experience, challenges such as varying levels of technological competence and access to resources persist. Proposed solutions include continuous professional development for teachers, improved access to technological tools, and the creation of more engaging and interactive learning materials. The main conclusion is that a well-supported and contextually adapted learning model can significantly improve the quality of Arabic language education. This research provides valuable insights and practical recommendations for educators and policymakers to overcome barriers and enhance the integration of technology in Arabic language learning.

Keywords: Humanistic; Arabic Language; Technology

1 Introduction

The Arabic Subject Teachers' Conference is a professional forum that has an important role in improving the quality of educators and the learning process. It is a platform where teachers can share knowledge, improve their professional competence and work towards educational standardization. MGMP is prepared and directed to develop teacher skills and knowledge, which ultimately aims to improve the quality of education. This organization is also related to establishing minimum teacher completeness criteria at the beginning of the school year, and is associated with efforts to improve teacher performance through academic supervision and participation in conferences. [1]. Overall, the Arabic Subject Teachers' Conference is an important platform for Arabic teachers to collaborate, share knowledge and improve their skills in order to provide a better education for their students.

In the era of rapid development of information and communication technology, Arabic language learning also needs to follow these developments by using a humanistic-based constructivist learning model that integrates information and communication technology. A humanistic-based constructivist learning model that integrates information and communication technology can provide a more interactive, fun and active learning experience for students. This can be done through the use of interactive sites that provide fun software programs and make it easier for students to try and experiment without the psychological burden of embarrassment [2].

The integration of technology in Arabic language learning through a constructivist and humanistic approach offers a more interactive, fun and active learning experience for students. By utilizing interactive websites and fun software programs, students can experiment and practice Arabic without fear of embarrassment. An interactive and fun website can motivate learners, facilitate effective Arabic learning, and help teachers expedite the learning process. According to research, the use of information and communication technology in Arabic language learning can have a positive effect on motivation, learner-teacher interaction, and the use of various multimedia sources [3].

Arabic has an important role in the global context, considering the increasing interaction and connections between different cultures. The demand for learning Arabic is increasing in various sectors, such as social,

economic, business, political and tourism [4]. To meet this demand and ensure effective teaching and learning, it is important to have competent Arabic teachers. Unfortunately, research shows that there are gaps in the implementation of teacher competency in Arabic language education. According to Qudsiati's research, even though Arabic teachers have good pedagogical competencies, there are still challenges in implementing these competencies. To overcome this problem, schools have taken various steps to improve the competence of Arabic teachers. They have engaged teachers in educational activities such as workshops, training sessions, and professional development programs [5].

Increasing the use of technology in learning Arabic is important but also threatens various challenges and difficulties. Some of the difficulties of integrating technology in learning Arabic include [5]: lack of knowledge and skills in using technology, lack of awareness and support from schools or educational institutions regarding the use of technology in learning Arabic, lack of quality digital content and resources for learning Arabic.

Technological developments in the field of computers and communication tools are very rapid [6]. This opens up opportunities for the use of technological devices in the world of education, especially the use of computers in learning. The use of computers in learning can provide many benefits [7]. Apart from increasing student involvement and participation, the use of computers can also help teachers to prepare more interesting and interactive learning materials. With the integration of technology in learning, students can learn more actively and deeply.

Information and communication technology can be integrated into the learning process. The use of technology in learning can improve the quality of teaching and learning, eliminate distance and time constraints, increase the level of competence of teachers and students. Integration of technology in learning is a challenge that must be faced in education today [8].

The integration of technology in learning is a challenge that must be faced in education today. Integrating technology in learning is not an easy thing. There needs to be collective efforts and collaboration between teachers, schools, government and all stakeholders in the world of education. In learning, technology integration can help teachers to prepare more interesting and interactive material, as well as provide opportunities for students to study content more actively and independently.

Research Purposes:

Based on the background described, this research aims to :evaluating the effectiveness of a humanistic-based constructivist learning model that integrates ICT for Arabic language learning.

