

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

***Bima Fandi Asy'arie¹, Suci Zuhri Nurfadila Rahma², Zainul Fuat³**

Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia¹

Internasional Islamic University of Islamabad, Pakistan²

Madrasah Ibtidaiyah Negeri 2 Lampung Timur³

***Correspondence Address :** bimapanay234@gmail.com

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Abstract

The humanistic theory is to see man as a free being with all the potential that exists within him. This study aims to know the current learning process and analyze the characteristic forms of humanistic theory implemented in Arabic language learning. This type of research is a qualitative descriptive approach. This research was conducted at MIN 1 East Lampung based on this information. Data collection techniques from observation, interviews and documentation. Then, for data analysis, namely data reduction, data presentation, and conclusions. The results of this study show that teachers already have humanist characteristics, including (1) Providing learning materials systematically, (2) Providing an attitude of affection and gentleness, (3) Providing freedom for students to learn while in class, (4) Providing motivation during the learning process, (5) Providing a fair attitude, (6) Giving awards for achievements that have been obtained. Thus, the learning process that prioritizes this humanistic approach is a pending step toward improving education. Because this approach can make students appreciate differences, have their own freedom of thought, and have the freedom to voice their opinions.

Keywords : arabic, implementation of learning, humanistic theory

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

A. Introduction

Humanistic theory is very important to be studied and understood by all teachers so that the interaction patterns of teachers and students become more harmonious.¹ This approach focuses on developing students as active individuals who have a role in learning. Applying humanism in madrasas also improves speaking and communication skills in Arabic. Students feel more confident to express the thoughts and ideas they want to convey.² Additionally, this approach creates an inclusive and collaborative environment. Students are taught to listen and respect classmates' differences, strengthening tolerance and respect for differences.³ The success of this method is reflected in the increase in Arabic learning outcomes, they not only learn the language but also understand the cultural context attached to it. Through a humanistic approach, it can certainly form individuals ready to contribute to increasingly rapid developments; students continue to be enthusiastic about practicing speaking, interacting, and adapting better when in class.⁴

This method has had a significant positive impact. Where, students who are involved in humanistic theory-based learning tend to have higher motivation to learn.⁵ They feel they have an active role in the learning process, so their involvement is higher. To see the success of this approach, it can be measured by increasing their ability to speak and write in Arabic, as well as their in-depth understanding of the subject matter obtained.⁶ The implementation of Arabic language learning based on humanistic theory is not only about forming language skills, but also forming characters with integrity, social and ready to face future challenges.⁷ Thus, by optimizing the humanistic approach in learning Arabic at Madrasah Ibtida'iyah, students have great potential to exist in the academic and

¹ Nini Aryani & Molli Wahyuni, *Teori Belajar Behavioristik Dan Implikasinya Dalam Pembelajaran* (Sleman: Bintang Pustaka Madani, 2019).

² Aam Amalia, "Aplikasi Teori Kebutuhan Maslow Dalam Pembelajaran Bahasa Arab (Implementasi Pendekatan Humanistik)," *EDULAB: Majalah Ilmiah Laboratorium Pendidikan* 4, no. 2 (January 12, 2020), <https://doi.org/10.14421/edulab.2019.42-02>.

³ Erni Wahyuningsih, Syindi Oktaviani Tolinggi, and R. Umi Baroroh, "Pendekatan Humanistik Melalui Permainan Edukatif Bahasa Dalam Pembelajaran Bahasa Arab Di Sekolah Islam Terpadu," *Maharaat: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (November 17, 2021): 17-43, <https://doi.org/10.18196/mht.v4i1.12437>.

⁴ Abd Aziz, Suhada, and Ahmad Masruri, "Aktivitas Pembelajaran Bahasa Arab Anak Usia Dini Dengan Pendekatan Psikologi Humanistik Carl R. Rogers," *El-Athfal: Jurnal Kajian Ilmu Pendidikan Anak* 2, no. 02 (November 26, 2022): 64-78, <https://doi.org/10.56872/elathfal.v2i02.831>.

⁵ Venia Nuzulul Adila, "Konsep Pembelajaran Bahasa Arab Berbasis Pendekatan Humanistik Perspektif Paulo Freire," *Shaut Al Arabiyyah* 10, no. 1 (June 13, 2022): 69-76, <https://doi.org/10.24252/saa.v10i1.25437>.

⁶ Muhammad Khotibul Umam and Dailatus Syamsiyah, "Konsep Pendidikan Humanistik Ki Hadjar Dewantara Dan Relevansinya Terhadap Desain Pembelajaran Bahasa Arab," *EDULAB: Majalah Ilmiah Laboratorium Pendidikan* 4, no. 2 (January 24, 2020), <https://doi.org/10.14421/edulab.2019.42-04>.

