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Arabic Language Education Madrasah Ibtidaiyah With A Humanitarian Perspective: ITS Concept, Implementation and Challenges In The Digital Era

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Abstract

Arabic Language Education at Madrasah Ibtidaiyah has a strategic role in developing linguistic competence as well as shaping the character of students through the internalization of Islamic and humanitarian values. The development of the digital era requires that learning Arabic is not only oriented towards mastering linguistic aspects, but also being able to develop critical thinking, communication, collaboration, and student character skills through a humanist and contextual approach. This study aims to analyze the concept of Arabic education from a humanitarian perspective, describe its implementation in learning in the digital era, and identify various challenges faced in its application in Madrasah Ibtidaiyah. The research uses a descriptive qualitative approach carried out at Madrasah Ibtidaiyah Integrated Thoriquil Jannah. The research informants consisted of madrasah heads, Arabic teachers, and students in grades IV to VI who were selected by *purposive sampling*. Data were collected through observation, in-depth interviews, documentation, and literature studies. Data analysis uses the Miles, Huberman, and Saldaña interactive analysis model which includes data condensation, data presentation, and conclusion extraction and verification, while data validity is tested through source triangulation, technique triangulation, and *member checking*. The results of the study show that Arabic education from a humanitarian perspective is applied through student-centered learning by utilizing communicative, collaborative, and contextual strategies, such as language games, simple dialogue (*muḥādatsah*), project-based learning, and the use of interactive digital media. The implementation not only improves Arabic language competence, but also fosters empathy, responsibility, cooperation, tolerance, and confidence of students. However, its implementation still faces various challenges, including the limitation of teachers' competence in applying humanistic approaches, the lack of innovative learning media, the influence of digital culture on learning motivation, and the limitations of learning facilities and infrastructure. Therefore, it is necessary to improve teacher competence, develop innovative learning media, strengthen character-based curriculum, and provide adequate educational facilities so that Arabic education from a humanitarian perspective can be applied optimally in Madrasah Ibtidaiyah.

Keywords: Arabic Language Education, Madrasah Ibtidaiyah, humanitarian perspective, humanistic learning, digital era.

Introduction

Arabic Language Education at Madrasah Ibtidaiyah (MI) has a strategic position in building the foundation of language skills as well as shaping the character of students from an early age. Learning Arabic is not only oriented to mastering linguistic aspects, but also serves as a means to understand Islamic teachings sourced from the Qur'an, hadith, and various Islamic literature. At the Madrasah Ibtidaiyah level, Arabic learning is expected to be able to develop communication skills as well as instill religious, social, and moral values that are the basis for the formation of students' character. Therefore, the learning process needs to be designed according to the characteristics of child development through a communicative, contextual, and student-centered approach so that they obtain a meaningful learning experience. (Effendy, 2020) (Nashir, 2021)

However, the practice of learning Arabic in various Madrasah Ibtidaiyah still faces various challenges. Learning in general is still dominated by the activities of memorizing *mufradāt*, translating texts, and learning the rules of language mechanically so that the communicative interaction of students has not developed optimally. This condition causes learning to tend to be monotonous, less contextual, and not able to connect the use of Arabic with the real lives of students. As a result, students' motivation to learn, courage to communicate, and the development of affective and social aspects have not received adequate attention. (Rahman, 2019)

These challenges are increasingly complex as the digital era develops, which is marked by advances in information technology, changes in learning culture, and the increasing intensity of digital media use by students. Digital transformation opens up opportunities for the use of various interactive learning media in learning Arabic, but at the same time requires teachers to have pedagogical competence to integrate technology with learning strategies that remain oriented towards character development. From the perspective of Arabic learning, the use of technology should not only function as a medium for delivering material, but also as a means of building an active, communicative, and meaningful learning experience so that students are able to use Arabic in a real-life context. (Ibrahim, 2015)

