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Strategi Guru dalam Meningkatkan Penguasaan Kosakata: Mengintegrasikan Pendekatan Humanistik dan Teori Guthrie di MTsN 7 Kerinci

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Abstract

This study aims to describe in depth the implementation of integrating humanistic approaches and Guthrie's theory to enhance mastery of Arabic vocabulary (mufradāt) and change student learning behaviors at MTsN 7 Kerinci. The research used a qualitative case study approach, with data collected through participatory observation across 12 meetings, in-depth interviews with three teachers and 15 students, and analysis of evaluation documents. Data were analyzed thematically using the Miles and Huberman model, with data condensation, data display, and findings verification. The results showed that the humanistic approach successfully created a favorable learning climate through building teacher-student emotional relationships. At the same time, the application of Guthrie's contextual repetition significantly improved vocabulary retention, from an average of 2-5 mufradāt per day to 10-15 mufradāt per day. The findings also revealed a transformation in student behavior, with students becoming more active and independent, and infrastructure limitations successfully overcome through teacher creativity in using simple media. The research implications indicate that integrating both approaches creates a holistic learning environment that supports the simultaneous development of cognitive and affective aspects.

Keyword: Edwin Ray Guthrie, Humanistic Approach, Vocabulary (Mufradāt) Acquisation

ملخص

تهدف هذه الدراسة إلى وصف متعمق لتطبيق التكامل بين المناهج الإنسانية ونظرية جوثري في تعزيز إتقان المفردات العربية (المفردات) وتغيير سلوكيات التعلم لدى الطلاب في المدرسة الثانوية الإسلامية الحكومية ٧ كيرينشي. استخدم البحث منهجًا نوعيًا مع نهج دراسة الحالة وجمع البيانات من خلال الملاحظة المشاركة على مدى ١٢ اجتماعًا، ومقابلات متعمقة مع ٣ معلمين و١٥ طالبًا، وتحليل وثائق التقييم. تم تحليل

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البيانات موضوعيًا باتباع نموذج مايلز وهوبرمان من خلال تكثيف البيانات وعرض البيانات والتحقق من
النتائج. أظهرت النتائج أن النهج الإنساني نجح في خلق مناخ تعليمي إيجابي من خلال بناء العلاقات
العاطفية بين المعلم والطالب، بينما أدى تطبيق التكرار السياقي لجوثري إلى تحسين حفظ المفردات بشكل
ملحوظ من متوسط ٥-٢ إلى ١٠-١٥ مفردة في اليوم. كشفت النتائج أيضًا عن تحول في سلوك الطلاب
ليصبحوا أكثر نشاطًا واستقلالية، حيث تم التغلب على القيود المتعلقة بالبنية التحتية بنجاح من خلال
إبداع المعلمين في استخدام الوسائط البسيطة. تشير الآثار المترتبة على البحث إلى أن دمج النهجين يخلق
بيئة تعليمية شاملة تدعم تطور الجوانب المعرفية والوجدانية في وقت واحد.

الكلمات المفتاحية : المنظور الإنساني، إدوين راي جوثري، إتقان المفردات

Introduction

The success of a learning process depends on selecting appropriate strategies and designing components that systematically foster students' understanding of the teaching material and facilitate the internalization of the knowledge delivered by the teacher.[1] Strategy selection must be tailored to the students who will be taught. Teachers must understand student characteristics so that students can more easily comprehend the material presented by the teacher.[2]

The humanistic approach to learning strategies emphasizes the principle of student-centered learning, in which the teacher serves as a facilitator who addresses students' psychological and academic needs.[3] In this context, teachers at MTsN 7 Kerinci implemented this approach by providing students with space to develop learning autonomy while simultaneously fostering critical, innovative, and creative thinking through empathetic learning interactions. Although implementation faced various challenges, the teachers successfully optimized this approach to enhance students' mastery of *mufradāt* (Arabic vocabulary), as reflected in a significant increase in learning motivation and outcomes. This

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[1] Walter Dick and Lou Carey, *The Systematic Design of Instruction* (New York: Harper and Collins College Publisher, 1996).

[2] Haidir and Salim, *Strategi Pembelajaran (Suatu Pendekatan Bagaimana Kegiatan Belajar Siswa Secara Transformatif)* (Medan: Perdana Publishing, 2014).

[3] Clewiston D. Challenger, Kevin Duquette, and Ikone T. Mason, "School Counseling for College and Career Readiness Using Existential Theory Model: A Humanistic Approach to Counseling Students of Color in Urban School Settings," *Journal of Humanistic Counseling* 61, no. 3 (2022): 198–210, https://doi.org/10.1002/johc.12184.

success demonstrates that the humanistic approach can be effectively adapted even in resource-limited learning environments.

The mastery of Arabic *mufradāt* (vocabulary) poses a critical challenge at MTsN 7 Kerinci. Initial data indicated that 85% of students struggled to memorize more than five vocabulary items per session, with only 11.76% (2 out of 16 students) having any prior background in learning Arabic. A scarcity of learning media exacerbated this situation. It damaged teaching materials, as acknowledged by a teacher: "Students are forced to share books filled with scribbles, and there is no language laboratory." [4].

To address this issue, the study proposes integrating a humanistic approach.[5] And Edwin Ray Guthrie's theory.[6] The humanistic approach emphasizes the teacher-student emotional relationship to foster motivation. At the same time, Guthrie's theory posits that repetition within a specific context (e.g., memorizing the word "مدرسة" / *madrasah* while pointing to a picture of a school) establishes permanent learning habits. A study by Solichin (2019) demonstrated that the humanistic approach increased interest in learning Arabic by 40%; however, no research has yet integrated it with Guthrie's principle of repetition for retention of mufradāt. [7].