⁷ Naning Ma'rifatul Faiqoh and R. Umi Baroroh, "Teori Belajar Humanistik Dan Implikasinya Pada Maharah Istima'," *Urwatul Wutsqo: Jurnal Studi Kependidikan Dan Keislaman* 9, no. 2 (September 17, 2020): 213-28, <https://doi.org/10.54437/urwatulwutsqo.v9i2.183>.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

social world. So that the role of Arabic as a tool for building civilization can be realized.⁸

Implementation can be defined as an effort to increase encouragement or incentives to perform a task or activity. Implementation is also an activity that is planned and carried out seriously and refers to certain standards to achieve the activity objectives.⁹ Meanwhile, learning is a direct interaction between teachers and students, where material is taught, discussions are held, and learning occurs.¹⁰ In situations like this, teachers must be able to change learning approaches and strategies to meet the needs and dynamics of the class.¹¹ Implementation in learning refers to the concrete implementation stage of a previously designed learning plan. It involves applying learning strategies, methods, and materials in real situations in the classroom or learning environment.¹² The overall goal of implementation is to create an environment that stimulates students to actively participate, think critically, and develop a deep understanding of the learning material.¹³ Therefore, to achieve optimal learning outcomes, teachers must have strong pedagogical skills, flexibility, and the ability to manage classroom dynamics.¹⁴

Arabic is a communication tool that continues to develop throughout the world.¹⁵ It is not surprising that Arabic is one of the most studied languages in the world today. This makes Arabic the second most important language for every Muslim.¹⁶ The process of teaching Arabic at madrasas includes teaching students to read, write, listen and speak. This process also includes teaching students the skills to use spoken and written language actively and passively.¹⁷ Arabic is also a very valuable communication tool, especially for Muslims, where it functions as a

⁸ Muhammad Yusuf, "Kajian Teoritik Pengembangan Pembelajaran Bahasa Arab Berbasis Humanistik Di Madrasah Ibtidaiyah," *Shaut Al Arabiyyah* 7, no. 2 (December 6, 2019): 132, <https://doi.org/10.24252/saa.v7i2.10752>.

⁹ Unang Wahidin et al., "Implementasi Pembelajaran Agama Islam Berbasis Multimedia Di Pondok Pesantren," *Edukasi Islami: Jurnal Pendidikan Islam* 10, no. 01 (February 18, 2021): 21, <https://doi.org/10.30868/ei.v10i01.1203>.

¹⁰ Akhiruddin et al., *Belajar Dan Pembelajaran (Teori Dan Implementasi)* (Yogyakarta: Penerbit Samudra Biru, 2020).

¹¹ Bima Fandi Asy'arie and Abd. Haris, "Hakikat Manusia Sebagai Pelaku Pendidikan Islam," *Ta'limDiniyah: Jurnal Pendidikan Agama Islam (Journal of Islamic Education Studies)* 4, no. 1 (October 30, 2023): 32–49, <https://doi.org/10.53515/tdjpai.v4i1.97>.

¹² Ahmad Izza Muttaqin, "Analisis Implementasi Metode Demonstrasi Dalam Pembelajaran Pendidikan Agama Islam Kelas X Di SMA Negeri Darussholah Singojuruh," *Fikroh: Jurnal Pemikiran Dan Pendidikan Islam* 14, no. 1 (January 1, 2021): 65–78, <https://doi.org/10.37812/fikroh.v14i1.132>.

¹³ Adiyono Adiyono, "Implementasi Pembelajaran: Peluang Dan Tantangan Pembelajaran Tatap Muka Bagi Siswa Sekolah Dasar Di Muara Komam," *Edukatif: Jurnal Ilmu Pendidikan* 3, no. 6 (November 2, 2021): 5017–23, <https://doi.org/10.31004/edukatif.v3i6.1535>.

¹⁴ Issaura Sherly Pamela et al., "Keterampilan Guru Dalam Mengelola Kelas," *Edustream: Jurnal Pendidikan Dasar* 3, no. 3 (2019): 23–30.

¹⁵ Mohammad Shohibul Anwar et al., "Implementasi Metode Pembelajaran Bahasa Arab: Studi Kasus Di PJJ PAI IAIN Syekh Nurjati Cirebon," *Al-Jawhar : Journal of Arabic Language* 1, no. 1 (2023): 54–69.

¹⁶ Linda Urfatullaila et al., "Pengaruh Motivasi Intrinsik Terhadap Prestasi Belajar Siswa Pada Mata Pelajaran Bahasa Arab Kelas V Di MI Al Azkia Tenjolaya Bogor," *As-Syar'i: Jurnal Bimbingan & Konseling Keluarga* 4, no. 3 (August 1, 2022): 266–75, <https://doi.org/10.47467/as.v4i3.1191>.

