ABSTRACT

In an effort to improve the effectiveness of Arabic language learning, a deep understanding of relevant learning theories and their application in a comprehensive learning ecosystem becomes fundamental. This study aims to establish the relationship between learning theories and the learning ecosystem implemented in Arabic classes at MAN 3 Jember. This research uses a qualitative approach with a case study type to collect data through in-depth interviews, observation, and document analysis. The results of this study show that the integration of cognitive, behaviorist, and constructivist as learning theories into Arabic language learning in MAN 3 Jember can help create a conducive and comprehensive learning environment ecosystem in building students’ knowledge and understanding through social interaction, collaboration, and reflection in the context of Arabic language learning.

Integration of Learning Theories to Build an Arabic Learning Ecosystem

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Dalam upaya untuk meningkatkan efektivitas pembelajaran bahasa Arab, pemahaman yang mendalam tentang teori-teori belajar yang relevan dan penerapannya dalam ekosistem pembelajaran yang komprehensif menjadi fundamental. Studi ini bertujuan untuk merangkai keterkaitan antara teori belajar dengan ekosistem pembelajaran yang terimplementasi dalam kelas bahasa Arab di MAN 3 Jember. Penelitian ini menggunakan pendekatan kualitatif dengan jenis studi kasus untuk mengumpulkan data melalui wawancara mendalam, observasi, dan analisis dokumen. Hasil penelitian ini menunjukkan bahwa integrasi teori belajar kognitif, behavioris, dan konstruktivis dalam pembelajaran bahasa Arab di MAN 3 Jember dapat membantu menciptakan ekosistem lingkungan pembelajaran yang kondusif dan komprehensif dalam membangun pengetahuan dan pemahaman siswa melalui interaksi sosial, kolaborasi, dan refleksi dalam konteks pembelajaran bahasa Arab.
1. Introduction

In Arabic language learning, there is often a lack of clarity on the principles of learning implementation used by teachers because of the uncertainty of theoretical references or unawareness of having used certain theoretical bases in learning. This can result in confusion and inconsistencies in Arabic language learning. It is important for teachers to have a firm understanding of the learning principles they apply and understand the theoretical foundations behind them (Rosyid & Baroroh, 2019). By having a good understanding of Arabic learning theories, teachers can develop a cohesive and effective approach to teaching (Badi’ah, 2021).

Using a specific theoretical basis in Arabic language learning helps teachers in planning clear learning objectives, choosing appropriate teaching methods and strategies, and evaluating student progress in a consistent way. A strong theoretical foundation also assists teachers in selecting relevant teaching materials and creating an engaging and effective learning environment (Hamid et al., 2019). It is necessary for Arabic teachers to continue to develop their knowledge and understanding of existing learning theories, as well as share this knowledge with colleagues. Thus, teachers can improve and improve their learning practices, create a more consistent learning experience, and provide optimal benefits for students.

In its application, the application of Arabic language learning juxtaposed with learning theory has been discussed by several authors. Rosyid and Baroroh put more emphasis on the implications of cognitive theory in Arabic language learning which concentrates on learning planning and in solving problems (Rosyid & Baroroh, 2019). While Adi bases his research on the stimuli and responses that characterize behaviorism in Arabic language learning. In his research it was found that behaviorism is relevant for oral communication competence (Adi, 2019). However, for Hamzah, the paradigm of learning in the field of Arabic has undergone a significant shift. This is evidenced by the theory of constructivist learning which he considers more appropriate to any situation and condition (Hamzah, 2018). All three studies rely on one of the three major theories that allow each of them to have advantages and disadvantages. By integrating, it is likely that Arabic language learning will form a more conducive and comprehensive ecosystem so that it will have a positive impact on student learning development.

This article aims to explore the relationship between learning theory and the ecosystem implemented in Arabic language learning in MAN 3 Jember. Through this objective, this article will explain how relevant learning theories can be integrated into the learning ecosystem to create an environment that supports and facilitates students’ comprehensive development in learning Arabic. Taking into account the theoretical aspects of learning, this article will investigate how the application of these learning theories can affect the learning used by Arabic teachers in MAN 3 Jember.

This research is expected to reveal the relationship between Arabic language learning and learning theory for the development of better learning strategies in the future. By mapping these linkages, we can broaden our horizons on effective ways of utilizing appropriate learning theory in the context of the Arabic learning ecosystem, as well as identify key factors that need to be considered in designing and implementing successful learning programs. The results of this study are expected to provide valuable direction for policymakers, educational administrators, and Arabic teachers in their efforts to improve the effectiveness and efficiency of Arabic language learning.