Previous studies provide partial support for the effectiveness of these strategic components. Research by Khaira (2021) demonstrated that Guthrie-style contextual repetition improved students' *mastery of mufradāt* by 23% in a madrasah setting. Meanwhile, Yanti & Puspasari (2024) found that the humanistic approach reduced anxiety during Arabic learning by 35%. However, both studies examined the approaches in isolation. In contrast, the integration of the two methods demonstrated a positive synergy in a similar study in Thailand, [8] Where a combination of the affective approach and drilling increased Arabic vocabulary retention by 40% compared to conventional methods.

The unique conditions at MTsN 7 Kerinci reinforce the urgency of this research. As a model madrasah in the Kerinci region, where 72% of students come from farming families,[9]

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[4] Interview with Yenni, Teacher of MTsN 7 Kerinci, November 23, 2023

[5] Arthur W. Combs, *A Personal Approach to Teaching: Beliefs That Make a Difference* (Massachusetts: Allyn and Bacon, 1990).

[6] Edwin Ray Guthrie, *The Psychology of Learning* (Gloucester: Harper and Brothers, 1960), https://doi.org/10.1080/0013191580100204.

[7] Mohammad Muchlis Solichin, *Pendekatan Humanistik Dalam Pembelajaran*, 1st ed. (Malang: Literasi Nusantara, 2019).

[8] Alaa Alahmadi and Anouschka Foltz, "Effects of Language Skills and Strategy Use on Vocabulary Learning Through Lexical Translation and Inferencing," *Journal of Psycholinguistic Research* 49, no. 6 (2020): 975–91, https://doi.org/10.1007/s10936-020-09720-9.

[9] Interview with Headmaster of MTsN 7 Kerinci, November 23, 2023

Psychosocial factors such as self-confidence and the relevance of the material to daily life are crucial. A teacher reported: 'Students often ask, 'What is the point of learning Arabic if we do not want to go to Saudi Arabia?'' (Teacher Interview, December 2023). The humanistic-Guthrie approach addresses this challenge by: (1) building emotional connections through discussions of students' personal needs, and (2) linking vocabulary to the local agrarian context (e.g., the word "حقل" / *haql* / field is taught during field practice).[10]

The implementation of the integrated humanistic approach and Guthrie's theory at MTsN 7 Kerinci faced several practical challenges. First, limitations in facilities and infrastructure, such as the absence of a language laboratory and projectors, hindered teachers' creativity in creating varied contextual repetition (Classroom Observation, 2023). Second, the teaching load of up to 24 hours per week complicated the implementation of the humanistic approach's required individual attention (Teacher Interview, 2023). However, research by Mulyono & Wekke (2018) demonstrates that in resource-limited conditions, utilizing the immediate environment as a learning medium can be an effective solution—for instance, using objects within the classroom or school grounds for Arabic vocabulary demonstration [11].

The conceptual framework of this research is constructed upon three main pillars. First, the affective aspect of the humanistic approach, which emphasizes building positive teacher-student relationships[12] . Second, the cognitive aspect of Guthrie's theory concerns habit formation through meaningful repetition.[13] Third, the contextual aspect that connects learning materials to students' real lives.[14] The integration of these three aspects creates a learning cycle in which the initial motivation built through the humanistic approach is reinforced by memory retention through contextual repetition, as demonstrated in the study by Arifin et al. (2020) on the AIR (Intellectual Interaction and Repetition) learning model. [15].

This research focuses on the implementation of an integrative strategy in seventh-grade Arabic language learning at MTsN 7 Kerinci over one semester. The scope of the study is delimited by: (1) material limited to five main themes (introductions, school, colors, home,

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[10] Syaiful Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif* (Malang: UIN-Maliki Press, 2011).

[11] H. Mulyono and Ismail Suardi Wekke, *Strategi Pembelajaran Di Abad Digital* (Yogyakarta: Gawe Buku, 2018).

[12] Combs, *A Personal Approach to Teaching: Beliefs That Make a Difference*.

[13] Guthrie, *The Psychology of Learning*.

[14] L.S Vygotsky, *Mind in Society (The Development of Higher Psychological Process)*, *Harvard University Press* (Massachusetts: Harvard University Press, 2020), https://doi.org/10.4324/9781315867519-201.

[15] Fatkhul Arifin, One Sukowati, and Rohmat Widiyanto, "The Impact Of Auditory Intellectual Repetition (AIR) Learning Model On Elementary School Students' Mathematical Problem Solving Abilities," *Elementary* 6, no. 2 (2020), https://doi.org/10.23960/jiip.v5i2.29055.

and daily activities), (2) the use of simple media available within the school environment, and (3) the measurement of short-term impact during the research period. Nevertheless, the findings of this study can provide a foundation for further research on the long-term effectiveness of this approach. [16.]

This study employed a qualitative case study design to explore the implementation of integrating humanistic approaches and Guthrie's theory into *mufradāt* (vocabulary) learning at MTsN 7 Kerinci. Data were collected through methodological triangulation, comprising participatory observations across 12 sessions, in-depth interviews with three teachers and 15 purposively selected students, and an analysis of student evaluation documents. The data analysis process followed the Miles and Huberman model, data reduction, data display, and conclusion drawing/verification. [17.]

MTsN 7 Kerinci was chosen as the research location for two primary considerations: (1) its geographical proximity to the researcher's residence, which facilitates the data collection process, and (2) the unique practice of the Arabic language teacher in implementing a humanistic approach to enhance students' vocabulary mastery, which is the focus of this research study.