¹⁷ Siti Khotiah, "Peningkatan Kompetensi Membaca Teks Berbahasa Arab Melalui Metode Qiraah Mata Pelajaran Bahasa Arab Di MTs Negeri 8 Karangmojo," *Jurnal Pendidikan Madrasah* 5, no. 2 (November 23, 2020): 237–46, <https://doi.org/10.14421/jpm.2020.52-09>.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

means of daily communication. It also has a spiritual meaning that regulates the way Muslims communicate with their God.¹⁸ Therefore, learning Arabic must focus on providing students with the provisions to communicate actively and passively. Active communication skills include speaking or writing, and passive communication skills include speaking and reading in Arabic.¹⁹

In humanistic theory, viewing humans as free creatures with all the potential within them is the initial goal of humanistic theory.²⁰ To ensure that educational values are still considered in the implementation of education, this theoretical basis must be considered with special attention.²¹ Humanistic theorists point out that individual behavior can be felt by themselves and the world around them, so educators must pay more attention to the need for affection. By implementing humanistic implementation in education, students will become individuals with positive characteristics and care for others.²² Multiculturalism, which combines humanistic principles, is considered to be able to overcome various social, cultural and societal problems. Humanist education is the basis for learning practices that teach humans to respect and treat them according to their unique characteristics.²³ Because the main goal of humanistic theory is for educators to help their children know and learn about themselves as humans in realizing their best potential.²⁴

This research seeks to contribute to teachers in carrying out Arabic language learning activities by prioritizing good relationships with students. Then, this research has the aims of (1) to find out the current learning process, (2) to analyze the characteristic forms of humanistic theory implemented in Arabic language learning. So this research is very important to carry out because it is a contribution to the world of education so that learning activities become more harmonious. This research is inseparable from previous research which aims to determine the novelty of this research. Various previous studies related to this research are.^{25;26;27;28} However, previous research has its own style or

¹⁸ Fathoni, "Pentingnya Penguasaan Bahasa Arab Bagi Pendakwah," *MODELING: Jurnal Program Studi PGMI* 8, no. 1 (September 12, 2021): 140–52, <https://doi.org/10.36835/MODELING.V8I1.917>.

¹⁹ Najmul Wathan Tarmizi Ninoersy, Tabrani ZA, "Manajemen Perencanaan Pembelajaran Bahasa Arab Berbasis Kurikulum 2013 Pada SMAN 1 Aceh Barat," *FITRAH: Jurnal Kajian Ilmu-Ilmu Keislaman* 5, no. 1 (January 27, 2020): 83–102, <https://doi.org/10.24952/FITRAH.V5I1.1759>.

²⁰ Nora Susilawati, "Merdeka Belajar Dan Kampus Merdeka Dalam Pandangan Filsafat Pendidikan Humanisme," *Jurnal Sikola: Jurnal Kajian Pendidikan Dan Pembelajaran* 2, no. 3 (March 31, 2021): 203–19, <https://doi.org/10.24036/sikola.v2i3.108>.

²¹ Secondra Hudaya dan Achmad Supriyanto, "Pendidikan Humanistik Holistik Sebagai Arah Konsep Pendidikan Merdeka Belajar Di Indonesia," *Seminar Nasional Arah Manajemen Sekolah Pada Masa Dan Pasca Pandemi Covid-19, 2020*, 292–99, <http://conference.um.ac.id/index.php/apfip/article/view/428>.

²² Nailil Maslukiyah and Prasetyo Rumondor, "Implementasi Konsep Belajar Humanistik Pada Siswa Dengan Tahap Operasional Formal Di SMK Miftahul Khair," *Psikologika: Jurnal Pemikiran Dan Penelitian Psikologi* 25, no. 1 (January 25, 2020): 97–110, <https://doi.org/10.20885/psikologika.vol25.iss1.art8>.

²³ Mohammad Ahyan Yusuf Sya'bani, "Dinamika Dan Kontekstualisasi Pendidikan Agama Islam Berbasis Inklusif Dan Humanistik Era Globalisasi Revolusi Industri 4.0," *TADARUS: Jurnal Pendidikan Islam* 10, no. 1 (2021): 60–70.

²⁴ Bunyamin, *Belajar Dan Pembelajaran: Konsep Dasar, Inovasi, Dan Teori* (Jakarta Selatan: UPT Uhamka Press, 2021), www.uhamkappress.com.

²⁵ Ma'rifatul Faiqoh and Baroroh, "Teori Belajar Humanistik Dan Implikasinya Pada Maharrah Istima'."

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

purpose. So there are differences in research with the title implementation of Arabic language learning through a humanistic theoretical approach at MIN 2 East Lampung.

B. Method

This type of research is research (field study) or field research. This research was conducted at MIN 2 East Lampung based on this information. The research approach is a descriptive qualitative approach. Then, the technique of collecting observational data is to find out the current teacher learning. In the interview process, an Arabic teacher is conducted to obtain information about the implementation of learning through a humanistic theoretical approach. Then, the data was also strengthened by the head of the Madrasah to enrich the data obtained. At this document stage, researchers look for information from books, journals, the internet and others to strengthen this research process. This study used the Miles and Huberman data analysis model. Data analysis has three stages: data reduction, data presentation, and conclusion.²⁹ First, data reduction. This stage is defined as the simplification, abstraction, and transformation of rough data from written records in the field. Data reduction in this study was carried out after observation and interviews were completed. Second, the presentation of data. It can be said that this stage of presenting data is a link between observation and interviews with research informants through research sources and closing. Third, conclude. The final stage is the conclusion. Researchers rethought the review of records that had been obtained as an extensive effort to put copies of other data sets.