2. Method

Through a qualitative approach with the type of case study and the use of in-depth interview techniques, observation, and document analysis, this study aims to gain a deep understanding of the integration of learning theory variants in the integration of the Arabic learning ecosystem in MAN 3 Jember. The type of case study was chosen to study a specific case, namely the implementation of Arabic language learning in MAN 3 Jember.

The research data was collected through three main techniques, namely in-depth interviews, observation, and document analysis. In-depth interviews were used to gain direct perspectives from research participants, such as teachers and students, related to the integration of learning theory and their experiences in Arabic language learning in MAN 3 Jember. Observation is carried out to directly observe the learning process in the classroom and the interaction between teachers and students. Meanwhile, document analysis is used to analyze related documents, such as curriculum, teaching materials, and
learning notes, to gain a more comprehensive understanding of the Arabic learning ecosystem in MAN 3 Jember.

The collected data is then analyzed thematically using a qualitative analysis approach. Interview and observation data were analyzed by identifying emerging patterns, themes, and concepts, while document analysis involved thorough reading and identification of relevant information related to the integration of learning theory in the context of Arabic language learning in MAN 3 Jember.

3. Results and Discussion

3.1. Fundamentals of Learning Theory

3.1.1. Cognitive Learning Theory

The cognitive learning theory developed by cognitive psychologists who joined Gestalt theory such as Max Wertheimer, Wolfgang Köhler, and Kurt Koffka and Jean Peaget (who also became a figure of constructivism) focuses on the role of thinking, understanding, and information processing in the learning process. This theory emphasizes that learning is the result of the interaction between existing knowledge and new experiences that individuals encounter (Badi'ah, 2021). According to cognitive learning theory, learning occurs through processes such as understanding, organizing information, categorizing, decision-making, and problem-solving. Individuals develop new understandings by relating new information to knowledge they already have. In the context of Arabic language learning, this means students will build their knowledge and understanding of Arabic grammar, vocabulary, and structure through these cognitive processes.

With such perception, cognitive learning theory in Arabic learning has implications for deep understanding. This theory emphasizes the importance of deep understanding as the foundation of effective learning (Aufa, 2018). In Arabic language learning, it is important to ensure that students not only memorize vocabulary and grammatical rules, but also understand the concepts and structures of the language (Rahmawati, 2018). Teachers can use strategies such as discussion, problem solving, and case studies to encourage deeper understanding. So that this method makes active learning where students are actively involved in the learning process. Teachers can apply student-engaged learning approaches, such as group discussions, simulations, and projects, to increase student participation and engagement in Arabic language learning.

Cognitive learning theory encourages students to use metacognitive strategies, such as reflection, planning, and monitoring, to organize and control their understanding. In Arabic language learning, teachers can teach students to be metacognitive by promoting self-monitoring, goal setting, and the use of effective learning strategies for the birth of social interaction in learning (Amrullah, 2021). Creating a conducive classroom environment will encourage collaboration, discussion, and knowledge sharing between students. Through this social interaction, students can expand their understanding of the Arabic language and improve each other’s communication skills in the language.

Cognitive learning theory recognizes the importance of context in learning. In Arabic language learning, teachers can present learning materials in contexts that are relevant to students’ daily lives, such as conversation situations, cultural contexts, and so on. This helps students to understand and apply Arabic in real situations. In Arabic language learning, teachers can provide specific, clear, and constructive feedback on students’ language skills. This helps students to correct mistakes, correct comprehension, and improve their Arabic language skills.

By applying cognitive learning theory in Arabic language learning, it is expected that students can develop a deep understanding of the language, be actively involved in the learning process, use metacognition strategies, interact socially, and understand the language in relevant contexts. These implications will contribute to improving the effectiveness of Arabic learning in the classroom, as well as preparing students to master Arabic comprehensively and be able to apply it in real life.

3.1.2. Behaviorist Learning Theory

The behaviorist theory of learning was developed by figures such as Ivan Pavlov, John B. Watson, and B.F. Skinner. This theory emphasizes that human behavior is influenced by stimuli and the resulting response. This theory focuses on the learning that occurs through associations between stimulus and response, as well as the reinforcement or punishment that follows that response (Adi, 2019).
In the context of Arabic language learning, behaviorist learning theory has implications for positive reinforcement to reinforce desired responses. In Arabic language learning, teachers can provide positive reinforcement, such as praise, recognition, or reward, to students when they express correct understanding or use Arabic fluently. This can motivate students to continue learning and improve their proficiency in Arabic, so that learning occurs through habit formation through consistent repetition and practice (Prastiwi & Nasikhah, 2022). In Arabic language learning, teachers can use repetitive exercises, such as pronunciation exercises, reading exercises, or speaking exercises in Arabic, to help students gain fluency in the use of the language. With continuous practice, students can form a habit of using Arabic naturally.

