

## The Role of Humanistic Approach in Arabic Language Learning

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### Abstract

This study discusses the application of a humanistic approach in Arabic language learning at Darul Fattah Quran School. This approach emphasizes student empowerment, personal growth, and an inclusive learning environment to increase students' confidence and motivation to learn. The research uses a qualitative descriptive method of case study type with data obtained through observation, interviews, and documentation. The results of the study show that the humanistic approach creates a conducive learning atmosphere and supports students to actively participate without fear. Teachers act as facilitators by providing a variety of strategies, such as group discussions, interest-based individual assignments, and additional consultation through language clinics. This application also increases students' courage in speaking Arabic, which is supported by teacher motivation and integration of the material with daily life. This research highlights the relevance of humanistic approaches in answering the challenges of the digital era, creating a superior generation with strong digital literacy.

## Introduction

The humanistic approach to language learning emphasizes student-centered methods that foster creativity, self-actualization, and holistic development (Fatimah, Faqihuddin, and Ardiansyah 2022; Wahyuningsih, Tolinggi, and Baroroh 2021). This theory is particularly relevant for Arabic language learning in schools, which can be implemented through educational games to create a fun learning environment (Wahyuningsih et al. 2021). The humanistic approach respects the free will and potential of students while maintaining religious values (Fatimah et al. 2022). This approach can be applied to various subjects (Sulistiyono 2018), including in learning Arabic, this theory is used to develop students' cognitive, affective and psychomotor potential (Amalia 2020). Teachers are expected to have personal, social, and professional competencies to effectively implement this approach, which has the potential to improve students' academic and social development (Yusuf 2019). This humanistic approach aims to place students as independent individuals in the learning process, which can be implemented in language learning (Adila 2022). The introduction should contain (in order) general background, literature review as the basis for the scientific novelty statement of the manuscript, scientific novelty statement, and research problem or hypothesis. At the end of the introduction, the purpose of the paper should be stated. In the scientific manuscript format, a literature review is not allowed as in a research report, but is realized in the form of a review of previous literature to show the scientific novelty of the manuscript.

The humanistic approach to learning Arabic emphasizes student empowerment, personal growth, and an inclusive environment (Syafei 2023). This approach encourages intrinsic motivation and strong teacher-student relationships, with a focus on meaningful experiences and positive feedback (Nuridin, Rahman, and Andriana 2024; Syafei 2023). This approach is particularly effective for developing speaking skills (maharah al-kalam) by encouraging freedom of expression (Nuridin et al. 2024). In addition, educational language games can also improve the

learning experience, making it more fun and creative, especially in integrated Islamic schools (Wahyuningsih et al. 2021). However, the digital era and Society 5.0 present new challenges for Arabic language education, which requires a change in the learning paradigm, teacher qualifications, and student competencies (Syagif 2023).

(Kosim 2016) argues that students in the humanistic approach are human beings who have culture, not a tool or other creatures that can be given stimulus and responses, while humans are creatures who have different abilities, interests, talents and tendencies and must be considered in the Arabic language learning process. In line with that (Hamid 2008) revealed that the humanistic approach gives students attention as learners rather than as a tool for recording knowledge. So in the learning process, especially learning Arabic, this theory will be a special concern to make it easier for students to acquire Arabic.

The impact of the digital era and globalization has changed the pattern of education, including language education, so that new strategies are needed to develop learning communication. Digital literacy is crucial in addition to traditional learning skills (Rumodar, Messakh, and Naibaho 2024). In this era, educators are required to be able to use technology and integrate it in learning to instill the value of critical and independent thinking (Aziz 2019).

As in the Darul Fattah Quran school, the learning process that uses a humanistic approach and collaborates with digital media will make the Arabic language itself more interesting. Digital learning allows for more engaging, interactive, and varied experiences, not limited by time or location (Tarigan 2019). In learning, digital literacy is very useful for the acquisition and dissemination of information (Ni Wayan Eminda Sari et al. 2022). Meanwhile, to overcome these changes, educators must develop new models, innovate, and evaluate using digital media. The goal is to create a technology-savvy society, simplify teachers' work, and expand students' knowledge (Damayanti 2019). However, there are still challenges in implementing digital literacy for educators and students.

The purpose of writing this article is to describe the humanistic approach in learning and describe its implications for Arabic learning in the digital era in the Quran Darul Fattah school, so that the novelty of this paper emerges in the form of empirical findings related to the humanistic approach to Arabic language learning in the digital era.