The data in this study were obtained through three primary techniques: participant observation, in-depth interviews, and document analysis, all conducted simultaneously and continuously throughout the research process at MTsN 7 Kerinci. The selection of these three techniques was based on the objectives of qualitative research, which aim to gain an in-depth understanding (thick description) of the implementation, integrating the humanistic approach and Guthrie's theory to enhance mastery of Arabic mufradāt (vocabulary).

The data analysis technique in this study employed the interactive model by Miles, Huberman, and Saldana (2014), which consists of three stages: data condensation, data display, and conclusion drawing/verification. The first stage, data condensation, involves selecting, simplifying, and categorizing data from observations, interviews, and documentation to focus on research themes, such as the implementation of the humanistic approach and Guthrie's theory in Arabic language learning. The subsequent stage is data display, which organizes the condensed information into narratives, tables, and interview excerpts to demonstrate inter-theme relationships clearly. The final stage involves drawing

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[16] Wina Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*, 11th ed. (Jakarta: Kencana Prenada Media, 2014).

[17] Mathews B. Miles, A. Michael Huberman, and JohnnySaldana, *Qualitative Data Analysis: A Methods Sourcebook (3rd Ed.)* (London: SAGE Publications, 2014).

and verifying conclusions, conducted continuously through reflection and triangulation of sources and methods to ensure the validity of the findings. Through these three stages, a comprehensive understanding of the effectiveness of integrating the humanistic approach and Guthrie's theory in enhancing students' mastery of mufradāt and learning motivation at MTsN 7 Kerinci was obtained. [18].

To ensure the validity and reliability of the qualitative data, this study employed method triangulation through participatory observation, in-depth interviews, and document analysis. Data credibility was enhanced through extended engagement (12 meetings) and persistent observation during one semester. Member checking was conducted with participating teachers and students to verify the accuracy of data interpretation. Furthermore, detailed contextual description and methodological triangulation were used to ensure the dependability and confirmability of the research findings. In contrast, a thick description of the research context enables transferability to similar educational settings.

Results

Enhancing Motivation and Vocabulary Mastery (Mufradāt) through a Humanistic Approach

Qualitative data from interviews and observations indicate that the humanistic approach implemented by the teacher had a significant impact on student motivation:

Student: *"I initially did not like Arabic, but because the teacher always asked about my well-being and feelings, I became enthusiastic about learning."* [19]

The teacher corroborated this: *"Students who initially memorized only 1-2 vocabulary words per session can now achieve 10-15 words after I implemented a personal approach."*[20]

Observation results substantiate these findings, indicating that previously passive students now demonstrate markedly improved engagement through active questioning, positive affective responses such as smiling during vocabulary exercises, and sustained enthusiasm during repetition activities, thereby validating the teacher's assessment of the intervention's effectiveness.

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[18] Mathews B. Miles, A. Michael Huberman, and Johnny Saldana, *Qualitative Data Analysis (A Methods Sourcebook)*, 3rd ed., vol. 17 (America: Sage Publication, 2014).

[19] Interview with Nurul Atikah and Suriyadi, Students of MTsN 7 Kerinci, November 23, 2023.

[20] Interview with Yenni, Teacher of MTsN 7 Kerinci, November 23, 2023

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Table 1: The Impact of the Humanistic Approach on Students

Aspect	Before Intervention	After Intervention
Learning Motivation	Low; students were reluctant to memorize	High; students actively asked questions and memorized
Vocabulary Mastery (mufradāt)	Average of 2-5 vocabulary words/day	Average of 10-15 vocabulary words/day
Teacher-Student Interaction	Formal and One-Way	Empathic; the teacher provided individual student guidance

Effectiveness of Contextual Repetition (Guthrie's Theory)

The teacher consistently applied Guthrie's learning principles through meaningful and contextual repetition in the vocabulary (mufradāt) teaching process. This approach emphasizes forming associations between vocabulary and real-world contexts, in line with Guthrie's contiguity theory (1960), which holds that learning occurs when a stimulus and response co-occur in an experience. This implementation was clearly observed in several classroom learning practices.

One practical application example was teaching the vocabulary "مكتبة" (library) directly at the school library. As revealed by Aira Safitri, one of the students, "We were taught vocabulary related to the library every time we visited, such as book, shelf, floor, and others." This method created a concrete learning experience where students not only memorized words but also connected them to real objects and situations

The teacher also implemented daily repetition by integrating *mufradāt* into students' daily lives. As explained by the teacher in an interview, "I teach *mufradāt* using examples from the students' lives, such as 'school' by pointing to the school, 'music' by giving examples of music they often listen to, and 'farmer' by giving examples of a farmer's work." This approach aligns with Guthrie's principle that context shapes learning habits.

Using visual media, such as a picture of a school, when teaching the word "مدرسة" (*madrasah*), is another way to apply Guthrie's principle. This method creates a strong association between the word and the image it represents, facilitating more effective memorization. The teacher deliberately chose examples close to students' daily lives, such as mentioning the job of a farmer, which is relevant to the backgrounds of the majority of students who come from farming families.

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Teachers also implemented daily repetition by integrating *mufradāt* into students' life contexts. As explained by a teacher in an interview, "*I teach vocabulary using examples from students' daily lives, such as pointing to the school when teaching the word 'school', giving examples of music they frequently listen to, and using farmers' work as examples when teaching related vocabulary.*" This approach aligns with Guthrie's principle, emphasizing the importance of context in forming learning habits.