The theory also emphasizes the importance of a learning model, in which students observe and imitate behaviors modeled by teachers or other students proficient in Arabic. In Arabic language learning, teachers can be good models in correct pronunciation, vocabulary use, and proper language structure. In addition, collaboration between students can also be used as an opportunity to observe and imitate correct Arabic behavior (HS, 2020). Although this theory justifies the use of punishment and restraint, it is not recommended in modern learning approaches because some principles of behaviorist theory can still be applied selectively, such as if there are mistakes or inability of students to use appropriate language, teachers can provide constructive feedback and help students to correct their mistakes without negatively punishing or restricting students.

On the context side, this theory is almost similar to cognitive theory, which also emphasizes the importance of setting the right learning context to facilitate effective learning. In Arabic language learning, teachers can create a stimulating learning environment by providing a variety of stimulus, such as engaging, audio, and visual learning materials that support Arabic language learning (Sofa et al., 2021). In addition, the use of relevant context, such as everyday conversation situations or content related to Arabic culture, can help students connect Arabic with more meaningful contexts.

Although behaviorist learning theory has undergone development and criticism as a modern learning approach, there are some implications that are still relevant in Arabic language learning. The application of positive reinforcement, habit formation through repetitive exercises, the use of learning models, the setting of appropriate stimuli and learning contexts, and constructive feedback can help improve students’ motivation and skills in using Arabic more fluently and effectively. However, it is important to remember that learning Arabic also involves the cognitive, social, and emotional aspects of students. Therefore, a comprehensive and holistic learning approach, which integrates various theories and considers the individual needs of students, is essential to achieve optimal learning outcomes.

3.1.3. Constructivist Learning Theory

Unlike the two previous learning theories, the constructivist learning theory developed by figures such as Lev Vygotsky and Jean Piaget assumes that learning is the result of the construction of knowledge by individuals based on experience and interaction with the environment. The theory focuses on the active role of individuals in building their own understanding through reflection, problem solving, and construction of new knowledge (Nasution & Zulheddi, 2018).

This theory has its own characteristics that have implications for learning Arabic. A special feature is student-centered learning. This theory emphasizes the importance of focusing learning on students, where students are actively involved in the process of knowledge construction (Hanani & Dodi, 2020). In Arabic language learning, teachers can adopt a student-centered learning approach, by providing space for students to think critically, formulate their own ideas, and build their knowledge through interaction with learning materials and fellow students. In practice, this theory requires collaboration and discussion in learning. In Arabic language learning, teachers can encourage students to collaborate in groups, discuss, and share their understanding of the Arabic language. Through these discussions and interactions, students can broaden their understanding, build new knowledge, and enrich their learning experience.

Through project-based learning practices, students will learn to practice problem solving, conduct research, and construct knowledge. In Arabic language learning, teachers can design projects that engage students in real Arabic usage situations, such as making presentations, writing stories, or holding simulated conversations in Arabic (Hamzah, 2018). This helps students relate language to relevant contexts and improve language acquisition comprehensively. With this base, students will be directed to reflect and metacognition about the learning process. In Arabic language learning, teachers can encourage students to reflect on their learning strategies, identify their strengths and weaknesses, and develop metacognition.
skills. By understanding how they learn, students can become more effective and independent learners in mastering Arabic.

This theory supports the use of various learning resources, such as written materials, audio, video, and digital sources for language learning through meaningful and authentic contexts. In Arabic language learning, teachers can provide learning materials that are relevant to students’ daily lives, such as conversation situations, cultural activities, or topics that interest students (Latuconsina, 2018). Through authentic learning experiences, students can associate Arabic with practical use in real life. In this way, performance-based learning evaluation emphasizes understanding and applying language in meaningful contexts. In Arabic language learning, teachers can use evaluation tasks that ask students to actively interact with the Arabic language, such as making presentations, playing a role in simulations, or writing essays. This evaluation helps students to demonstrate a deeper understanding and practical skills in the use of Arabic.

By applying constructivist learning theory in Arabic language learning, it is expected that students can become active and independent learners, building a deep understanding of the Arabic language through social interaction and self-reflection. These implications will provide meaningful learning experiences, increase student motivation, and help them master Arabic more effectively and apply it in relevant contexts.

