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Reform of the Development of Digital Arabic Language Teaching Materials Based on Constructivism Learning Theory

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ABSTRACT

The purpose of this study was to provide an overview of the formulation of the development of digital Arabic teaching materials by including learning targets that are in line with the formation of active learning abilities. This study used a qualitative approach with data related to information about the pattern of developing website-based digital teaching materials. Data collection techniques used were interviews, observation, and documentation studies. As for the data analysis done by collecting, condensing, displaying data and concluding. Based on the results of the study, it found that the development of digital teaching materials on UIN Maulana Malik Ibrahim completed adequate audio-visual-based applications integrated with the teaching materials and applied by new students through distance learning and used to develop their language skills through a constructivist learning approach that is integrated into the textbook.

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Keyword

Constructivism; Digitization; Reform; Teaching Materials

مستخلص البحث

أهداف هذا البحث هي وصف صياغة تطوير المواد التعليمية للغة العربية الرقمية المشتتة على المستهدف المناسب ببناء كفاءة تعلم اللغة العربية اتصالياً. استخدم هذا البحث المدخل الكيفي مع البيانات المتعلقة بالمعلومات حول شكل تطوير المواد التعليمية الرقمية على أساس الويب. أسلوب جمع البيانات المستخدم هو المقابلة والملاحظة والدراسة عن الوثائق. وتحليل البيانات مستخدم بواسطة جمعها وتضييقها وعرضها وخلاصتها. وأما نتيجة هذا البحث فهي أن تطوير المواد التعليمية الرقمية بجامعة مولانا مالك إبراهيم الإسلامية الحكومية مالانج قد وفر البرمجيات على أساس السمعية البصرية المندمجة في تلك المواد وطبقها الطلبة الجدد مع القيام بالتعليم الافتراضي لترقية الكفاءات اللغوية بواسطة مدخل التعلم البنائي المندمج فيها.

صياغة؛ رقمنة؛ المواد التعليمية؛ بنائي

كلمات أساسية

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INTRODUCTION

Learning Arabic requires educators to think quickly and precisely in carrying out the role of optimizing the achievement of its goals. One of the learning objectives is to provide sufficient provisions to students in processing language skills used in daily communication activities. Along with the times, the Arabic learning process requires a formula that accelerates the mastery of oral and written communication skills so that it can be used in the learning process.

One of the components that must be carried out in learning is the importance of teaching materials that arranged to provide uniformity and integrity in reaching the target of competency standards. At the same time, designed teaching materials will provide good benefits for both students and teachers with harmony in their actions.

Concerning the current situation which the world is being hit by Covid-19, the role of teaching materials seems to be reduced in the teaching and learning process. This impacts that mastery of technology as a knowledge transformer is prioritized to be able to reach various lines of life. However, learning that does not adhere to use teaching materials will lead to undirected goals so learning outcomes as a measure of success will experience major revolution in the field of Arabic language learning.

Based on this, policymakers and education developers must think quickly about overcoming problems where the print-based learning process must immediately switch into digital-based learning which has been popular among students in this modern era. Therefore, the development of Arabic teaching materials also needs to be reformulated about the use of digitizing teaching materials as an adaptive effort to the rapid development of the times.

Efforts to develop digital teaching materials must inevitably be carried out with the ability to accommodate modern learning systems that can be accessed easily with adequate application integration. In the meantime, true Arabic language skills must also be carried out by prioritizing constructivism learning theory so that language skills can be systemically real in the learning process with teaching materials that provide a stimulus in inviting students to actively engage in language activities.

Constructivism learning theory requires learning in a real environment and needs for efforts drawn on the everyday experiences of students. Most traditional learning prioritizes structural knowledge and ignores patterns that are built independently. In addition, the construction of new knowledge must be explored so students can find suitable solutions for solving problems experienced by themselves (Jia, 2010: 199).

The forms of problem-solving-based learning can be done by providing space for students to develop the concepts contained in an Arabic learning

construction. Kapur (2018: 7074) states that a constructive class is based on students' activities in dealing with situations that depart from phenomena, a resolution to problem-solving, or formulation through questions. In this case, educators manage situation and then direct them to answer questions through a series of experiments to construct their observations.

In this regard, UIN Maulana Malik Ibrahim emphasizes constructivism-based learning through the development of teaching materials that have been applied in the Arabic learning process. In its journey, students' experience is needed in practicing and processing experiences independently to give meaning. In line with that, Sharma (2020) defines constructivism as an experiential basis in learning which aims to hone knowledge through inquiry, research, and investigation. Students must construct knowledge, criticize and analyze information. Therefore, the main goal of constructivism is not to remember and retrieve information.

