

Development of Arabic Teaching Modules Based on Constructivism with a Communicative Approach

Pengembangan Modul Ajar Bahasa Arab Berbasis Konstruktivisme dengan Pendekatan Komunikatif

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DOI: 10.14421/almahara.2024. 0102.05

Abstract

As a tool that guides the learning process, the teaching module must contain all the essential components of teaching and learning stages oriented toward student progress. In Arabic language learning, the continuous integration of collaborative and feedback-oriented language learning strategies into language instruction in the teaching and learning process plays a vital role as stimulation that facilitates interaction experiences between students actively using the target language to improve the quality of learning. This research focuses on developing a constructivism-based Arabic teaching module with a communicative approach that is valid, effective, communicative, and contextual on one of the Arabic language materials for grade XI produced by the Ministry of Religion of the Republic of Indonesia in 2020. Product development of teaching modules is carried out using the 4D method, which is further modified into 3D. The results found that based on expert validation, the developed module met the criteria of being very feasible in the material aspect with a score of 97.3, very feasible in the language aspect with a score of 100, and very feasible in the media aspect with a score of 100. In the trial session, a score of 88.5 was obtained for the material component, 89.8 for the presentation component, and 97.2 for the language component. Thus, the module is categorized as feasible and effective for using Arabic and has been adapted to improve skills progress.

Keywords: Arabic, Communicative, Constructivism, Teaching Module

Abstrak

Modul ajar sebagai perangkat yang memandu berjalannya pembelajaran harus memuat seluruh komponen penting tahapan belajar mengajar yang berorientasi pada kemajuan siswa. Pada konteks pembelajaran bahasa Arab, integrasi yang berkelanjutan antara strategi pembelajaran bahasa yang kolaboratif dan berorientasi umpan balik ke dalam instruksi bahasa pada proses belajar mengajar memegang peranan penting sebagai stimulasi yang memfasilitasi pengalaman interaksi antar siswa secara aktif menggunakan bahasa target untuk meningkatkan kualitas pembelajaran. Fokus penelitian ini adalah mengembangkan modul ajar bahasa Arab berbasis konstruktivisme dengan pendekatan komunikatif yang valid, efektif, komunikatif dan kontekstual pada salah satu materi bahasa Arab kelas XI keluaran Kementerian Agama RI tahun 2020. Pengembangan produk modul ajar dilakukan dengan metode 4D yang selanjutnya dimodifikasi menjadi 3D. Hasil didapati bahwa

berdasarkan validasi ahli, modul yang dikembangkan memenuhi kriteria sangat layak pada aspek materi dengan skor 97.3, sangat layak pada aspek bahasa dengan skor 100, dan sangat layak pada aspek media dengan skor 100. Sementara pada sesi uji coba, didapati skor 88.5 pada komponen materi, skor 89.8 pada komponen penyajian dan skor 97.2 pada komponen kebahasaan. Dengan demikian modul terkategori layak dan efektif untuk digunakan dalam pembelajaran bahasa Arab yang berorientasi pada kemajuan keterampilan berbahasa siswa.

Kata Kunci: Bahasa Arab, Komunikatif, Konstruktivisme, Modul Ajar

Introduction

Developing language abilities in a practical context – listening, speaking, reading, and writing – is an anticipated outcome in foreign language acquisition, including Arabic.¹ Methods that promote the enhancement of listening and speaking skills involve transmitting sound through direct interaction between the speaker and the listener, as individuals acquire knowledge and abilities through interpersonal exchanges.² Concurrently, the instruments that enable the development of reading and writing abilities are sequences of written characters.³

To develop communication skills through integrating these four competencies, listening and reading function as receptive skills, while speaking and writing are productive abilities.⁴ The acquisition of linguistic proficiency is a challenging endeavour, particularly for non-native speakers.⁵ Multiple supporting variables are essential, particularly the acclimatization to actively engaging with an Arabic-speaking environment (bi'ah lughawiyah) to facilitate the development of the four language competencies.⁶ The linguistic

Arabic for All), accessed December 31, 2023, <https://www.arabicforall.net/ar/studies>.

²Khusnul Khotimah, "Improving Arabic Speaking Ability Through the Tariqah Mubasyarah Method," *Action Research Journal Indonesia* 3, no. 3 (2021): 188–99.