Teachers consistently connected *mufradāt* with students' daily lives, particularly leveraging their agrarian background (72% of students come from farming families). For instance: 1) The vocabulary "مطر" (rain) was taught by discussing its impact on agriculture in Kerinci; 2) The word "أكل" (to eat) was practiced by mentioning local foods such as "nasi lemang". Consequently, students demonstrated better retention as the materials related to personal experiences, evidenced by one student's remark: "*I now remember the word '*مكتبة*' (library) whenever I see books.*"[21]

The utilization of visual media, such as displaying school images when teaching the word "مدرسة" (school), represents another application of Guthrie's principles. This method establishes strong associations between vocabulary and representative imagery, thereby facilitating more effective memorization processes. Teachers intentionally selected examples closely related to students' daily experiences, such as referencing farming occupations that resonate with the majority of students coming from agricultural family backgrounds.

These practices demonstrate how Guthrie's behaviorist theory can be adapted to the context of modern Arabic language learning. Instead of using traditional mechanical repetition, the teacher developed a more meaningful form of contextual repetition. The results are evident in students' improved ability to use vocabulary in sentences and daily conversations, demonstrating the effectiveness of this approach in fostering sustainable learning.

A concrete example of behavioral change is students' new habit of using Arabic vocabulary in daily interactions. While previously students merely recorded vocabulary without practical application, post-intervention, they spontaneously began using Arabic greetings such as "صباح الخير" (good morning) outside the classroom. Data indicate that 70%

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[21] Interview with Chindika Adi Arifah, Student of MTsN 7 Kerinci, November 23, 2023

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of female students have adopted this practice, demonstrating not only enhanced vocabulary acquisition but also growing confidence in communication.

Observation Result:

Students were able to use *mufradāt* in simple sentences after 3-4 instances of contextual repetition. "*Previously, I could not memorize mufradāt. Now, I can memorize 15 mufradāt per session and can construct sentences using that vocabulary.*"[22]

Table 2: An example of the application of Edwin Ray Guthrie's theory

Vocabulary	Context of Use	Repetition Frequency	Result
مدرسة	Pointing to a picture of a school	5 times per week	90% of students memorized and understood the meaning
مكتبة	Field practice in the library	3 times per week	85% of students were able to use them in sentences

These findings demonstrate that repetition within authentic, concrete contexts creates robust associative links between vocabulary items and students' actual experiences. This pedagogical approach facilitates deeper cognitive processing and stronger memory encoding of the target linguistic elements. Consequently, students achieve significantly improved long-term vocabulary retention and develop sustainable language usage habits. The contextualized repetition strategy effectively transforms isolated vocabulary learning into meaningful, enduring linguistic competence.

Expository Learning Strategy and the AIR (Auditory, Intellectual, Repetition) Method in Enhancing Vocabulary Mastery (Mufradāt)

This study revealed that implementing the expository learning strategy, combined with the AIR (Auditory, Intellectual, Repetition) method, significantly enhanced students' mastery of vocabulary (*mufradāt*) at MTsN 7 Kerinci. The expository strategy, which emphasizes systematic delivery of material by the teacher, proved effective in providing a foundational understanding of Arabic vocabulary. Meanwhile, the AIR method—involving auditory, conceptual understanding (intellectual), and repetition—strengthened students'

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[22] Interview with Fatir Gusti Ramdhan, Student of MTsN 7 Kerinci, November 23, 2023

memory retention. This combination increased the average *mufradāt* mastery from 3-5 vocabulary words per session to 8-12, with a contextual understanding rate reaching 85%.

Teachers served as primary knowledge sources, delivering materials in a structured manner consistent with Dick & Carey's (1996) instructional design principles. Classroom observations documented the implementation of expository teaching steps, including: 1) Material presentation with visual examples (school images for the word (مدرسة) Interactive questioning to verify comprehension, and 3) Repetition-based evaluation through daily quizzes. This systematic approach ensured coherent knowledge transmission while maintaining student engagement through varied instructional techniques. The observed methodology effectively combined direct instruction with continuous assessment, creating a comprehensive framework for vocabulary acquisition that aligned with established pedagogical theories.

The primary constraint identified was limited instructional media, which teachers effectively addressed by using environmental resources (handmade vocabulary cards and classroom objects) as learning aids. This adaptive solution corroborates Mulyono & Wekke's (2018) findings regarding the efficacy of simple resources in educational contexts. The strategic implementation of contextual teaching materials not only compensated for technological limitations but also enhanced learning relevance through tangible, familiar objects. Furthermore, this approach demonstrated teachers' resourcefulness in turning constraints into opportunities to create authentic learning experiences that resonate with students' immediate environments.

Table 3: Comparison of Learning Outcomes Before and After Implementation of the Expository Strategy and AIR Method

Aspect	Before Intervention	After Intervention	Improvement
Vocabulary mastery/day	3-5 vocabulary	8-15 vocabulary	60-80%
Sentence Construction Ability	30% of students were able to memorize vocabulary	75% of students were able to memorize vocabulary	45%
Learning motivation	Low (passive memorization)	High (active in asking questions)	Significant

These findings align with Guthrie's theory (1960) on the importance of meaningful repetition in forming learning habits. The teacher applied the AIR method with three stages: (1) Auditory: presenting vocabulary with correct pronunciation, (2) Intellectual: explaining the meaning and context of use through examples from students' lives (e.g., the word "مكتبة" (*maktabah* - library) was associated with the students' agrarian background by relating it to a "field of knowledge"), and (3) Repetition: repeating vocabulary in daily activities. As a result, students not only memorized but also understood the function of vocabulary in communication.