To provide a real direction for learning Arabic during the pandemic, it is necessary to find teaching materials that lead to the achievement of significant results, especially by utilizing digitalization in teaching materials, especially in building more focused concepts while still prioritizing the concept of constructivism in learning Arabic which is true must be done by students.

Based on the information above, the development of digital Arabic teaching materials is not only about transferring print media to online media, but also must adapt to the characteristics of digital teaching materials equipped with other media or applications while still prioritizing how students can construct Arabic language skills through teaching materials that have been developed.

METHOD

This study used a qualitative descriptive approach that intends to describe the situation of learning Arabic that took place during the Covid-19 pandemic in the form of ideal teaching materials to provide solutions to solve educational problems. Therefore, the data were collected through the documentation at UIN Maulana Malik Ibrahim where Arabic teaching materials were digitally compiled based on constructivism and provided input from teacher and solutions that will be faced today, especially in teaching and learning aspects of habituation of language activities through a constructivist approach.

The data collection techniques used included interviews, observations, and documentation studies relating to the model of developing teaching materials in an emergency where teaching materials are one of the learning components that cannot be ignored. Meanwhile, data analysis was carried out by reducing the data that had been collected, displaying data as well as verifying and drawing

conclusions on the findings that had been made, and checking the validity of the data that could give credibility to the results that had been found.

RESULTS & DISCUSSION

Arabic learning today needs to get fast response of the implementation of education which is currently also experiencing the Covid-19 outbreak that is hitting the world, so the learning process must run quickly by utilizing modern application-based technology and keep teaching materials functioning as a guide or control tool for the achievement of the Arabic learning process.

Among the forms of control over the achievement of Arabic learning targets is the development of teaching materials that can be used by students in building effective and optimal concepts for the development of the language learning process. Meanwhile, the learning situation which there is no interaction process between the two parties, forces the developers to consider digital teaching material products that can be accessed by students easily and quickly.

One of the textbooks that are ready to reformulate print-based into digital is the book *al-'Arabiyyah Lil Hayah* which was developed by the Language Development Center of UIN Maulana Malik Ibrahim Malang. This book has been compiled since 2017 and used in the Arabic Language Intensive Program with a duration of 120 effective meetings for the completion of 1 book. Each meeting takes 90 minutes, so if the learning is carried out in two meetings a day, then the completion time of 1 book is two months or eight weeks. In this program, learning is carried out Monday to Friday or 5 days a week so that the program, is enough to complete two months in 1 book containing 8 units (Hamid et al, 2019: 112).

As Makhi (2019) stated that the development of this book has gone through a long process and discussion as well as going through a long revision stage so that it will be perfected. The arrangement is adjusted to the number of face-to-face learning Arabic at UIN Maulana Malik Ibrahim Malang intensively so that the number of learning units and daily achievements have gone through the stages of careful consideration.

Al-Arabiya Lil Hayah's book has gone through the process of digitizing teaching materials that have been prepared for the learning process for new students. Various learning media including video shows have been developed to carry out the mandate to build knowledge independently and put it into practice through blended learning. Based on this, there are several targets set globally with the development of teaching material models that reflect the principles of constructivism including:

Table 1. Patterns of Development of Teaching Materials on Mufrodat Elements

Number	Learning Achievement	Development Style
1	Identify the meaning of Arabic vocabulary	Development of audio-visual-based applications that are integrated into teaching materials by emphasizing the achievement of learning targets and providing constructive training
2	Identify word forms	
3	Finding singular and plural forms of words	
4	Identify synonyms and antonyms and apply them in a sentence	
5	Explain the definition of mufrodat (vocabulary)	
6	Finding meaning according to context	

The [Table 1](#) shows that the achievement of mufrodat material and the pattern of development that is in accordance with the constructive pattern. The introduction of mufrodat and the application in Arabic practice is something that must be done in the process of learning a foreign language. The desired achievements in the introduction of mufrodat include the mastery of recognizing the meaning of mufrodat, synonyms, and antonyms as well as singular and plural forms which will provide experience in using them in Arabic practice orally and in writing.

Miller and Seller said that the experience built will give a stigma that educators are considered to be the people who know best about the level of development of students, individual differences of students, absorption, the atmosphere in learning activities, as well as available facilities and resources (Nuridin, 2017; Ibrahim, 2008: 35-36).