There are several studies that have been conducted by researchers previously such as those conducted by (Amalia 2020; Hamdun and Islam 2023; Hijriyatun, Sutaman, and Fitriani 2022; Wahyuningsih et al. 2021) they highlighted that the humanistic approach is very closely related to students' learning motivation and treating humans like humans. Meanwhile, in digital learning (Syagif 2023) it is argued that this learning transformation will have a positive impact on learning but will have various challenges. In line with that (Aziz 2019; Damayanti 2019; Rumodar et al. 2024) argue that learning in the digital era will strengthen character in building a superior generation in accordance with the innovation and evaluation models used. What distinguishes the research from what will be carried out is the emergence of novelty related to a humanistic approach in the Arabic language learning process in the digital era

## Method

The research method used in this study is qualitative descriptive research of the type of case study, that is, the researcher uses data qualitatively to describe facts and phenomena in the field by exploring these circumstances in depth and broadly (Sugiyono 2023). The location in this study is located at the Darul Fattah Quran school with the research subject of 28 boarding grade 8 students. The data collection techniques in this study are in the form of observation, interviews and documentation. Meanwhile, the data analysis techniques used are based on the theory of miles and Huberman (Miles, Huberman, and Saldana 2014) namely by condensing data, displaying and revivifying data.

## Results and Discussion

Humanistic comes from Latin, namely humans and the root word which is homo and means human in general (Maksudin 2018) said that the humanistic approach is theoretically oriented by emphasizing a unique human quality, in this case related to free will (free ability) and also having

the potential to develop themselves, however, the humanistic approach here is also more emphasized on leading and managing individuals who have advanced.

The humanistic approach theory, also known as the humanistic learning theory, is a theory on teaching and learning activities that focus on how to humanize humans and also students have the ability to develop their potential. Dierksmeier, talking about humanism in the economic sphere known as humanistic management, he said that this humanistic management not only defends the human rights of each human being but also reminds us of our respective human responsibilities (Dierksmeier 2016)

Basically, this approach will be very influential in the learning process if the psychological needs of students have been met (Keengwe and Kungu 2019), then in the learning process the teacher plays a very important role in providing students with a broad range of expressions and expressing their ideas and ideas so that they will meet their psychological needs.

Based on the findings of research that has been carried out at the Darul Fattah Quranic school in grade 8 boarding, the researcher found that learning Arabic in the Darul Fattah Quranic school uses a humanistic approach in its implementation, this the researcher found during observation and interviews and strengthened by documentation found in the school.

In its implementation, the researcher found that the learning atmosphere that occurred in the Quran Darul Fattah school was created in a conducive and comfortable environment. During learning, teachers can create a comfortable learning environment and support students to participate in the Arabic learning process without fear in saying the words and sentences they have learned. Students also feel that their role in compilation in class is also appreciated when expressing their opinions in the form of sentences that they assemble and express in Arabic. This is in line with the principle of learning Arabic using a humanistic approach, which involves teacher-student interaction that supports each other, is inclusive, and strengthens trust (Syafei 2023).

The humanistic approach in the Quran Darul Fattah school also has a positive impact in creating students' courage in speaking Arabic, students are more confident in expressing sentence patterns arranged in learning with the motivation conveyed by the teacher that mistakes in the learning process are part of learning. This certainly makes students feel comfortable and raises enthusiasm in practicing Arabic in their daily lives. The humanistic approach at Quran Darul Fattah also fosters a psychologically safe climate that nurtures students' willingness to speak Arabic: learners feel freer to try out sentence patterns, because teachers explicitly frame errors as a natural and informative part of learning (Corder 1976) and they lower anxiety while boosting motivation in line with the Affective Filter hypothesis (Krashen 1982).