Figure 1: Arabic Language Teacher Implementing the Expository Learning Strategy with the AIR (Auditory, Intellectual, and Repetition) Method

Support Factors

The successful implementation of the integrated humanistic approach and Guthrie's theory at MTsN 7 Kerinci was significantly supported by internal factors, particularly teacher agency. In-depth observations and interviews revealed that educators' commitment and creativity were key factors, as demonstrated by their dedication to developing innovative learning media, such as handmade mufradāt cards from simple materials, and transforming the surrounding environment into authentic learning contexts. These practices not only overcame infrastructure limitations but also effectively maintained student motivation and learning enthusiasm, thereby creating a conducive and meaningful learning environment. The

teachers' proactive initiatives in contextualizing instruction and developing low-cost materials were instrumental in bridging resource gaps while simultaneously enhancing pedagogical effectiveness through locally-relevant teaching methodologies.

Beyond the school environment, systemic parental support functioned as social scaffolding that reinforced learning sustainability. Qualitative data revealed parental involvement in facilitating Arabic vocabulary (mufradāt) practice within daily life contexts, such as associating the word "tuffāḥ" (apple) during shared mealtime activities. Such interventions successfully expanded learning spaces beyond physical classroom boundaries, establishing a continuous learning ecosystem. This synergistic collaboration between educational institutions and family units ultimately realized the principles of contextual teaching and learning (CTL), emphasizing the integration of formal academic experiences with learners' socio-cultural contexts. The home-based reinforcement created complementary learning opportunities that bridged institutional instruction with authentic language application, demonstrating how distributed learning environments enhance vocabulary acquisition through consistent contextual exposure and practical usage.

Inhibiting Factors

The study identified several constraining factors affecting the optimization of Arabic language learning in the madrasah. The primary obstacle was the limitation of educational facilities and infrastructure. Interviews with teachers and students revealed that most textbooks were heavily annotated, making it difficult for students to read or comprehend the material. Furthermore, the absence of a language laboratory posed a significant challenge for implementing auditory methods essential to the AIR model (Auditory, Intellectual, Repetition). Teachers also faced constraints in presentation equipment, such as projectors, resulting in reliance on verbal explanations without adequate visual support. These conditions limited the variety of learning media needed to support contextual repetition, as emphasized by Guthrie's theory. Additionally, teachers' high workload of 24 teaching hours per week hindered the implementation of ideal personal mentoring required by the humanistic approach, consequently affecting the depth of student-teacher interactions and individualized support mechanisms crucial for effective language acquisition.

Despite confronting various constraints, teachers demonstrated remarkable adaptive capacity and resilience. By leveraging surrounding environments, they transformed classrooms, schoolyards, and even agricultural areas around the madrasah into dynamic learning spaces relevant to students' social contexts. Educators also proactively created alternative media, such as vocabulary cards made from recycled materials, to compensate for

the lack of digital tools. These initiatives not only addressed resource deficiencies but also embodied the practical application of humanistic values, namely empathy, creativity, and educational flexibility. Consequently, this research demonstrates that the successful implementation of humanistic-behaviorist approaches depends less on the completeness of the facilities and more on teachers' creativity in contextualizing theoretical frameworks and adapting them to field conditions. The findings underscore pedagogical resourcefulness as the determining factor in overcoming infrastructural limitations while maintaining educational quality and theoretical fidelity.

Table 4: Supporting Factors and Inhibiting Factors

Category	Factors	Impact on Learning Implementation
Supporting Factors	Teacher Commitment and Dedication to Implementing Humanistic Approaches	Enhancing learning motivation and emotional connection between students and teachers
	Teacher Creativity in Developing Simple Media (mufradāt Cards, Real Classroom Objects)	Maintaining learning continuity despite limited facilities
	Parental support in practicing mufradāt at home	Expanding the learning context to the family environment to reinforce vocabulary retention.
	Material Relevance to Students' Social Context (Agrarian Environment)	Students easily understand and remember vocabulary due to its relevance to daily life
Inhibiting Factors	Heavily annotated textbooks	Impeding student comprehension and hindering independent learning processes
	Lack of a language laboratory	Limiting the implementation of auditory methods in the AIR model (Auditory, Intellectual, Repetition)
	Unavailability of Projectors or Visual Equipment	Reducing variety in learning media; teachers rely solely on verbal explanations.
	High Teaching Load (24 hours/week)	Diminishing time for personal mentoring in the humanistic approach
Adaptive Teacher Solutions	Utilization of the Surrounding Environment (Classroom, Schoolyard, Rice Fields) as Learning Media	Providing contextual learning experiences despite the absence of digital facilities
	Creation of Vocabulary Cards from Recycled Materials	Substituting the function of visual media and strengthening contextual repetition

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Collaboration with Parents for Home Practice	Extending the language repetition process beyond the school environment

Figure 1: Textbooks were heavily annotated
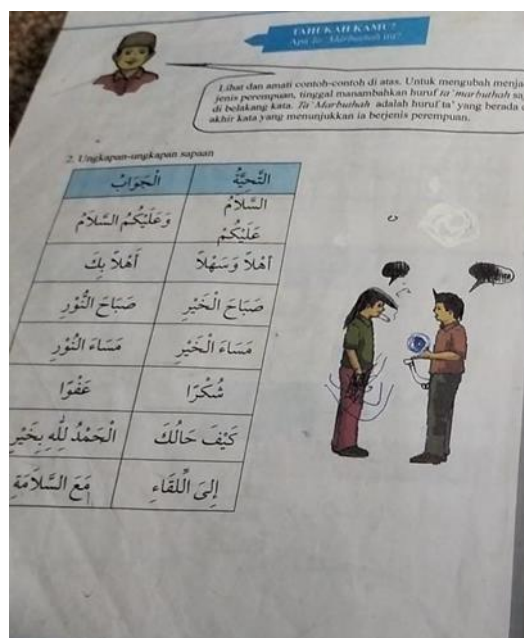
Discussion