In developing mufrodat material, the use of digital applications is an urgent matter to foster mastery of mufrodat that is in line with the required learning targets. Meanwhile, the constructive side needs to be emphasized to sharpen the memory that will lead thorough understanding of the text. Meanwhile, mastery of mufrodat needs to be supported by grammatical arrangement so that it does not break the rules and carried out comprehensively as described in the following table

Table 2. Patterns of Development of Teaching Materials on Grammatical Elements

Number	Learning Achievement	Development Style
1	Understanding grammatical forms in a text	Interactive character development by emphasizing
2	Applying a question (istifham) in an interrogative sentence	

3	Comparing word structure in sentences	understanding, application, and creativity in developing productive abilities.
4	Identify the wrong sentence structure	
5	Explaining and correcting incorrect amounts	

The Table 2 explains that the achievement of grammar material containing skills in using interrogative sentences, answering, comparing, determining wrong and justifying arrangement presented by the relevant material development patterns. The developing teaching materials in the tarakib needs to be developed constructively by including example implemented in tadrifat (exercise) that can reach learning targets. One of the tangible manifestations of tarkib (Grammar) learning is how students can process themselves and recognize tarkib to arrange into a simple text for beginners, so this will be able to provide real understanding.

In that case, the inquiry learning model by experiencing a learning process will be able to have an impact on learning outcomes. The first benefit shown by inquiry-based learning is the students get meaningful activities in their real situations, such as relevant experiences and problem-solving activities (Mutammimah, 2019: 122).

The inquiry model in the development of grammar material is very supportive of the achievement of maharah (skills) which there is continuity between what observed and applied in Arabic habituation so that students will be able to understand the meaning behind the structure. The habituation of grammar mastery can be followed up in the development of skills material as stated in the form of skill development as follows

Table 3. Patterns of Development of Teaching Materials on Listening (Istima') Skills

Number	Learning Achievement	Development Style
1	Understanding the simple listening text	Audio development in the form of an integrative listening skill text with teaching materials so it can be found the meaning of words and expressions as well as effective tadrifat to hone their receptive skills.
2	Identify images based on the listening text	
3	Demonstrating an audible command	
4	Finding the main idea in the listening text	
5	Comparing the listening text based on the specified context	
6	Explaining the content of the listening text	
7	Expressing an opinion on the content of the listening text	

The Table 3 explains the achievement of listening (maharah istima) material in the form of identifying sounds, words and exploring the main ideas developed in the form of audio-visual-based integrative material. The development of listening material needs to be emphasized by giving initial questions to be found by students from listening media. Therefore, strengthening inquiry, in this case, is needed, especially in carrying out problem-solving for mastery of listening skills.

Wahyudi (2018: 540) said that the development of listening teaching materials requires the achievement of listening skills through an interesting, effective, and relevant learning process with the designed curriculum. The direction of listening (istima') learning as a receptive language mastery is the efforts needed to encourage habituation through maturity in capturing information through teaching materials developed by making detail observations so that the constructivism side can be fulfilled. Listening skills cannot be separated from speaking skills which are prepared with the following targets:

Table 4. Patterns of Development of Teaching Materials on Speaking (Kalam) Skills

Number	Learning Achievement	Development Style
1	Pronouncing the word set	Development of integrated audio-visual applications for teaching materials with complete and partial hiwar to be practiced in daily communication.
2	Answer the provided questions	
3	Describe the prepared image	
4	Demonstrating a conversation about the theme	
5	Talking about everyday experiences	
6	Presenting material according to the theme	
7	Express arguments verbally	

The Table 4 explains the achievement of speaking (maharah kalam) material in the form of practicing conversations, describing pictures, telling stories and discussing and expressing the main ideas orally which were developed in the form of integrative audio-visual and interactive based materials. The development of teaching materials from the aspect of listening skills must be balanced with the preparation of adequate media, especially during the online learning process by prioritizing the development of features in the form of audio-visual as a guide for students to practice speaking interactively and optimally.

Risnawati (2021) said that teaching materials are systemic learning materials which teachers and students use them in the learning process. Teaching materials in a case are thematically arranged teaching materials used in the

teaching and learning process (Amirudin, 2018: 84). Therefore, speaking skills teaching materials must be designed to reach the achievement of the interaction process that bridges between teachers and students through whole habituation of communication.