As for maintaining the privacy of all informants in obtaining data that has been obtained, their names are disguised as in the table below.

Table 1. Distribution of Informant Identity

No	Initials	Department	Education Level	Gender
1	ZF	Arabic Teacher	S1	Man
2	D	Head of Madrasah	S2	Man

Source: processed by researcher (2023).

C. Findings and Discussion

Conditions of the Arabic Language Learning Process at MIN 1 East Lampung

The Arabic learning process is currently running well because of the teacher's thoroughness in choosing learning models, methods, approaches, teaching materials, interaction patterns with students, and classroom management, and can create a pleasant learning environment. This is in accordance with the teacher's argument that has been put forward.

²⁶ Mutik Nur Fadhilah, "Implementasi Teori Belajar Humanistik Terhadap Pembelajaran Bahasa Indonesia Di Kelas III A MI Islamiyah Malang," *IBTIDA' 2*, no. 01 (September 22, 2021): 21–30, <https://doi.org/10.37850/ibtida.v2i01.164>.

²⁷ Cholid Cholid, "Model NURS Sebagai Alternatif Pembelajaran Keterampilan Membaca Bahasa Arab," *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora* 1, no. 1 (April 25, 2022): 26–39, <https://doi.org/10.56113/takuana.v1i1.30>.

²⁸ Lutvi Ali Sahana Anggian, "Bahasa Arab Di Pesantren Modern," *Mahira: Journal of Arabic Studies* 3, no. 1 (June 30, 2023): 41–54, <https://doi.org/10.55380/MAHIRA.V3I1.501>.

²⁹ A. Michael Huberman B. Miles, *Qualitative Data Analysis: An Expanded Sourcebook* (Sage Publications, 1994).

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

“Currently, the learning methods used by teachers include lectures, discussions, demonstrations and memorization. The teacher has utilized technology by using PowerPoint learning media displayed through the LCD projector, and the teacher gave a demonstration to explain the content of the material. The learning approach used by teachers also uses a humanistic theory approach.” (ZF: 15/08/23)

In addition, the head of the Madrasah also gave an argument, which in the learning process the teacher prioritizes skills, critical thinking skills, and also a sense of responsibility. The following data has been obtained.

“Where teachers encourage empathetic, collaborative, and inspiring student interaction, a humanistic approach can create a positive learning environment and support students’ cognitive and social development. The humanistic approach applied by Arabic teachers also helps develop interpersonal skills, critical thinking skills, and a sense of responsibility towards the learning process. Students feel valued as individuals with their own uniqueness and potential so that their learning motivation increases.” (D: 15/08/23)

Implementation of Arabic Language Learning through a Humanistic Theory Approach at MIN 1 East Lampung

The humanistic theory approach significantly stimulates interest in learning, increases independence, and forms more self-aware individuals in an educational context. In Arabic language learning, it is very important for a teacher to integrate humanistic theory into the learning process, since this approach emphasizes on the formation of human dignity that is free to choose and hold his own beliefs. In humanistic education, the teacher acts as a guide rather than imparting knowledge to students. The following researchers present in the form of a table of data acquisition that has been found.

Table 2. Data Findings from Arabic Teacher Interviews

No	Indicators of Humanistic Theory	The Form that the Teacher Takes
1	Provide learning materials systematically	<ul style="list-style-type: none"> a. Understand learning objectives b. Planning curriculum c. Prepare learning materials d. Leveraging technology
2	Gives an attitude of love and tenderness	<ul style="list-style-type: none"> a. Understand individual students b. Sharing personal experiences c. Speaking in polite language d. Communicate openly
3	Provide freedom of learning to students while in class	<ul style="list-style-type: none"> a. Agree on the preparation of common goals in learning b. Form a study group c. Creating a flexible learning environment
4	Provide motivation during the learning process	<ul style="list-style-type: none"> a. Provide inspiring stories or examples b. Building creativity in learning
5	Give a fair attitude	<ul style="list-style-type: none"> a. Provide consistent assessments b. Provide objective feedback c. Give students the opportunity to speak

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

6	Give appreciation for the achievements that have been obtained	<ul style="list-style-type: none"> a. Giving appreciation in front of the class b. Give a compliment or thank you c. Provide opportunities to lead discussions
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For more details from the data that has been found, the following research is presented in the form of a narrative description after an interview by an Arabic teacher.

Humanistic theory is very important for Arabic teachers when teaching material. This approach puts students at the center of the learning process and appreciates their potential and uniqueness. A teacher must understand all the characteristics of students, including understanding each student's interests, talents, and personality, and the teacher's knowledge of creating relevant learning materials that fit the needs of students. Using humanistic education, teachers can maximize their students' learning potential by giving them their full attention, building empathetic relationships, and creating an environment that supports their growth and development. This method makes teachers more systematic when providing learning materials that are in accordance with academic needs and shape student personalities. Here are the arguments the Arabic teacher has obtained.