Various previous studies have shown that humanistic approaches have a positive contribution to improving the quality of Arabic language learning. Hamdun & Islam found that the humanistic approach is able to increase learners' learning motivation through learning centered on learners' needs, experiences, and active participation. Meanwhile, Robbani and Haqqy explained that humanistic learning theory encourages teachers to play the role of facilitators who develop students' cognitive, affective, and social potential in a balanced

manner. Syafei's research also confirms that the application of humanistic principles in Arabic language learning is able to create learning interactions that are more communicative, democratic, and respect the individual needs of students. On the other hand, the research of Mukhlisah and Sirda as well as Salsabila and Setiyawan shows that (Hamdun & Islam, 2023) (Robbani & Haqqy, 2021) (Syafei, 2023) (Mukhlisah & Sirda, 2024) *Project-Based Learning* is able to improve students' communication, collaboration, and creativity skills in learning Arabic. (Salsabila & Setiyawan, 2024)

However, the results of these studies still leave some research gaps. First, most of the research focuses more on the effectiveness of humanistic approaches or certain learning models without examining its implementation specifically at the Madrasah Ibtidaiyah level. Second, previous research has generally focused on improving learning motivation or language skills, while the integration of human values in Arabic language learning in the digital era has not been comprehensively discussed. Third, there has not been much research that has examined in an integrated manner the relationship between the concept of Arabic education from a humanitarian perspective, the implementation of learning, and the challenges of its application in the context of digital transformation. This gap shows that the study of Arabic language education from a humanitarian perspective still needs further development.

Based on these gaps, this research offers novelty in the form of an analysis that integrates three main dimensions, namely the concept of Arabic education from a humanitarian perspective, its implementation in learning at Madrasah Ibtidaiyah in the digital era, and the challenges faced in its application based on empirical data from observations and interviews. In contrast to previous research that tends to discuss conceptual aspects or partial learning strategies, this study combines conceptual studies with field findings to produce a more comprehensive picture of the implementation of Arabic education from a humanitarian perspective at the Islamic basic education level.

Based on this description, this study aims to analyze the concept of Arabic education from a humanitarian perspective in Madrasah Ibtidaiyah, examine its implementation in learning in the digital era, and identify various challenges faced by teachers and educational institutions in its implementation. The results of this research are expected to make a theoretical contribution to the development of Arabic education studies from a humanitarian perspective and become practical recommendations for teachers and madrasah managers in developing Arabic language learning that is communicative, contextual, adaptive to

technological developments, and remains oriented towards the formation of students' character.

Method

This research uses a descriptive qualitative approach to gain a deep understanding of the implementation of Arabic education from a humanitarian perspective in Madrasah Ibtidaiyah. This approach was chosen because it allows researchers to examine phenomena naturally through direct interaction with the research subjects as well as understand the meanings constructed by the participants in the learning process.

The research was carried out at Madrasah Ibtidaiyah Integrated Thoriquil Jannah which implemented character-based Arabic language learning. The research informants consisted of madrasah heads, Arabic teachers, and students in grades IV to VI. The selection of informants used *purposive sampling techniques* by considering their involvement in the planning, implementation, and evaluation of Arabic language learning so that they were able to provide relevant information according to the focus of the research.

Data collection was carried out through four techniques, namely observation, in-depth interviews, documentation, and literature studies. Participatory observation was used to obtain an overview of the Arabic language learning process, teacher-student interaction, learning strategies applied, and the implementation of human values in the classroom. In-depth interviews were conducted with madrasah heads and Arabic teachers to obtain information about concepts, strategies, obstacles, and learning development efforts. Documentation is used to complete research data through the collection of teaching modules, learning tools, photos of activities, and other supporting documents. Meanwhile, literature studies are used as secondary data sources to strengthen theoretical foundations, compare research findings with previous research results, and support the interpretation of field data.

Data analysis uses an interactive qualitative data analysis model developed by , which includes data (Miles et al., 2014) *condensation*, data *display*, and *conclusion drawing and verification*. The analysis process is carried out simultaneously from the time of data collection so that researchers can reduce data, group, and interpret data continuously in accordance with the development of findings in the field.

At the data condensation stage, all observations, interviews, and documentation are transcribed, selected, simplified, and focused on information relevant to the research objectives. Furthermore, *an open coding* process is carried out to identify units of meaning related to the implementation of Arabic education from a humanitarian perspective, such as humanistic learning strategies, the role of teachers as facilitators, teacher-student interaction,

the use of digital media, and various obstacles faced in the learning process. Codes that have the same meaning are then grouped into several categories, including the implementation of human values and the challenges of learning Arabic in the digital era. Based on these categories, the researcher compiled the main themes which include the concept of Arabic education from a humanitarian perspective, the implementation of humanistic learning, and the challenges of its application in Madrasah Ibtidaiyah.