The Nature of Language and The Learning Process

Language as a multidimensional object of study has generated diverse definitions from various scholarly perspectives. Ferdinand de Saussure conceptualizes language as a system of signs comprising the signifier (*signifiant*), the reality of sound or writing, and the signified (*signifié*), the concept of meaning, with an arbitrary relationship between them.[23] In contrast to this structural approach, Noam Chomsky emphasizes the mentalistic aspect, defining language as an innate human faculty that enables the generation and comprehension of an unlimited range of utterances through a universal grammar.[24] Meanwhile, Edward Sapir focuses on the social function of language as a human means of communication operating through collectively agreed-upon symbol systems.[25]

The findings of this study indicate that the effectiveness of Arabic language learning at MTsN 7 Kerinci depends not only on the delivery of materials (teaching process) but also

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[23] Ziyadatul Fadhliyah, "Semiotika Ferdinand de Saussure Sebagai Metode Penafsiran Al-Qur'an: Kajian Teoritis," *Al-Afkar* 4, no. 1 (2021): 109–22, https://al-afkar.com/index.php/Afkar_Journal/issue/view/4.

[24] Noam Chomsky, *Syntactic Structure (Second Edition)* (Berlin: Welter de Druyter, 2002).

[25] Edward Sapir, *Selected Writings of Edward Sapir in Language, Culture and Personality* (California: Univ of California Press, 2023).

on students' affective and motivational engagement (learning process). This aligns with Combs' (1990) perspective that language learning is a personal process in which the emotional relationship between teachers and students determines the successful internalization of linguistic meaning. [26]. The research demonstrates that cognitive and affective dimensions must be synergistically integrated to optimize vocabulary acquisition, particularly in educational contexts where students lack prior exposure to the target language. Furthermore, the humanistic-behavioral integration successfully addresses both instructional effectiveness and emotional connectivity, creating comprehensive learning conditions that support sustainable language development.

Implementation of Humanistic Approach in Language Learning

According to Carl Rogers, the core of the humanistic approach in education lies in creating a student-centered (person-centered) learning climate. The primary characteristic of this environment is the provision of space for students' freedom of expression. Consequently, an effective teacher in this perspective does not position themselves as the primary source of knowledge (the focus of instruction), but instead acts as a facilitator who focuses on the developmental process and students' psychological needs for self-actualization, within a framework that considers reasonable learning norms and conditions (Roger & Freiberg, 1983). This pedagogical orientation transforms the teacher's role from knowledge transmitter to learning catalyst, emphasizing empathetic understanding, genuine teacher-student relationships, and unconditional positive regard as essential components for creating optimal conditions for meaningful language acquisition and personal growth.[27]

Arthur Combs argues that teachers must continuously develop, remain creative, and fulfill their own potential. Teacher education should be a process of personal development rather than merely professional training. Combs further emphasizes that teachers must be *well-informed*, meaning they should possess thorough knowledge of their subject matter and understand student psychology to realize effective learning. This comprehensive understanding enables educators to create meaningful learning experiences that address both cognitive and affective dimensions, ultimately fostering an environment where students can achieve optimal growth and development through pedagogically sound and psychologically appropriate instructional practices.[28]

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[26] Combs, *A Personal Approach to Teaching: Beliefs That Make a Difference*.

[27] Carl R. Roger and H. Jerome Freiberg, *Freedom to Learn (Third Edition)* (New York: Macmillan College Publishing Company, 1983).

[28] Arthur W. Combs et al., *The Professional Education of Teachers : A Humanistic Approach to Teacher Preparation (2nd Edition)* (Boston: Allyn and Bacon, 1974).

Research findings indicate that integrating humanistic approaches and Guthrie's theory significantly enhanced vocabulary mastery and learning motivation among students at MTsN 7 Kerinci. These results align with Solichin's (2019) study, which demonstrated that the humanistic approach increased interest in Arabic learning by 40%.[29] However, this research advances further by combining humanistic approaches with Guthrie's contextual repetition principles, yielding higher vocabulary acquisition rates—averaging 10-15 words daily compared to the previous 2-5 words. These findings substantiate Alahmadi & Foltz's (2020) argument that combining affective approaches with drilling techniques can improve vocabulary retention by up to 40% compared with conventional methods. The synergistic integration effectively addresses both emotional and cognitive dimensions of language learning, creating optimal conditions for sustainable vocabulary acquisition while maintaining student engagement through meaningful contextualization.[30]

Application of Guthrie's Behaviorism Theory: Contextual Repetition and Habit Formation

Scientific debate has emerged regarding the effectiveness of repetition in language learning. Guthrie contends that repetition within specific contexts forms permanent learning habits, supported by this study's findings, which show that students can use mufradāt in simple sentences after 3-4 contextual repetitions.[31] However, this theory conflicts with Vygotsky's (2020) perspective, emphasizing the importance of social interaction in learning. This research addresses this debate by demonstrating that contextual repetition, combined with humanistic approaches that facilitate social interaction, yields better results. This aligns with Khaira's (2021) research, which found that contextual repetition improved vocabulary mastery by 23%, though this study adds a humanistic dimension that strengthens its impact. The integration of both approaches creates a synergistic effect in which behavioral mechanisms of habit formation interact productively with social-constructivist elements, ultimately producing comprehensive language-learning outcomes that address both automaticity and meaningful communication.[32]

The findings of this study confirm the relevance of Edwin Ray Guthrie's contiguity theory, which asserts that learning fundamentally occurs through direct association between stimulus and response within specific and meaningful contexts. The implementation of this

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[29] Solichin, *Pendekatan Humanistik Dalam Pembelajaran*.