“Before the learning process takes place, I first provide systematic learning materials, so that the student learning process becomes effective and can be well controlled, some of which need to be prepared include: (a) Understand the learning objectives. As in other subjects, the teacher has determined the learning objectives to be achieved in Arabic. (b) Planning the curriculum. It is important for a teacher to create a lesson plan that covers various aspects of Arabic, this is included in the lesson plan (RPP), syllabus and other things like that. This plan should include progression from a beginner level to a more advanced level. (c) Prepare learning materials. In this regard, teachers have provided teaching materials such as books, worksheets, and assessment journals that support Arabic language learning. Teachers have also paid attention to the plans they want to develop for students, such as listening, writing, speaking, and reading skills. This is certainly a systematic and effective material. (d) Utilize technology. Seeing the growing situation, teachers must take advantage of the technology provided by school facilities. Teachers can use LCD projector media that can be used in learning. That way, teachers become easier in delivering material to students, and the time used can be managed properly and improve their learning experience.” (ZF: 15/08/23)

With a humanistic approach, Arabic teachers can play an important role as educators in developing attitudes of tenderness and compassion. In this approach, a teacher is encouraged to respect and pay attention to the emotional needs of their students, creating a strong bond between teacher and student. This concept helps students be in a comfortable environment. This theory allows teachers to teach and show compassion to their students. Teachers can also help students appreciate differences, empathize, and build rapport with others. This friendly and compassionate attitude strengthens the relationship between educators and students, resulting in a pleasant learning environment. Here are the arguments that the Arabic teacher presented during the interview process.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

"I as a teacher have given an attitude of compassion and gentleness towards students, some of the efforts I have made are: (a) Understand individual students. Teachers must be able to recognize each student as an individual with different needs, interests and talents. What teachers pay attention to is knowing the uniqueness of each. (b) Sharing personal experiences. To motivate students who are not familiar with the goal, teachers are expected to provide stories that are relevant to the learning material. This can make students feel more connected to the teacher and more motivated. (c) Speak in polite language. Teachers can use polite and gentle language when speaking to students. Avoid harsh or threatening tones of voice so that students don't feel scared. (d) Communicate openly. To find out students' problems, teachers must provide opportunities to communicate with them with various questions. So that all problems faced get solutions to be followed up." (ZF: 15/08/23)

Through humanistic theory, Arabic teachers can emphasize the importance of giving space to give their students the freedom to learn independently in the classroom. This approach encourages teachers to let students take initiative, express opinions, and ask questions. A teacher is a facilitator who offers guidance and support while providing opportunities for students to actively participate, work collaboratively, and responsibly. By giving students the freedom to learn, a teacher creates a democratic and fun classroom environment. This allows students to express themselves uniquely and develop into individuals full of potential.

"I always give students the freedom to learn during class, teachers have explored students' creativity and independence. One needs to maintain a balance between the freedom of students in the learning process. Teachers have used several means to give freedom, for example: (a) Agree on the preparation of common goals. In this case, when the teacher wants to start the lesson, the teacher wants to first ask the wishes of the students. Teachers need to give them clear direction on what they will learn. So that learning activities are more conducive and make them more comfortable in following the learning process. (b) Establish study groups. When in class the teacher does not have to deliver material continuously, allowing students to learn independently and work in groups to solve problems or solve specific tasks. Of course, this activity can stimulate good cooperation with classmates. (c) Create a flexible learning environment. So that children's learning does not feel pressured and bored, teachers can change the arrangement of chairs or classroom layouts according to learning activities. It aims to give students space to interact in different ways." (ZF: 15/08/23)

Arabic teachers with a humanistic approach aim to encourage students to achieve learning goals. In humanistic education, a teacher seeks to understand interests and expectations and provide relevant, interesting, and meaningful lessons. Teachers encourage students to achieve their individual goals by actively engaging students. This approach allows teachers to foster sustained motivation, helps students develop enthusiasm and perseverance and provides emotional support and encouragement. Here are the teacher's arguments that have been presented at the interview.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

“I always motivate students in the learning process, some of the roles I perform are: (a) Provide inspirational stories or examples. Teachers should enrich teaching by providing inspiring stories. The character stories given, such as perseverance in learning and success, can encourage students to have a greater imagination and achieve their goals. These stories can inspire students to promote character development and positive enthusiasm for learning. (b) Build creativity in learning. Teachers who give appreciation wisely certainly encourage the development of creativity in learning. By appreciating students' efforts, teachers stimulate confidence and courage to develop more diverse and engaging abilities.” (ZF: 15/08/23)

The theory of humanism is very important for Arabic teachers to ensure that educators are seen as fair during the learning process. This method encourages teachers to respect and treat each student fairly. In humanistic education, teachers strive to understand the needs of each student. Teachers should be aware that students' learning styles, speed of understanding, and interests vary. Teachers can adapt teaching methods and provide appropriate support to consider each student. Then, teachers strive to create a classroom environment that is welcoming and respectful of diversity. Here is the narrative the Arabic teacher has put forward.