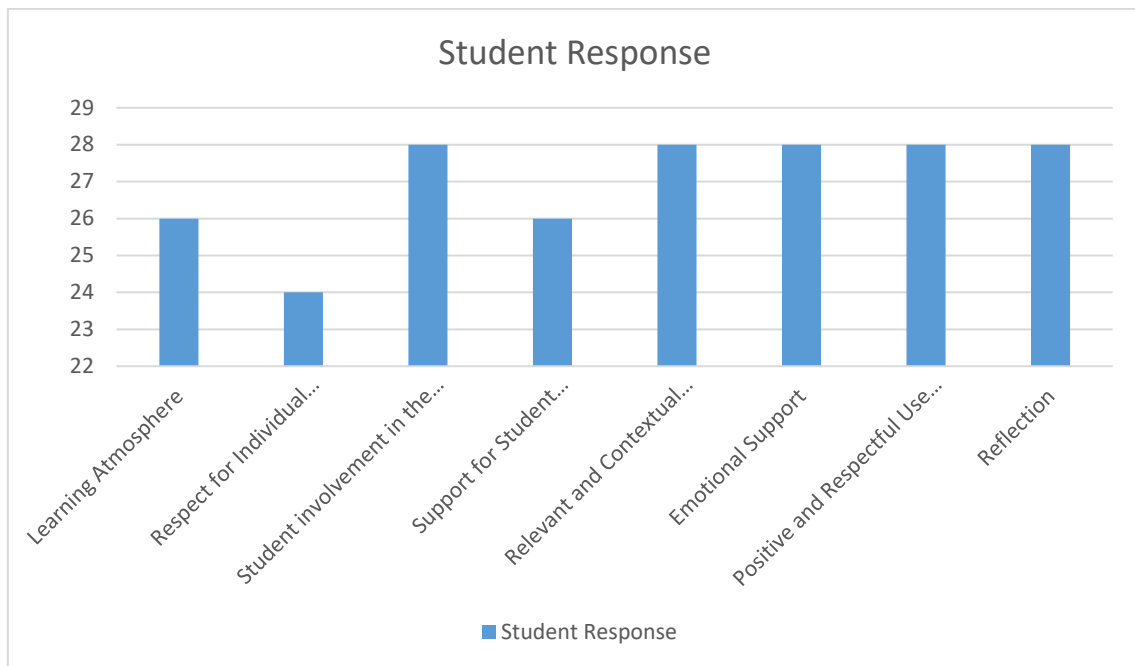
In addition, in the observations made by researchers at the Darul Fattah Quran school, teachers also encourage and motivate students in exploring their abilities. Teachers often give students the freedom to choose topics as individual tasks in doing monologues, so students will choose sub-themes according to their interests. Another thing that students feel in the application of this humanistic approach is that teachers always give more time outside of class hours by opening a language clinic as a consultation advice for students who have problems in learning Arabic. In addition, teachers also make small group discussions to provide responses and stimuli to awaken students' courage in speaking Arabic. In classroom observations, teachers also support autonomy by letting students choose monologue topics that match their interests; such choice satisfies the SDT needs for autonomy, competence, and relatedness and is known to enhance intrinsic motivation and persistence (Ryan and Deci 2000)

Another interesting thing about the application of this humanistic approach is that teachers always relate the material taught in the context of daily life, namely conversations that are carried out in class directly and lead to nouns used in the student dormitory environment so that the vocabulary learned is easier to remember and apply directly.

Finally, what is of concern to researchers on the humanistic approach to learning Arabic at the Darul Fattah Quran school is that teachers always provide reflection in the implementation of their learning so as to provide opportunities for students to review the material they have learned and encourage students to share their learning experiences, both the ease experienced and the difficulties.

In general, an overview of the results of the implementation of this research can be seen in the graph below;

Table 1. Student Response



As revealed (Syafei 2023) that the emphasis in learning Arabic with a humanistic approach is on student empowerment, personal growth and an inclusive environment, this is also what researchers found during observations that have been made at the Darul Fattah Quran school that schools have created an Arabic-friendly environment. Teachers do not distinguish between one student and another which can make discrimination in the student and provide a "walking dictionary" facility as a form of hospitality that makes the learning environment inclusive.

Confidence is also seen after the application of Arabic learning with a humanistic approach, this is due to teachers who always encourage and motivate students during the Arabic learning process. In addition, students' self-awareness in learning Arabic is also increasing, this is due to competition in practicing students' Arabic to fellow students and teachers, this is a reflection in the humanistic approach that makes students more aware of their interests and potentials and builds students' self-awareness in learning Arabic.

## Conclusions

The humanistic approach applied in learning Arabic in the Quran Darul Fattah school has provided a new paradigm that makes boarding students the main subject in the learning process that focuses on emphasizing the cognitive, affective and emotional aspects of students according to the needs of each student's interests and potentials and boils down to students' motivation and confidence in practicing Arabic. In its implementation, teachers act as facilitators who provide a conducive learning environment and support the Arabic learning process.

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