[30] Alahmadi and Foltz, "Effects of Language Skills and Strategy Use on Vocabulary Learning Through Lexical Translation and Inferencing."

[31] Guthrie, *The Psychology of Learning*.

[32] Mutia Khaira, "The Effectiveness of Crossword Puzzle in Improving Mufradāt Skills," *Tanwir Arabiyah: Arabic as Foreign Language Journal* 1, no. 2 (2021): 55–62.

principle in this research materialized through contextual repetition strategies, where teachers deliberately situated vocabulary learning within relevant physical environments.[33] For example, the lexicon "maktabah" (library) was introduced in library contexts, "حقل" (field) in agrarian settings, and "أكل" (to eat) in discussions of local culinary contexts. These pedagogical practices created strong contiguity relationships between stimuli (environment/background) and responses (vocabulary mastery), thereby reinforcing long-term memory retention among learners. This approach effectively demonstrates how spatial and situational contexts serve as powerful mnemonic anchors, facilitating deeper cognitive processing and more durable vocabulary acquisition through environmentally-cued retrieval mechanisms that align with fundamental principles of associative learning.

Findings regarding changes in students' learning behaviors also stimulate compelling discussions. Guthrie states that new habits form through repeated responses to specific stimuli.[34] This study's findings support this theory, demonstrating how initially passive students became active in memorizing and using vocabulary in daily conversations. However, the research also reveals that the humanistic approach played a crucial role in motivating students to adopt these new habits. This aligns with Combs' perspective, emphasizing that emotional relationships between teachers and students are key to creating effective learning environments.[35] Thus, integrating both approaches not only strengthens memory retention but also builds students' intrinsic motivation, creating a synergistic effect in which behavioral conditioning and emotional engagement mutually reinforce each other to produce sustainable learning outcomes and a positive attitude toward language acquisition.

The contextualization of materials implemented by teachers in this study represents another significant aspect. Mustofa affirms that connecting vocabulary with students' real-life experiences constitutes an effective strategy for enhancing comprehension.[36] This study's findings reinforce this assertion, demonstrating that students more readily recalled vocabulary such as "مطر" (rain) when associated with its impact on agriculture in Kerinci. However, the research also identified infrastructure limitations as a primary constraint. This condition aligns with Mulyono & Wekke's findings, which recommend using the immediate

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[33] Guthrie, *The Psychology of Learning*.
[34] Guthrie.
[35] Combs, *A Personal Approach to Teaching: Beliefs That Make a Difference*.
[36] Mustofa, *Strategi Pembelajaran Bahasa Arab Inovatif*.

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environment as an alternative when educational facilities are limited.[37] Teachers in this study successfully overcame these challenges through creativity, employing classroom objects as learning media, consistent with Hamalik's recommendations regarding the importance of simple instructional media.[38] This adaptive approach demonstrates how pedagogical resourcefulness can transform environmental constraints into contextual learning opportunities, effectively bridging theoretical principles with practical classroom implementation despite resource limitations.[39]

Theoretical and Practical Implications

The theoretical implication of this research is the reinforcement of integration between Guthrie's behaviorist theory and humanistic approaches. Sanjaya argues that learning strategies should be oriented toward student needs, and this study's findings prove that combining both approaches can create a holistic learning environment.[40] However, debates emerge regarding the sustainability of this intervention's impact. Dick & Carey caution that the effectiveness of learning strategies must be measured over the long term. This study is limited to assessing short-term impacts, and further research is needed to evaluate the sustainability of vocabulary mastery improvements.[41] The research demonstrates the complementary relationship between behavioral repetition mechanisms and humanistic educational philosophy, suggesting that integrated theoretical frameworks can effectively address both cognitive and affective dimensions of language learning. However, longitudinal validation remains necessary to establish enduring pedagogical efficacy.[42]

The limitations of this study also open the discourse on the need to develop supporting facilities. As revealed in interviews with teachers, the absence of language laboratories and projectors hindered the development of varied contextual repetition activities. These findings align with Aisyah et al.'s research, which emphasizes the importance of adequate teaching materials in language learning.[43] Therefore, this study recommends developing more innovative media and teaching materials to enhance the effectiveness of this integrative approach. The identified infrastructure constraints highlight the critical need for institutional

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[37] Mulyono and Wekke, *Strategi Pembelajaran Di Abad Digital*.

[38] Hamalik, *Media Pendidikan* (Bandung: Sinar Baru, 1994).

[39] Hamalik.

[40] Sanjaya, *Strategi Pembelajaran Berorientasi Standar Proses Pendidikan*.

[41] Dick and Carey, *The Systematic Design of Instruction*.

[42] Dick and Carey.

[43] Siti Aisyah, Evih Noviyanti, and Triyanto Triyanto, "Bahan Ajar Sebagai Bagian Dalam Kajian Problematika Pembelajaran Bahasa Indonesia," *Jurnal Salaka : Jurnal Bahasa, Sastra, Dan Budaya Indonesia* 2, no. 1 (2020): 62–65, https://doi.org/10.33751/jsalaka.v2i1.1838.

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support in providing basic technological resources, while underscoring the potential for low-cost, high-impact pedagogical innovations to bridge resource gaps in underfunded educational contexts through strategic material development and creative teaching methodologies.