3.2. The Arabic Language Learning Ecosystem in MAN 3 Jember and Its Correlation with Learning Theory

The Arabic learning ecosystem is an environment made up of various elements and resources that support the Arabic learning process. This ecosystem involves various parties, including teachers, students, and teaching materials. Arabic teachers play a central role in the learning ecosystem. They have the knowledge and skills to teach Arabic to students with varying levels of ability. Teachers also motivate and guide students in developing their Arabic language skills. As well as students, they are the main participants in the Arabic learning process. They participate in classes, work on assignments, and interact with teachers and fellow students. Students also have the responsibility to follow the learning process seriously and committedly. In addition to these two, textbooks, audio-visual materials, learning software, and other resources are part of the Arabic learning ecosystem. These teaching materials are designed to help students understand and develop Arabic language skills that include grammar, vocabulary, and exercises in mastering Arabic language competence.

The Arabic language learning studied includes the theme of Ad-Dirasah fi al-Jami’ah which is concentrated on qira’ah competence (reading skills). According to Effendy (2012), Qira’ah is one of the four skills in Arabic that are essential for students to master. Reading skills involve two important aspects. First, students need to be able to convert written symbols into appropriate sounds. Second, they must also be able to understand the meaning of all the contexts represented in the symbols of the writing and sounds (Ulya, 2020).

Qira’ah learning at MAN 3 Jember is carried out for 2x45 minutes in one meeting. The basic competence set is to evaluate the ideas of the text related to the theme by taking into account the form, meaning and function of the grammatical arrangement of fi’il mudari ‘types of marfu’, mansub, and majzum. The purpose of the learning is to evaluate ideas related to themes by paying attention to grammatical rules. An indicator of achievement of these goals is that students are able to identify social facts that are read and answer questions. The learning activities are as follows:

**Step 1: Introduction**
1. The teacher introduces the theme “Ad-Dirasah fi al-Jami’ah” and the learning objectives related to reading skills.
2. The teacher explained the importance of reading skills in the academic context and life at university.

**Step 2: Comprehension of Vocabulary and Expressions**
1. The teacher introduces vocabulary and expressions relevant to the theme of “Ad-Dirasah fi al-Jami’ah”, such as academic terms, department names, and activities at the university.
2. Students learn the pronunciation and meaning of vocabulary and learn how to use those expressions in a reading context.

**Step 3: Read Related Text**
1. Students read texts related to the theme “Ad-Dirasah fi al-Jami’ah”.
2. The teacher provides reading material that is appropriate to the student’s ability level.

**Step 4: Text Comprehension and Analysis**
1. Students understand the text they have read.
2. The teacher facilitates discussion of the content of the text, the author’s goals, and the opinions of students related to the topic discussed.

**Step 5: Group Reading Practice**
1. Students practice reading together in small groups.
2. They can read and share their understanding of a given text, helping each other in the pronunciation and comprehension of the content.

**Step 6: Individual Reading Practice**
1. Students conduct individual reading exercises using a text with the theme “Ad-Dirasah fi al-Jami’ah”.
2. The teacher assigns a reading assignment with questions related to the text that must be answered by the student.

**Step 7: Practice and Evaluate**
1. Students read the predetermined text themselves.
2. Teachers and students evaluate the reading and provide feedback on students’ pronunciation, intonation, and comprehension of the text.

**Step 8: Discussion and Reflection**
1. The teacher facilitates a discussion of students’ experiences in reading the text “Ad-Dirasah fi al-Jami’ah”.
2. Students reflect on their learning process and note areas of improvement that need improvement.

In these learning activities, it shows a correlation between maharah qira’ah learning and the learning theory used. For example in the activities already described, the step that best suits the implementation of cognitive learning theory is Step 4: Text Comprehension and Analysis. In this step, students are asked to understand the text they have read. The teacher facilitates discussion of the content of the text, the author’s goals, and the opinions of students related to the topic discussed. This reflects the main tenets of cognitive learning theory.

In reading activities, students process information so that they are actively engaged in understanding the text they are reading. They use cognitive processes such as paying attention, remembering, interpreting, and analyzing information present in texts. The teacher plays a role in facilitating this process by questioning students about the content of the text and asking them to structure their own understanding (Rosyid & Baroroh, 2019). The same is stated Amrullah (2021) With such actions students carry out knowledge construction through building their own understanding of the text through active processing of information. They participate in discussions, share their understandings, and consider other perspectives that arise during discussions. This process reflects the role of students as active knowledge builders.

Not spared, an important value shown from cognitive theory in this stage is the linkage between new and existing knowledge. Students associate the information they read with knowledge they already have. They can relate new concepts to existing experience and knowledge, thus broadening their understanding of the theme of “Ad-Dirasah fi al-Jami’ah”. Teacher-guided discussions also facilitate this process by encouraging students to make connections between the text and their own knowledge.