This article makes an important contribution to education, especially Arabic language learning, by designing a humanistic-based constructivist learning model that integrates information and communication technology (ICT). This model increases student engagement and motivation through a more interactive and interesting method. The humanistic approach promoted creates an inclusive learning environment and respects individual differences. In addition, the integration of ICT in learning not only enriches students' learning experience, but also increases their digital literacy. This article can also be a reference for other educators to develop similar learning models in other fields of study, contributing to broader educational innovation.

2 Methodology

2.1 Research Design

This research uses a mixed approach which combines quantitative and qualitative methods to gain a comprehensive understanding of the effectiveness of the learning model

2.2 Population and Sample

The research population consisted of students and teachers involved in Arabic language classes. The research sample was selected using purposive sampling, consisting of 25 students and 1 teacher who actively used this learning model.

2.3 Research Instruments

A questionnaire consisting of closed-ended questions using a Likert scale to collect data from students and teachers regarding their experiences, perceptions, and level of satisfaction with the learning model developed.

2.4 Data Analysis

The data analysis used is descriptive statistics with the aim of describing and summarizing the main characteristics of the data collected

3 Results and Discussion

This research aims to design a humanistic-based constructivist learning model that integrates Information and Communication Technology (ICT) in Arabic language learning. This model is designed to improve students' Arabic language skills comprehensively, covering cognitive, affective, and psychomotor aspects.

3.1 Humanistic-based constructivist learning model that integrates ICT for Arabic language learning.

The following is a humanistic-based constructivist learning model that integrates ICT in Arabic language learning which can provide a fun and effective learning experience for students.

Component	Description	Application
Constructivist Approach	This model is based on constructivism theory which emphasizes that learning is an active process in which students build their own knowledge.	Students are asked to create simple projects such as drawing and naming objects in Arabic
Humanistic Approach	This approach emphasizes holistic individual development, covering cognitive, affective, and psychomotor aspects, and respecting students' individual needs.	Teachers provide reflection time at the end of each session, where students can share their feelings about the day's learning and discuss things they liked or didn't like about the learning activities.
ICT integration	Use of digital tools and platforms to make learning more interactive, interesting, and relevant to technological developments.	Use of language learning applications such as and interactive games that teach vocabulary and simple phrases in Arabic.

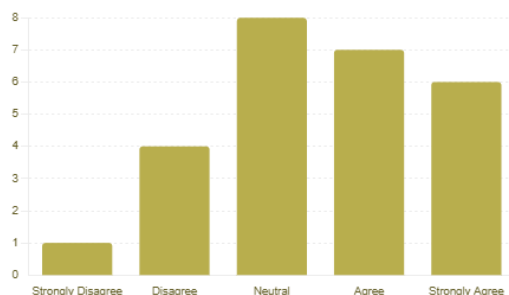
This humanistic constructivist-based learning model that integrates ICT for Arabic language learning combines three main components : constructivist approach, humanistic approach, and ICT integration. The constructivist approach encourages students to actively build knowledge through contextual projects. A humanistic approach ensures that learning encompasses students' holistic development and respects their individual needs. ICT integration makes learning more interactive and relevant with modern technology, helping students develop Arabic language skills and digital skills simultaneously.

3.2 Experience, Perception, and Level of Satisfaction with the Humanistic-Based Constructivist Learning Model that Integrates ICT for Arabic Language Learning

Part 1	Experience with Learning Models
1	I feel more motivated to learn Arabic with this learning model
2	I feel more actively participating in class
3	The use of technology (videos, apps) helps me understand the material better.
Part 2	Perceptions of Learning Models
4	This learning model makes learning Arabic more interesting.
5	I feel more confident in using Arabic after following this learning model.
6	Interaction with friends and teachers during learning helps me understand the material more deeply