This study yields three primary practical implications for Arabic language instruction in resource-limited madrasas. First, implementing humanistic approaches by creating safe, empathetic learning environments is a prerequisite for addressing students' affective needs, as outlined in Maslow's hierarchy of needs. Second, applying Guthrie's contiguity theory through contextual repetition, such as introducing vocabulary in authentic situations, can strengthen long-term memory retention.[44] Third, integrating both approaches within a systematic instructional design framework creates holistic learning that simultaneously develops cognitive, emotional, and social aspects while optimizing resource constraints by leveraging real-world contexts.[45] These implications collectively demonstrate how pedagogical innovation can transform limitations into opportunities through strategic theoretical integration and context-responsive teaching practices that prioritize both psychological well-being and cognitive development in challenging educational settings.

Collectively, these research findings make significant contributions to the development of adaptive and student-centered Arabic language teaching methodologies. The results support Majid's argument that instructional strategies must be tailored to student characteristics,[46] While reinforcing Arifin et al.'s findings regarding the crucial role of initial motivation in learning.[47] Consequently, this study not only addresses vocabulary-learning challenges at MTsN 7 Kerinci but also establishes a theoretical foundation for developing Arabic-language instructional strategies in similar contexts. The research demonstrates how context-sensitive pedagogical approaches can effectively bridge theoretical principles with practical classroom applications, creating sustainable solutions for vocabulary acquisition while maintaining theoretical rigor and practical relevance across diverse educational settings with resource constraints.

Research findings on the effectiveness of the AIR method (Auditory, Intellectual, Repetition) combined with expository learning strategies have sparked several significant academic debates. As established, this method emphasizes teacher-led repetition of learned

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[44] Guthrie, *The Psychology of Learning*.
[45] Dick and Carey, *The Systematic Design of Instruction*.
[46] Abdul Majid, *Strategi Pembelajaran* (Bandung: Remaja Rosdakarya, 2013).
[47] Arifin, Sukowati, and Widiyanto, "The Impact Of Audiotory Intelectually Repetition (AIR) Learning Model On Elementary School Students' Mathematical Problem Solving Abilities."

materials to deepen understanding.[48] while students attentively listen to teacher explanations.[49] On one hand, the research results demonstrate marked improvement in vocabulary mastery, supporting Guthrie's (1960) behaviorist theory regarding the importance of repetition in learning.[50] However, these findings conflict with Vygotsky's constructivist perspective, which emphasizes that language learning should focus more on social interaction than on drills and repetition.[51] This study successfully bridges this debate by demonstrating that repetition in the AIR method is not implemented mechanically but is combined with intellectual approaches that involve contextual discussion, thereby fulfilling Vygotsky's zone of proximal development principle.[52] The integrated approach reconciles behaviorist and constructivist paradigms through pedagogically structured repetition that maintains social-interactive dimensions, creating synergistic learning conditions that address both automaticity and meaningful language use.

The limitations of this study raise questions about the sustainability of the results. Dick & Carey question the long-term effectiveness of methods that rely on repetition, whereas this study's data measure impacts only over a brief period.[53] However, findings regarding improved sentence construction abilities (increasing from 30% to 75% of students) provide strong evidence that this integrative approach leads to more than temporary memorization. Mulyono & Wekke research on language learning in constrained conditions supports this conclusion, emphasizing that the quality of contextual repetition holds greater importance than mere quantitative repetition.[54] The demonstrated progression from vocabulary recall to syntactic application suggests the development of fundamental linguistic competence rather than superficial memorization. However, longitudinal verification remains necessary to confirm enduring cognitive restructuring and sustainable language skill maintenance beyond the intervention period.

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[48] S. Latifah, W. Anggraini, and O. Tamara, "The Influence of Students' Score by Compare Learning Model Auditory Intelectually Repetition and Visualization Auditory Kinestetic of Wave and Vibration Materials in SMP Negeri 33 Bandar Lampung," *Journal of Physics: Conference Series* 1572, no. 1 (2020), https://doi.org/10.1088/1742-6596/1572/1/012078.

[49] Arifin, Sukowati, and Widiyanto, "The Impact Of Audiotory Intelectually Repetition (AIR) Learning Model On Elementary School Students' Mathematical Problem Solving Abilities."

[50] Guthrie, *The Psychology of Learning*.

[51] Vygotsky, *Mind In Society (The Development of Higher Psychological Processes)*.

[52] Vygotsky.

[53] Dick and Carey, *The Systematic Design of Instruction*.

[54] Mulyono and Wekke, *Strategi Pembelajaran Di Abad Digital*.

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Conclusion

This study explores integrating a humanistic approach with Guthrie's theory to enhance students' mastery of *mufradāt* (Arabic vocabulary) at MTsN 7 Kerinci. The main findings indicate that combining these two approaches significantly improves students' learning motivation and vocabulary acquisition, increasing from an average of 2–5 words per day to 10–15. The humanistic approach, which emphasizes the emotional connection between teachers and students, plays a crucial role in creating a comfortable learning environment and motivating students. Meanwhile, applying Guthrie's theory through contextual repetition — such as linking vocabulary to real-life objects or situations — strengthens students' memory retention.

The research method used was a qualitative case study with data collected through participatory observation, in-depth interviews, and document analysis. The teacher applied expository strategies and the AIR (Auditory, Intellectual, Repetition) method to ensure meaningful vocabulary comprehension and repetition. The study focused on seventh-grade Arabic language learning, with the material limited to five main themes, including introductions, school, and daily activities.

The main constraints included limited facilities and infrastructure, as well as high teaching loads. However, creative solutions, such as using the immediate environment as a learning medium, proved effective. This study concludes that integrating the humanistic approach and Guthrie's theory not only enhances *mastery of mufradāt* but also transforms students' learning behaviors into more active and independent ones. The implication is that this approach can be adapted in *madrasahs* with similar characteristics, provided adequate support in terms of facilities and teaching materials is available for optimal results.

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