“I have provided a fair attitude that is manifested through, such as (a) Providing consistent judgment. Teachers have shown thoroughness in assessing students' work assignments. In determining daily assignments and semester exams, teachers apply criteria according to completeness guidelines. This ensures that each student is evaluated based on their achievements and their understanding of their progress. (b) Provide objective feedback. In providing feedback, teachers focus on concrete information about student achievement outcomes. This feedback form is clearly conveyed so that students understand their progress better. (c) Provide students with opportunities to speak. Teachers always provide opportunities to speak to each student in the class to support their participation and expression. In class discussions, teachers encourage students to share their ideas on learning topics. This activity certainly helps students build confidence and communication skills for personal and academic development.” (ZF: 15/08/23)

In humanistic education, an Arabic teacher must always prioritize appreciation of student achievement. Humanistic education encourages teachers to prioritize student success in helping them achieve learning goals. Teachers can appreciate the effort and creativity of students who have the courage to present the course material in front of classmates. In this way, teachers can give a form of appreciation and recognition for their efforts in creating an inspiring and effective learning environment. The following are the results of interviews that have been conducted by Arabic teachers.

“I always give a form of appreciation for students' learning achievements when they take positive actions, namely (a) Giving appreciation in front of the class. This form of appreciation is an effective way to openly appreciate student achievements. Teachers can announce student achievement, whether it's an increase in grades, academic achievement, or a positive contribution. This can create positive moments to build

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

confidence and be able to create an inclusive classroom environment. (b) Give compliments or thanks. Teachers directly reward students who answer questions in class by giving verbal praise or saying thank you. This form of appreciation can increase students' morale and confidence and make them feel appreciated for their efforts and achievements. (c) Provide opportunities to lead discussions. When students learn to lead discussions in class, it is one way teachers value them. By taking advantage of this opportunity, students will be able to practice their own mental abilities and can also help their peers in learning.” (ZF: 15/08/23)

Arabic Learning Conditions

The data obtained that has been found shows that the condition of the Arabic learning process in MIN 2 East Lampung has been carried out optimally. Where, teachers have tried their best to use the right strategies and methods when learning takes place. According to Budiman, the accuracy of teachers in choosing and applying learning methods that suit student needs can facilitate deep understanding and active interaction in class. This ensures maximum effectiveness and involvement in learning. After choosing the right learning method, teachers must be able to change student learning media to create good learning media. For example, from the environment, such as objects or events that teachers can use to learn.³⁰ In addition, to make learning more varied, teachers must be able to utilize technology as a learning medium. In this case, the medium used is LCD projector. Learning media through LCD projectors provides the benefits of clear and attractive visualization, increased student interactivity, variety of material delivery, and better classroom collaboration.³¹ Thus, teacher efforts in optimizing learning can run effectively.

Implementation of Arabic Language Learning with a Humanistic Approach

First, it can be seen that the Arabic teacher at MIN 2 East Lampung has given their best in the learning process. Teachers have prepared learning materials well, compiled materials systematically, and utilized technology as a learning medium for students. According to Saufi & Hambali, excellent schools are quality schools, where superior schools require large capital to have good facilities and resources. But more important are the human resources and facilities involved in educational activities, such as curriculum planning that has been well planned, because the curriculum is the most important part of education.³² Then, the preparation of lesson material by teachers has a crucial role in the success of learning. By preparing the material carefully, the teacher ensures clarity, smoothness, and depth of the content to be delivered.³³ This gives

³⁰ Agus Budiman, “Efisiensi Metode Dan Media Pembelajaran Dalam Membangun Karakter Pembelajaran Pendidikan Agama Islam,” *At-Ta’dib* 8, no. 1 (December 15, 2013), <https://doi.org/10.21111/at-tadib.v8i1.514>.

³¹ Muhammad Akhlis Rizza et al., “Peningkatan Kualitas Pembelajaran Melalui Media Pembelajaran LCD Proyektor Bagi Guru Dan Siswa KB Bina Cendikia Desa Sidorejo Kecamatan Jabung Kabupaten Malang,” *Prima Abdika : Jurnal Pengabdian Masyarakat* 2, no. 3 (September 11, 2022): 254–61, <https://doi.org/10.37478/abdika.v2i3.2075>.

³² Akhmad Saufi and Hambali Hambali, “Menggagas Perencanaan Kurikulum Menuju Sekolah Unggul,” *AL-TANZIM: Jurnal Manajemen Pendidikan Islam* 3, no. 1 (June 30, 2019): 29–54, <https://doi.org/10.33650/al-tanzim.v3i1.497>.

³³ Yufri Anggraini, “Analisis Persiapan Guru Dalam Pembelajaran Matematika Di Sekolah Dasar,” *Jurnal Basicedu* 5, no. 4 (July 29, 2021): 2415–22, <https://doi.org/10.31004/basicedu.v5i4.1241>.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

teachers a solid foundation for effective learning interaction patterns and allows students to understand better.