The process of learning Arabic orally needs attention to provide more practice space in honing language skills. Therefore, the important components of *tadribat* contained in digital features must describe the specified target. Likewise learning to read which was developed as follows

Table 5. Patterns of Development of Teaching Materials on Reading (Qira'ah) Skills

Number	Learning Achievement	Development Style
1	Reading the text aloud about the theme	Provision of interactive text based on the construction of understanding of the text with a character that can develop mastery of the content.
2	Understanding the meaning of the text related to theme	
3	Finding the main idea in the prepared text	
4	Explain the content of the text	
5	Express an opinion on the content of the text	

The [Table 5](#) explained the achievement of the reading (*qiro'ah*) material which has indicators of being able to read the text aloud and correctly, finding the main ideas and presenting ideas from the text. The development done by selecting of texts that are character-based and easy to understand according to the age of the students.

The provision of interactive texts as outlined in the form of giving initial questions in forming initial understanding participates in efforts to achieve the target of learning reading skills. The characteristic of constructivist learning here lies in how to give questions at the beginning as a guide to solve problems in building concepts needed by students.

Meanwhile, Richards & Rodgers (2014: 34) stated that "the instructional material is specified concerning objectives and content (i.e. syllabus)". Besides, a teacher needs to consider the relation of materials to other sources of input (i.e. whether they serve as the major source of input or only as a minor component of it. And Grabe and Stoller (2013) said reading is also defined as an ability to draw meaning from printed pages and interpret this information appropriately.

The main material presented with the development of digital teaching materials for mastery reading skills can be presented interactively with the input

of several questions as a stimulus. Arabic text that given some additional information are recognized and understood by students in the whole text.

Table 6. Patterns of Development of Teaching Materials on Writing (Kitabah) Skills

Number	Learning Achievement	Development Style
1	Write mufrodats correctly	Providing integrative tutorials to provide experiences developed by students themselves.
2	Write personal data	
3	Compose sentences with the correct rules	
4	Sort sentences from scrambled words	
5	Describe the picture in writing	Provision of a special column for the practice of applying and being creative by expressing ideas in written form.
6	Telling daily experiences in writing	
7	Compose a paragraph about the theme with the correct rules	
8	Express arguments in writing	

The [Table 6](#) explains the achievement of the book material which is oriented towards writing skills, constructing sentences correctly and describing pictures in writing. The development that can be done is by providing debriefing on the use of interactive media in supporting the ease of learning kitabah.

The form of writing skills material development can be done by providing several examples that can be observed and practiced by students in writing habit about what is around them by utilizing the vocabulary to build complete concept with the assistance of the teacher in creating and expressing ideas.

Arabic learning today continues to develop which the educational transformation process is also developed, especially in the students' attitude aspects which is more dominant in tracking information technology-based knowledge. At the same time, the process of learning Arabic often experiences problems because the supporting media are not ready to facilitate Arabic writing.

The skills that are built through the habit of speaking Arabic must be applied to hone the students' language skills. Therefore, the system built by educational institutions and teaching staff has been prepared in advance to be able to build a culture and program that will become the main motor of the Arabic language.

The Arabic language education institution is a language education system that prepares students to use their Arabic language ability in society. Because the essence of each language education is how the knowledge and language skills are possessed, a graduate of the education program can use it by the demands of the community (Tajuddin, 2019: 94).

The Arabic-speaking environment in an educational institution requires shared commitment from the management and the surrounding community to provide practical conversations carried out in the form of strengthening knowledge and practicing language in realizing the essence of language learning as part of developing thinking in each individual in learning such an institution. To realize good Arabic learning, an institution needs to plan approaches, methods and learning strategies appropriate and up to date to the current situation. Because the covid-19 pandemic that still hits all segments in various fields, distance learning is an urgent matter to be carried out and prepared as much as possible without reducing the achievement of the learning target.

These new approaches provide broad opportunities for learning beyond the classroom and also for more varied and deeper learning. These opportunities include (a) online interaction between the learner and their teacher or peers, and (b) e-learning is no longer associated just with distance learning, but is also about using relevant technologies. Thus, e-learning is an important part of proper approaches aim in providing the best and most appropriate ways of supporting learners' engagement and achievement (Lora, 2016: 4).

The learning approach should pay attention to learning needs to develop students' language skills. An approach that is relevant to the present is an approach that can utilize technology in interactions among educators, students, developers of teaching materials, and technology-based learning resources. E-learning, which is currently developing, has evolved into a media that is functional in various aspects of learning Arabic. Therefore, a teacher needs skills both in terms of pedagogy and skills in managing to learn through information technology.