³Omar Abu Al-majd and Barana Belton, "Which One? Technology or Non-Technology-Assisted Vocabulary Learning: A Probe into the State of Academic Buoyancy, Creativity, and Academic Achievement," *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (February 12, 2024): 41, <https://doi.org/10.1186/s40862-024-00262-4>.maj

⁴عبد الرحمن بن إبراهيم الفوزان, إضاءات لمعلمي اللغة العربية لغير الناطقين بها⁴, 2nd ed. (العربية للجميع), 2010), <https://www.arabicforall.net/ar/products/103>.

⁵Himatul - Istiqomah and Hanik - Mahliatussikah, "Musykilat Al-Tarbiyyah Tuwajihuha al-Thalabah Fi Ta'allum al-Lughah al-Arabiyyah Li Ghairi al-Nathiqlin Biha," *Jurnal Al-Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 11, no. 2 (December 9, 2019): 254–80, <https://doi.org/10.24042/albayan.v11i2.5257>.

⁶Sri Mulya Rahmawati, Kamaluddin Abunawas, and Muhammad Yusuf, "Peran Bi'ah Lughawiyah Dalam Menunjang Pembelajaran Bahasa Arab Di Pondok Pesantren Darul Huffadh Tuju-Tuju Kab.Bone," *Inspiratif Pendidikan* 11, no. 1 (July 7, 2022): 123–40, <https://doi.org/10.24252/ip.v11i1.29670>.

environment provides diverse stimuli that enhance listening abilities (maharah istima'), speaking (maharah kalam), reading (maharah qira'ah), and writing (maharah kitabah) in the target language.

Establishing a learning framework corresponding to the anticipated goals can commence the active conditioning of a foreign language environment from the outset.⁷ This necessitates a balance of instructors' thorough knowledge of language and language acquisition, allowing them to facilitate students' mastery of language skills in the target language.⁸ Educators' perceptions and convictions regarding learning significantly influence their capacity to adapt instructional materials within the contexts established during the teaching and learning process, thereby enhancing students' capabilities.⁹ The design of these learning circumstances is elaborated in the teaching module to be utilized in the educational process.

Constructivist learning remains a pertinent model to implement, particularly to foster an environment conducive to competency attainment and profound meaning transfer in students while also reforming the overreliance of educational practices on rote memorization.¹⁰ Constructivism is a philosophy that underscores the notion that knowledge is constructed by individual cognition, informed by social interaction and personal experience. This results in a more student-centered pedagogical approach, wherein the educator functions as a facilitator rather than merely a purveyor of information.¹¹ A conversation analysis study comprising 62 hours of video recordings of classroom interactions in English as a second language supports this. The study revealed that students' accomplishments beyond the classroom served as resources for vocabulary acquisition and

⁷P. Skehan, "Second and Foreign Language Learning and Teaching," in *Encyclopedia of Language & Linguistics (Second Edition)*, ed. Keith Brown (Oxford: Elsevier, 2006), 51–59, <https://doi.org/10.1016/B0-08-044854-2/00684-2>.

⁸Julian Edge, "Applying Linguistics in English Language Teacher Training for Speakers of Other Languages," *ELT Journal* 42, no. 1 (January 1, 1988): 9–13, <https://doi.org/10.1093/elt/42.1.9>.

⁹Peggy A. Ertmer and Timothy J. Newby, "Behaviorism, Cognitivism, Constructivism: Comparing Critical Features from an Instructional Design Perspective," *Performance Improvement Quarterly* 6, no. 4 (1993): 50–72, <https://doi.org/10.1111/j.1937-8327.1993.tb00605.x>.

¹⁰Asghar Iran-Nejad, "Constructivism as Substitute for Memorization in Learning: Meaning Is Created by Learner," *Education* 116, no. 1 (September 22, 1995): 16–32; Iran-Nejad.