Second, in this case, Arabic teachers at MIN 2 East Lampung have the ability to understand each individual student, always share experiences, and be open to students to socialize well. According to Adi, the humanistic theory approach significantly stimulates interest in learning, increases independence, and forms more self-aware individuals in the context of education.³⁴ In addition, teachers need to understand students individually and share experiences as this will build a strong relationship between teachers and students. The teacher can understand students' needs, interests, and backgrounds to help them design relevant learning. Sharing experiences also inspires students, creates deep bonds, and facilitates personal growth.³⁵ In addition, the teacher must have a polite speaking style, which can create a harmonious classroom atmosphere. Then the teacher can also provide an open communication space that allows students to feel comfortable talking about opinions, questions or problems. It fosters positive interactions and ensures good understanding in learning.³⁶

Third, the acquisition of data that has been found, it can be seen that the Arabic language in MIN 2 East Lampung has taught students to make mutual agreements before learning, and create a learning process with full of fun. According to Solichin, to achieve the desired learning outcomes, teachers have tried to create a learning atmosphere that is fun, interesting, and gives freedom to students to understand and analyze theories or life experiences. Students must take initiative and be fully engaged for learning to be meaningful to them.³⁷ Nowadays teachers do not play a big role in learning. Teachers must be able to form study groups to create an active learning environment. Group learning can be done with cooperation and communication between students; It becomes an active classroom, and students solve problems and need each other. A flexible learning environment certainly provides room to adapt to the diverse needs of students. Students have different learning styles and levels of understanding, and the flexible environment allows for a tailored approach. This can teach independence to enhance their development.³⁸

Fourth, Arabic teachers at MIN 2 East Lampung always provide examples of stories that students can ponder, that teachers have also built creativity in the learning process. According to Setiani & Arifin, teachers who share success stories or real examples of success can motivate students to dream big for

³⁴ Habib Maulana Maslahul Adi, "Teori Belajar Behaviorisme Albert Bandura Dan Implikasinya Dalam Pembelajaran Bahasa Arab," *LISANUNA: Jurnal Ilmu Bahasa Arab Dan Pembelajarannya* 10, no. 1 (August 27, 2020): 22–31, <https://doi.org/10.22373/lis.v10i1.7803>.

³⁵ Agustinus Tanggu Daga, "Makna Merdeka Belajar Dan Penguatan Peran Guru Di Sekolah Dasar," *Jurnal Educatio* 7, no. 3 (August 10, 2021): 1075–90, <https://doi.org/10.31949/educatio.v7i3.1279>.

³⁶ Ida Zulaeha Lita Dwi Ariyanti, "Tindak Tutur Ekspresif Humanis Dalam Interaksi Pembelajaran Di SMA Negeri 1 Batang: Analisis Wacana Kelas," *Seloka: Jurnal Pendidikan Bahasa Dan Sastra Indonesia* 6, no. 2 (September 4, 2017): 111–22, <https://doi.org/10.15294/SELOKA.V6I2.17272>.

³⁷ Mohammad Muchlis Solichin, *Pendekatan Humanistik Dalam Pembelajaran* (Malang: CV. Literasi Nusantara Abadi, 2019).

³⁸ Usman, "Komunikasi Pendidikan Berbasis Blended Learning Dalam Membentuk Kemandirian Belajar," *Jurnal Jurnalisa* 4, no. 1 (January 16, 2019): 136–50, <https://doi.org/10.24252/jurnalisa.v4i1.5626>.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

themselves. These stories help us understand concepts and connect learning with real life. They can underline that adversity is part of the journey to success, and students can also develop perseverance to question themselves.³⁹ Then, teachers can build students' creativity is very important in developing their potential. Teachers who encourage the exploration of new ideas can help students develop thinking skills.⁴⁰ In doing so, this process stimulates students' imagination, innovation, and adaptability to the challenges they perceive as new knowledge. Creativity can also develop students' problem-solving skills and confidence in expressing their ideas in unique ways and having a positive impact.⁴¹

Fifth, during the learning process, Arabic teachers at MIN 2 East Lampung have provided fair attitudes such as giving grades, feedback, and giving students opportunities in terms of opinions. According to Ramadhani & Ramadan, giving a fair assessment is a core principle in education. Teachers who ensure consistency and objectivity in assessment build student confidence in the evaluation process. This creates an environment where every student is judged on the same criteria or personal views. Fair assessment encourages positive learning, stimulates personal growth, and provides an accurate picture of student achievement.⁴² In addition, it is also necessary to give students the opportunity to speak. Where teachers who provide space for students to express their opinions can stimulate active participation, build communication skills, and encourage students to think critically. This process of interaction greatly allows students to create their knowledge, enhancing an inclusive classroom environment. Teachers who listen attentively give students confidence when they are in front of their peers.⁴³