In addition, the step that corresponds to the implementation of behaviorist learning theory in learning maharah qira’ah is Step 6: Individual Reading Exercise. In this step, students perform individual reading exercises using a text with the theme “Ad-Dirasah fi al-Jami’ah”. The teacher assigns a reading assignment with questions related to the text that must be answered by the student. This reflects learning in stimuli and responses because teachers provide stimuli in the form of reading tasks with questions to students (see Adi, 2019; Prastiwi & Nasikhah, 2022). Students respond to the stimulus by doing individual reading exercises and answering given questions. In behaviorist theory, learning occurs through associations between external stimuli and the resulting response.

After students answer questions, teachers and students evaluate how students read and provide feedback regarding students’ pronunciation, intonation, and comprehension of the text. The feedback aims to reinforce the appropriate response and correct the inappropriate response. In behaviorist theory, reinforcement is an important factor in the learning process to form habits. By doing regular individual reading exercises and receiving feedback from the teacher, students can form better reading habits.
Through repetition of exercises and reinforcement, students can develop the necessary reading skills in the context of “Ad-Dirasah fi al-Jami’ah”. In behaviorist theory, habit formation through practice and reinforcement is one way to achieve effective learning.

While the relationship with constructivist learning theory implemented in qira’ah competency learning is Step 7: Practice and Evaluation. In constructivist learning theory, emphasis is placed on the active role of students in building their own knowledge and understanding (Hamid et al., 2019). With students practicing reading texts on their own and evaluating their way of reading, this process reflects knowledge construction, where students actively interact with the text, make their own understandings, and try to apply the reading skills they learn. Hamzah (2018) In addition, they not only receive the knowledge imparted by the teacher, but also build their own knowledge through direct experience.

With reflection and self-development through evaluation of their own way of reading, students reflect on their learning process and note areas of improvement that need improvement. This illustrates the reflection aspect in constructivist theory, where students are asked to actively consider their experiences, be aware of their strengths and weaknesses, and make the necessary changes to improve their understanding and skills (see Nasution & Zulheddi, 2018). Although not directly mentioned in the steps described, but the implementation of constructivist learning theory can also include aspects of social learning and interaction between students. For example, in Step 5: Group Reading Exercise, students practice reading together in small groups and share their understanding of the text. This creates opportunities for students to interact, discuss, and assist each other in understanding the content.

From this explanation, it can be suspected that the implementation of Arabic language learning does not allow it to be supported or grounded with only one theoretical side, but sometimes and often integrates with other theories that intersect and are inseparable as the fabric of the ecosystem in learning itself internally and externally. The integration of other learning theories in Arabic language learning is important because it helps expand understanding, relate concepts to broader contexts, and promote more holistic learning. By combining various learning theories, the implementation of Arabic language learning can be more diverse, relevant, and effective in meeting student needs.

But on the other hand, the integration of variants of learning theory besides allowing it to be implemented in Arabic language learning also leaves problematic in the framework of its evaluation, where the achievement of learning Arabic needs to be measured accurately utilizing certain instruments of the Arabic learning process that has been carried out. With this approach, the integration of learning theory variants in Arabic language learning can be difficult for Arabic language teachers so that they need an evaluation system that can represent the variants of learning theory that have been used by teachers.

4. Conclusion

Learning maharah qira’ah in Arabic shows a clear correlation between cognitive, behaviorist, and constructivist learning theories. The steps taken in the learning reflect the application of important aspects of the three theories. In the implementation of cognitive learning theory, students are actively involved in processing information and making connections with existing knowledge. Behaviorist learning theory is reflected through individual reading exercises and feedback provided by the teacher, aimed at forming good reading habits. Meanwhile, the implementation of constructivist learning theory is seen in the exercises and evaluations carried out by students, which encourage them to build their own understanding and reflect on the learning process. The integration of various learning theories in Arabic language learning is important to broaden students’ understanding, while evaluation challenges require the development of instruments that can reflect the variants of learning theories used.

The implementation of various learning theories in the learning of maharah qira’ah in Arabic has great significance. The integration of cognitive, behaviorist, and constructivist learning theories in this learning helps create a holistic, relevant, and effective learning environment. Students become more actively involved in processing information, building their own understanding, and relating new knowledge to existing ones. Student-centered learning, where they participate in discussions, individual exercises, and self-evaluation. In addition, the implementation of behaviorist learning theory through practice and feedback helps form better reading habits. In the context of Arabic language learning, the integration of these theories provides comprehensive support and helps meet the needs of students in developing the necessary reading skills.
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