Part 1. Experience with Learning Models

Question1: I feel more motivated to learn Arabic with this learning Model

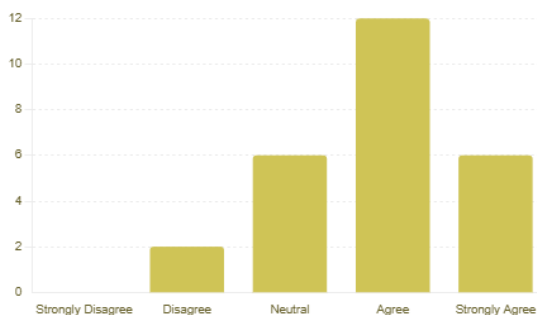


This diagram shows the distribution of answers from 26 respondents regarding their motivation to learn Arabic using this learning model. Most respondents 16 peoples agreed or strongly agreed that this learning model made them more motivated to learn Arabic. This shows that this learning model is quite effective in increasing learning motivation. A small number of respondents 5 people disagreed or strongly disagreed. This may indicate that there are some aspects of the learning model that need to be further evaluated to increase effectiveness for all students. Respondents were in a neutral position, which indicated that they did not feel more

motivated but also did not feel less motivated with this learning model.

Overall, these results indicate that this learning model tends to be positive in increasing motivation to learn Arabic, although there were some respondents who did not feel an increase in motivation. Further evaluation is needed to understand what factors influence negative and neutral perceptions.

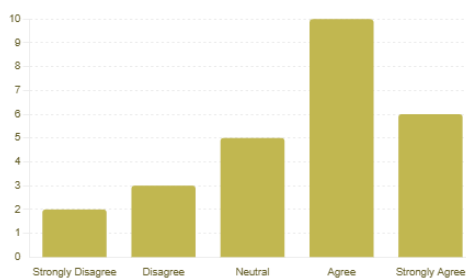
Question 2: I feel more actively participating in class.



The diagram above shows the distribution of answers from 26 respondents regarding their active participation in class using this learning model. From the results of the questionnaire, it shows that the most respondents 13 people agreed or strongly agreed that they participated more actively in class by using this learning model. This shows that this learning model is effective in increasing students' active participation in class.

1 respondent strongly disagreed, and 4 respondents disagreed. This indicates that there is a small portion of students who do not feel more actively participating in class, perhaps due to various factors such as teaching methods that do not suit their learning style or lack of supporting facilities. 8 respondents were in a neutral position, which shows that they do not feel more active but also do not feel less active with this learning model. This could be an indication that this learning model can be further improved to accommodate more students to feel more involved..

Question 3: The use of technology (videos, apps) helps me understand the material better.

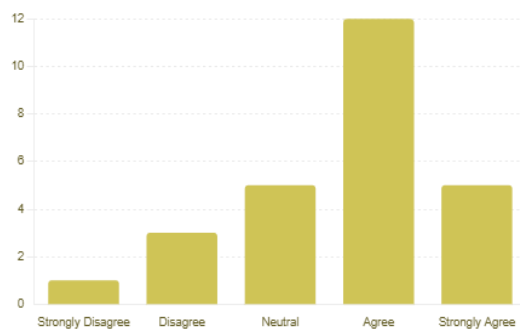


The diagram above shows the distribution of answers from 26 respondents regarding the use of technology to help them understand learning material. From the results of the questionnaire, we can observe : Most respondents 18 people agreed or strongly agreed that the use of technology helped them understand the material better. This shows that the integration of technology in Arabic language learning is very effective and beneficial for students. There were no respondents who strongly disagreed, and only 2 respondents disagreed. This indicates that almost all students feel the benefits of using technology in their

learning. 6 respondents were in a neutral position, which shows that some students feel that the use of technology does not have a significant impact on their understanding but is also not detrimental. Overall, these results show that the use of technology such as videos and applications in learning Arabic is well received by students and helps in improving their understanding of the material. However, some students may require additional approaches or further adjustments to maximize the benefits of technology in their learning.