Data interpretation is carried out by relating the themes obtained with humanistic education theory and the results of previous research so as to produce a comprehensive understanding of the implementation of Arabic education from a humanitarian perspective. To ensure the validity of the data, this study applied source triangulation, triangulation techniques, and *member checking* to several informants to ensure that the interpretation results were in accordance with the experiences and views of the research participants. (Creswell & Creswell, 2018)

Result and Discussion

The Concept of Arabic Language Education in Madrasah Ibtidaiyah from a Humanitarian Perspective

The results of observations show that Arabic learning at Madrasah Ibtidaiyah Terpadu Thoriqul Jannah is carried out by placing students as the learning center. The teacher not only delivers *mufradāt* and *tarākīb* material, but also acts as a facilitator who provides opportunities for students to discuss, work together in groups, play language games (*al-lu'bah al-lughawiyah*), sing Arabic songs, and practice simple dialogues (*al-muḥādatsah*). During the learning process, students seemed to actively express their opinions, help each other complete group assignments, and show courage to use Arabic in simple communication situations. The findings of these observations were strengthened by the results of interviews with Arabic teachers who stated that the purpose of learning is not only for students to master vocabulary, but also to be able to work together, respect each other, and have confidence in using Arabic so that learning is always designed actively and fun.

The findings show that Arabic learning at Madrasah Ibtidaiyah has implemented humanistic education principles through *student-centered learning*. Teachers are no longer positioned as the sole source of knowledge, but as facilitators who build learning experiences through meaningful interaction, collaboration, and communication.

From the perspective of Arabic learning methodology, effective learning is not only oriented towards mastering linguistic elements, but must also be able to develop students' motivation, courage to communicate, and social interaction through contextual and

communicative activities. The use of language games, Islamic stories, simple dialogues, and group work as found in this study shows that students have the opportunity to use Arabic in real situations so that learning becomes more active, fun, and meaningful.

The findings of this study are in line with the view of Abdurrahman bin Ibrahim Fauzan who emphasized that the success of learning Arabic is not only determined by mastery of rules and vocabulary, but also by the ability of students to use language in authentic communication situations through active, meaningful, and student-centered learning. In line with that, Hasyim explained that the communicative approach in learning Arabic aims to develop communicative competence so that students are able to use language according to the social context, not just mastering grammatical rules (Ibrahim, 2015) (Hasyi, 2018). Therefore, the use of language games, dialogue, group work, and collaborative activities as found in this study provides space for students to develop language competencies as well as the values of empathy, responsibility, and cooperation. Thus, the success of the implementation of Arabic language education from a humanitarian perspective in Madrasah Ibtidaiyah is not only determined by the achievement of language skills, but also by the ability of teachers to integrate communicative activities and human values into each learning process.

Implementation of Arabic Language Education with a Humanitarian Perspective in the Digital Era

The implementation of Arabic language education from a humanitarian perspective at Madrasah Ibtidaiyah Terpadu Thoriqul Jannah shows the integration between humanistic approaches and the use of digital technology in the learning process. Based on the observations, teachers utilize various digital learning media, such as animated videos, digital vocabulary cards, interactive learning applications, and technology-based language games to help students understand *mufradāt* and practice speaking skills (*mahārah al-kalām*). In addition, human values are integrated through contextual themes, such as maintaining cleanliness, respecting teachers, working together, and helping each other in daily life. The results of interviews with Arabic teachers revealed that each material is not only directed at vocabulary mastery, but also linked to real-life practices so that the language learned has meaning for students. Teachers, for example, invite students to dialogue and practice cleanliness behavior when studying the theme of *al-naẓāfah*.

The findings show that the use of digital technology in learning Arabic not only functions as a medium for delivering material, but also as a means of building a communicative, contextual, and character-building learning experience. Teachers act as

facilitators who design learning activities through dialogue, language games, contextual stories, project-based learning, and the use of digital media so that students have the opportunity to use Arabic in authentic communication situations.(Ibrahim, 2020)

This approach shows that learning Arabic is no longer teacher-centric, but places learners as active subjects in building learning experiences through language interaction and practice.