Sixth, it can be seen that Arabic teachers at MIN 2 East Lampung have given forms such as appreciation to students, and provide opportunities for students to lead discussions while in class. According to Alifah, Fauziah, & Syafrida, praise and gratitude are important in creating a positive learning environment. Teachers who acknowledge students' efforts with praise or gratitude teach the value of appreciation and stimulate enthusiasm for learning.⁴⁴ Teachers who give students the opportunity to lead the discussion process can

³⁹ Febri Setiani and Zainal Arifin, "Nilai Edukatif Tokoh Burlian Dalam Novel Si Anak Spesial Karya Tere Liye: Tinjauan Sosiologi Sastra Sebagai Bahan Ajar Cerita Inspiratif," *ENGGANG: Jurnal Pendidikan, Bahasa, Sastra, Seni, Dan Budaya* 1, no. 2 (June 8, 2021): 1–12, <https://doi.org/10.37304/enggang.v2i1.2843>.

⁴⁰ Bima Fandi Asy'arie, "Strategy For Islamic Religious Education Teachers in Growing Aqidah Towards Students in Batanghari, Lampung Timur," *Jurnal Diskursus Islam* 11, no. 3 (December 31, 2023): 267–84, <https://doi.org/10.24252/JDI.V11I3.40885>.

⁴¹ Nur Khosiah, Ari Susandi, and Agustiarini Eka Dheasari, "Kerja Sama Orang Tua Dan Guru Dalam Membangun Kreativitas Siswa Madrasah Ibtidaiyah Melalui Pembelajaran Online," *Jurnal Penelitian IPTEKS* 6, no. 1 (January 31, 2021): 62–71, <https://doi.org/10.32528/ipteks.v6i1.5252>.

⁴² Raja Hulan Dari Ramadhani and Zaka Hadikusuma Ramadan, "Implementasi Penilaian Ranah Sikap Dalam Kurikulum 2013 Pada Mata Pelajaran Pendidikan Agama Islam Di Sekolah Dasar," *Jurnal Mimbar PGSD Undiksha* 10, no. 1 (April 20, 2022): 17–25, <https://doi.org/10.23887/jjpgsd.v10i1.42804>.

⁴³ Agung Kristiana Dewi, "Meningkatkan Keterampilan Berbicara Siswa Melalui Model Pembelajaran Role Playing Berbantuan Media Audio Visual," *Jurnal Mimbar Ilmu* 25, no. 3 (October 21, 2020): 449–59, <https://doi.org/10.23887/MI.V25I3.26388>.

⁴⁴ Liana Alifah, Debibik Nabilatul Fauziah, and Rina Syafrida, "Implementasi Metode Pembiasaan Berkata Tolong, Maaf, Terimakasih Untuk Pembentukan Karakter Pada Anak 5-6 Tahun Di TK Islam Dzakra Lebah Madu," *Jurnal Penelitian Tindakan Kelas Dan Pengembangan Pembelajaran* 4, no. 3 (November 2, 2021): 390–403, <https://doi.org/10.31604/PTK.V4I3.390-403>.

Exploring the Impact of Humanistic Theory on Arabic Language Learning at MIN 2 East Lampung

stimulate active engagement and public speaking as well as build communication skills. Students who lead discussions can gain a greater understanding of the material and learn to respect the viewpoints of their diverse classmates. Teachers who provide students with these opportunities teach the value of participation and encourage diversity in the classroom. It also helps prepare students to practice their mental abilities when speaking in public.⁴⁵

D. Conclusion

Based on the results of this study, it can be concluded that the use of humanistic theoretical approaches in teaching Arabic at MIN 1 East Lampung provides a positive picture of education that focuses on self-development and humanity. Teachers have succeeded in creating a learning environment that values student individuality, increases motivation, and builds empathetic relationships between teachers and students by incorporating elements of humanistic theory in the learning process. Students not only learn Arabic, but they also gain critical thinking skills, confidence, skills, independence, and creativity. Where, students have relevant skills to live daily life and feel valued and motivated to become independent human beings. The humanistic theory approach in MIN 2 East Lampung provides important lessons about success in human-centered learning. This is a step towards the development of better education, where psychological, emotional, and social aspects are as important as academic aspects. This success may encourage other educational institutions to consider similar approaches in advancing the learning process for students. Thus, the conclusion of this study shows that Arabic teachers already have humanist characteristics, this includes (1) Providing learning materials systematically, (2) Providing an attitude of affection and gentleness, (3) Providing freedom to students to learn while in class, (4) Providing motivation during the learning process, (5) Providing a fair attitude, (6) Giving awards for achievements that have been obtained.

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⁴⁵ Marwah Sholihah and Nurrohmatul Amaliyah, "Peran Guru Dalam Menerapkan Metode Diskusi Kelompok Untuk Meningkatkan Keterampilan Berpikir Kritis Siswa Kelas V Sekolah Dasar," *Jurnal Cakrawala Pendas* 8, no. 3 (July 30, 2022): 898–905, <https://doi.org/10.31949/jcp.v8i3.2826>.

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