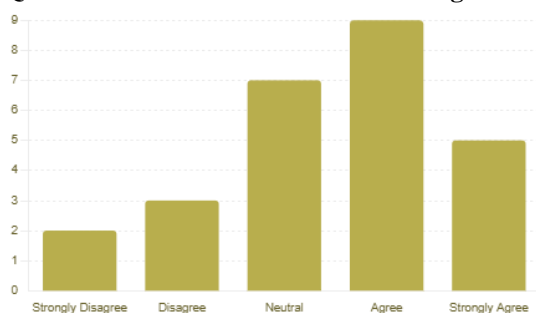
Part 2. Perceptions of Learning Models

Question 4: This learning model makes learning Arabic more interesting



This diagram shows the distribution of answers from 26 respondents regarding how interesting they think this Arabic language learning model is. From the results of the questionnaire, it shows that the majority of 17 respondents agreed or strongly agreed that this learning model made learning Arabic more interesting. Only 4 respondents felt uninterested, and 5 respondents were in a neutral position. Overall, these results show that this learning model has succeeded in increasing the interest of the majority of students in learning Arabic. However, there is room for further improvement to ensure that all students can benefit from this model

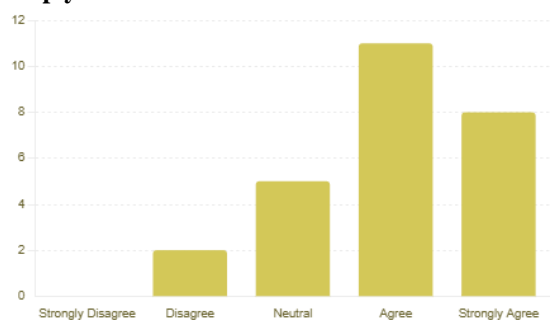
Question 5: I feel more confident in using Arabic after following this learning model



The diagram above shows the distribution of answers from 26 respondents regarding their confidence in using Arabic after following this learning model. From the results of the questionnaire, it shows that. Most of the 14 respondents felt more confident in using Arabic after following this learning model. This shows that the learning model is quite effective in increasing students' self-confidence. However, there were 5 respondents who felt less confident, indicating that there were some students who did not feel an increase in self-confidence. Further evaluation is needed to understand the reasons behind these

negative perceptions and find ways to improve certain aspects of the learning model. There were 7 neutral respondents who indicated that they did not feel a significant increase in self-confidence, but also did not feel less confident. Overall, these results show that this learning model has succeeded in increasing the confidence of most students in using Arabic. However, there is room for further improvement to ensure that all students can benefit equally from this model

Question 6: Interaction with friends and teachers during learning helps me understand the material more deeply



The diagram above shows the distribution of answers from 26 respondents regarding their interactions with friends and teachers during learning, as well as their impact on understanding the material. From the results of the questionnaire, it shows that most respondents (19 people) agreed or strongly agreed that interactions with friends and teachers during learning helped them understand the material more deeply. This shows that the interactive elements in this learning model are very effective. Only 2 respondents disagreed. This indicates that almost all students feel the benefits of interaction during

learning. There were 5 neutral respondents indicating that some students felt that interactions with friends and teachers did not have a significant impact on their understanding but were also not detrimental. Overall, the results of this questionnaire show that most students and teachers have positive perceptions of this learning model. They feel that this model makes learning more interesting, increases their confidence in using Arabic, and deepens their understanding of the material through interaction with friends and teachers. However, there were some respondents who had neutral or negative perceptions, indicating that there may be areas that require further improvement.

4 Conclusions

Overall, the results of the questionnaire show that the Arabic language learning model applied is quite effective in increasing students' motivation, active participation, understanding of the material and self-confidence. The integration of technology and interaction with friends and teachers was considered very beneficial by most respondents. However, there were some respondents who did not feel the same benefits, indicating the need for further evaluation and adjustments to ensure that this learning model is effective for all students. Next steps may involve more in-depth analysis to understand the factors that cause some students to feel less motivated or less confident, as well as adapting learning models to accommodate the needs of all students.

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