The teacher, syllabus, and course designers have to put effort to design and develop attractive and innovative course materials. It should focus on interesting and stimulating materials and contents together with an attractive layout and design to cultivate motivation among the learners of the Arabic language (Aladdin, 2016). The material that will be taught by educators, as much as possible can be applied effectively, attractively, and innovatively to help the growth and development of students in realizing learning goals. Therefore, constructivist learning requires a stimulus in forming concepts that will be developed by students themselves in honing Arabic language skills by learning targets.

Textbooks used in Arabic learning at the high school level is varied, these refer to the textbooks published by the Ministry of Religion, some books refer to textbooks issued by organizations that overshadow their educational institutions, and some are based on students' workbook and do not adhere to a specific book. All books used are not equipped with learning media, while the media used in the

learning comes from the improvisation of the teacher. As for the learning process, most of them are focused on what is in the book. While from the aspect of vocabulary learning, teachers give more memorization of vocabulary, both every day and every meeting with a varied process (Tajuddin, 2019: 98-99).

Learning Arabic in the Ministry of Religion has developed a teaching material that has the target of mastering the reading text and being able to communicate in Arabic. The teaching materials are sometimes equipped with students' worksheets functions to provide follow-up assignments to complete exercises on the material that has been studied. However, the learning process is less effective considering learning strategy is not yet integral to the spirit of building students' Arabic skills so the provision of student worksheets is more dominant to do than understanding the actual function of the task and the importance of teaching materials that need teacher assistance. Dewey in al-Johani (2017: 98) said that Experience is also important in constructivism. In that regard, knowledge is life itself and it is the learners' experiences, not something abstract out there independent from the learner.

Various studies have shown that learning to read and write Al-Qur'an has received large attention from researchers, considering the importance of the ability to read Al-Qur'an in Indonesian society which is predominantly Muslim. As mentioned earlier, despite the availability of various books focusing on learning Al-Qur'an, some areas still need improvement. Therefore, it is necessary to design and develop a book that can compensate for those weaknesses, while also paying attention to the theoretical aspects of language learning for beginners. Besides, the book developed must also be appropriate to the current context, namely the millennial era. The research team hence proposed the title: *Developing Digital Al-Qur'an Learning Book to Improve Arabic Reading and Writing Skills for Novice Learners* (Mahliatussikah, 2020: 692).

In carrying out Arabic teaching and learning activities, it is necessary to look at how the method of reading the Qur'an has experienced rapid development. Various media and methods often develop along with the times, this of course needs to be addressed together to realize an effective learning spirit in addition to the importance of providing psychological encouragement in forming Arabic language skills which used in Qur'an. Therefore, the development of the Qur'anic learning method should also be in line with the development of Arabic teaching materials that can be done digitally in an effective and efficient form.

The implementation of the learning model using the *schema theory* approach seems unknown by most educational institutions in Indonesia. Arabic lessons in Indonesia haven't yet reached their goal, which is so students can master four Arabic competences: listening, speaking, reading, and writing. Learning Arabic that emphasizes four language skills will provide a good

experience if managed in a good way by enriching the methods, techniques, and the used of digital-based media that are relevant to students in the millennial era.

Although institutions have offered their support so language teacher could incorporate new technologies into their syllabi in a more organic way as applying of either open-source or proprietary platforms installed in the institution's systems, the "interaction" between the "means" and the "content" has been left to the individual teacher's expertise. As result dissociative experience on a continuum from a total disconnection between the two, as example resulting from much time spent due to increasing administrative burdens on teaching to perfect integration spend long hours and time-consuming activities that sometimes do not simply pay back, for several reasons.

It is undeniable that the development of digital teaching materials is not cheap look from the effectiveness of learning. This is due to the need for the development and use of technology that requires experts to engineer and computerize all forms of teaching materials, both in terms of content and exercises that should be integrated into a system to be easily accessible and utilized effectively through repeated viewing. so that there are no problems when applied in learning.

The situation of learning a language is essentially an effort of human thought in forming knowledge independently with a spirit that arises based on two main hypotheses: 1) knowledge possessed by a person is a result that is actively built by and within the subject of learning, not passively accepted from the learning environment, and 2) engagement in understanding knowledge about something is an adaptive process (adjustment) that a person does in organizing the learner's experience in his interaction with his environment, not finding something outside of the person (Yamin, 2011: 8).

In addition, the development of Arabic teaching materials needs to be structured by prioritizing the initial stimulus to be understood and applied directly through a constructivist approach so that knowledge can be built independently. Activeness in processing learning carried out by students must also be expressed in teaching material so that what is in the environment can be used in building concepts and practicing them independently. In addition, the teaching materials used with a constructivist approach also allow for adjustments to the learning environment integrated into the Arabic learning process, thus the teaching materials, students and the environment are familiar in shaping Arabic language skills.