The results of the observation show that the activities of preparing vocabulary posters, making conversation videos, and group presentations not only improve language skills, but also develop students' creativity, cooperation, responsibility, and communication skills. These findings support the view that Arabic language learning should be designed through activities that allow students to build linguistic competence as well as social competence in an integrated manner. In addition, collaborative activities provide opportunities for students to use Arabic in a meaningful context so that the learning process becomes more active, communicative, and in accordance with the characteristics of Madrasah Ibtidaiyah students.(Kāmil, 2016)

Thus, the implementation of Arabic language education from a humanitarian perspective in the digital era is able to create more meaningful learning because it integrates language competence, authentic learning experiences, and balanced character formation of students. The integration shows that the success of learning Arabic is not only measured by mastering linguistic elements, but also by developing students' communication skills, collaboration, responsibility, and character through active learning experiences.

Challenges of Implementing Arabic Language Education from a Humanitarian Perspective in the Digital Era

The results of the study show that the implementation of Arabic education from a humanitarian perspective in Madrasah Ibtidaiyah Integrated Thoriqul Jannah still faces various challenges. Based on the results of the interviews, one of the main obstacles is the uneven competence of teachers in designing student-centered learning. Some teachers are still used to using memorization and lecture methods so that student interaction has not taken place optimally. In addition, the results of observations show that the use of learning media still depends on the creativity of each teacher. Some teachers have developed language games, digital cards, and learning videos independently, while others still rely on textbooks as the main learning resource due to the limited learning media available in madrasahs.

This study also found that the development of digital technology presents new challenges because students tend to be more interested in digital entertainment content than

formal learning activities. On the other hand, the limitations of internet networks, multimedia devices, and learning support facilities cause the use of digital technology to not be carried out optimally.

These findings show that the success of the implementation of Arabic education from a humanitarian perspective is not only determined by teachers' understanding of humanistic learning concepts, but also influenced by pedagogical competence in designing student-centered learning. Teachers' creativity in developing learning media and adequate learning environment support are also important factors in creating meaningful learning experiences. Teachers are required to be able to design a communicative, collaborative, and contextual learning experience so that students have the opportunity to actively use Arabic in accordance with their developmental characteristics. On the other hand, if learning is still dominated by memorization and lecture methods, students' opportunities to develop communicative competence, critical thinking, and social skills are limited because learning interactions take place in one direction. (Robbani & Haqqy, 2021) (Syafei, 2023)

On the other hand, the use of digital technology should be positioned as a means to strengthen communication, collaboration, and learning experiences, not just a tool for delivering materials. The results of this study show that digital media will have a more optimal impact when combined with learning activities that encourage active participation of students, such as collaborative projects, dialogues, presentations, and problem solving. Integrating technology with project-based learning models has also been proven to be able to increase creativity, communication skills, and students' responsibility in the Arabic learning process. (Mukhlisah & Sirda, 2024) (Salsabila & Setiyawan, 2024)

The findings of this study corroborate the results of previous research which affirms that the success of Arabic learning in the digital era requires synergy between teachers' pedagogical competence, the development of innovative learning media, and a learning environment that supports active student engagement. Therefore, the implementation of Arabic education from a humanitarian perspective requires systemic support through improving teacher competence, providing digital learning facilities, developing innovative teaching materials, and continuous professional training so that Arabic learning not only produces linguistic competence, but also shapes students' character, collaborative skills, and social responsibility. (Hamdun & Islam, 2023)

Conclusion

This study shows that Arabic education from a humanitarian perspective at Madrasah Ibtidaiyah places students as the center of learning by integrating mastery of language skills

and character formation. Its implementation is carried out through communicative, collaborative, contextual learning, and supported by the use of digital media so as to be able to improve Arabic language skills while fostering the values of empathy, responsibility, cooperation, and confidence of students.

However, the implementation of this approach still faces various challenges, such as limited teacher competence, lack of innovative learning media, the influence of digital culture, and limited facilities and infrastructure. Therefore, it is necessary to improve teacher competence, develop learning media, and support adequate facilities so that Arabic education from a humanitarian perspective can be applied more optimally in Madrasah Ibtidaiyah.

The findings of this research are expected to be a reference for teachers, madrasah heads, and policy makers in developing Arabic language learning that is more humane, contextual, innovative, and adaptive to technological developments without neglecting the main goal of education, namely the formation of human beings with character, noble character, and the ability to interact positively in community life.

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