The different backgrounds will lead to different perspectives on Arabic learning. Teacher has language education backgrounds will position themselves as language teachers, not linguists. While the teacher does not have a language education background will position themselves as linguists, not language

teachers. If it is associated with the instructional goals to be achieved, the task of the language teacher is to facilitate students to be able to speak the language they learn and not language theory (Tajuddin, 2019: 97).

The concept of learning Arabic requires teaching materials that support the achievement of the learning process with certain targets. Meanwhile, the constructivist approach directs students from guided learning to active learning which requires students to express all ideas and ideas developed in the form of constructions armed with the experiences around them.

During the learning process, it is necessary to carry out integrated observations on the character of cooperation, respect for the opinions of others, and the determination of self-discipline. As a follow-up and to find out the final result, it is necessary to apply a test to determine the increase in student achievement (Buchori, 2015: 384).

The implementation of Arabic learning at UIN Maulana Malik Ibrahim Malang besides to develop textbooks, also conduct tests as part of the evaluation to measure the achievement of Arabic learning targets. Based on this, the Arabic learning model which is carried out by blended learning as well as the evaluation carried out online provides space to be carried out through computer-based learning.

Chapelle (2001: 55) stated that there is a learning pattern that is done by using a computer with the obligation to meet the criteria that have been adjusted to the characteristics of Computer-Assisted Language Learning (CALL). Therefore, to realize the learning process by using computers, the following criteria for computer-assisted language learning

Table 7. Criteria for Computer-Assisted Language Learning

Language Learning Potential	The degree of opportunity present for beneficial focus on form.
Learner Fit	The amount of opportunity for engagement with language under appropriate conditions given learner characteristics.
Meaning Focus	The extent to which a learner's attention is directed toward the meaning of the language.
Authenticity	The degree of correspondence between the computer-assisted language learning activity and target language activities of interest to learners out of the classroom.
Positive Impact	The positive effects of the computer-assisted language learning activity on those who participate in it.

Practicality	The adequacy of resources to support the use of the computer-assisted language learning activity.
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The [Table 7](#) explains how computer-based learning of Arabic is encouraged to deliver educators who fulfill student's needs. Authentic Arabic learning needs to be done naturally, including in developing teaching materials. Language habituation is the main thing to form a perfect interaction, especially using computer-based technology is part of forming an independent human being. Humans by nature cannot be described in an abstract way, independent of social reality and historical development. The Arabic learning process lately requires adequate creations to give a good impression in producing quality Arabic learning that is relevant to modern needs (Hilmi, 2021: 67). Constructive interpretation of humans will provide the fact that students must be given space to recognize and express their language skills in processing ideas and thoughts in verbal form.

In the development of teaching materials the language acquisition process needs to get space as stated by Lightbown and Spada (2013) that there are language acquisition hypotheses including 1) input hypotheses that can be obtained through comprehensive understanding, 2) acquisition learning hypotheses that can be obtained through meaningful interactions, 3) the monitoring hypothesis that can be obtained through rules and policies, 4) the affective filtering hypothesis that can be obtained through the attitude of emotional control and avoiding mistakes and 5) the natural hypothesis obtained through the habituation of the practiced structure.

Constructivism-based learning essentially seeks to shape and organize students' linguistic skills in forming and observing their own learning experiences to build concepts like what they are experiencing. Therefore, language acquisition departs from the formation of language naturally as children recognize and express their language by observing, imitating, and pouring it into daily communication.

CONCLUSIONS

The development of Arabic teaching materials in the modern era needs to be done by utilizing emerging technology, especially for the millennial generation who cannot be separated from cyberspace. Therefore, digitizing Arabic teaching materials also needs to be done by not forgetting the importance of supporting learning components based on achieving the learning targets. However, the constructivism side must still be realized in the development process because the acquisition of the Arabic language and the development of the language need to

be accustomed among students to expressing their ideas and thoughts based on what they observe, experience, and apply.

UIN Maulana Malik Ibrahim Malang has developed Arabic teaching materials equipped with digital versions with audio-visual as well as interactive and integrative media that can provide real learning experiences and are in line with the achievement of Arabic language learning targets, especially language skills and emphasis on anashir lughawiyah at the same time. As results of this study, the researcher suggests to further researchers to be able to explore more about the pattern of developing teaching materials appropriate with the latest students' developments.

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