¹¹James M. Applefield, Richard L. Huber, and Mahnaz Moallem, "Constructivism in Theory and Practice: Toward a Better Understanding," *High School Journal* 84, no. 2 (December 1, 2000): 35–35.

conversational engagement. It also demonstrated how students see identities, experiences, and extracurricular activities as pertinent to classroom learning.¹²

Another research investigation indicated that external stimulation significantly enhances students' language abilities.¹³ Simultaneously, another study examining successful language acquisition indicates that tasks enhanced by feedback and collaborative activities substantially influence student engagement, confidence, and linguistic development. This study recommends that instructors, syllabus designers, curriculum developers, and policymakers include collaborative and feedback-oriented practices in language training to enhance learning outcomes.¹⁴ A suggested collaborative strategy for language acquisition that can enhance students' linguistic proficiency is cooperative learning utilizing a communicative approach. This technique underscores the need to promote student interaction by actively using the target language to enhance learning quality.¹⁵

This research aims to introduce a novel Arabic language learning module that is legitimate, effective, communicative, and contextual. This module is designed to assist students in mastering the four linguistic competencies outlined in the class XI Madrasah Aliyah textbook published by the Ministry of Religious Affairs of the Republic of Indonesia in Internet and communication technologies. The module's validity can be assessed by aligning instruments with the learning objectives, materials, and curriculum mandated by the Ministry of Religious Affairs for Madrasah Aliyah in Indonesia via evaluations conducted by validators specializing in Arabic language content, linguistics, and media. The efficacy was demonstrated in module trials conducted by educational practitioners in and out of the classroom.¹⁶ This module is practical, having been tested on educational practitioners. It is presented in a flipbook format, facilitating easy document access at any time and location with

¹²Hansun Zhang Waring and Di Yu, "Life Outside the Classroom as a Resource for Language Learning," *The Language Learning Journal* 46, no. 5 (October 20, 2018): 660-71, <https://doi.org/10.1080/09571736.2016.1172332>.

¹³Kamarulzaman Abd. Ghani et al., "Development of a Learning Module on Arabic Language Skills Outside of the Classroom," *Procedia - Social and Behavioral Sciences*, Kongres Pengajaran dan Pembelajaran UKM, 2010, 18 (January 1, 2011): 154-62, <https://doi.org/10.1016/j.sbspro.2011.05.023>.

¹⁴Ali Ramadan Elbaioumi Shaddad and Biruk Jember, "A Step toward Effective Language Learning: An Insight into the Impacts of Feedback-Supported Tasks and Peer-Work Activities on Learners' Engagement, Self-Esteem, and Language Growth," *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (February 19, 2024): 39, <https://doi.org/10.1186/s40862-024-00261-5>.

¹⁵Zenawi Zerihun, Jos Beishuizen, and Willem Van Os, "Student Learning Experience as Indicator of Teaching Quality," *Educational Assessment, Evaluation and Accountability* 24, no. 2 (May 1, 2012): 99-111, <https://doi.org/10.1007/s11092-011-9140-4>.

¹⁶Ghani et al., "Development of a Learning Module on Arabic Language Skills Outside of the Classroom."

a steady internet connection.¹⁷ The module is inherently communicative since it encompasses several exercises to improve listening, speaking, reading, and writing abilities within a pedagogical framework that promotes student interaction. The activities encompass auditory engagement with text readings, articulating comprehension of the readings, generating impromptu dialogues, textual reading, text composition, and collaborative presentations. The contextual dimension of the module is evident in the relationship between Arabic language content and contemporary advancements in information technology.

This study constitutes Research and Development. The research design utilizes the 4D development model established by S. Thiagarajan, Dorothy S. Semmel, and Melvyn I. Semmel in 1974. This model was transformed into 3D by omitting the Disseminate process, leaving only Define, Design, and Development.¹⁸ The Disseminate stage is considered integral to the publisher's broader responsibilities; hence, it was excluded from the methodology employed in this research. The Arabic language teaching module, grounded in constructivism and employing a communicative method, is intended as an alternative pedagogical framework for educators, facilitating further creative development on additional subjects. The module format is delivered in an integrated manner with digitization. Hence, it is not intended for commercial publication in printed form.

Procedurally, the development process of this module is carried out in the following stages :

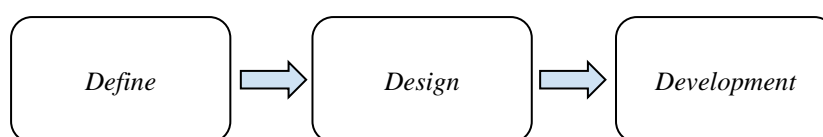


Figure 1. Flowchart Modifying the 4D Model to 3D

The defining stage involves assessing field requirements through field observation, interviews, and documentation analysis. From the needs analysis, the challenges encountered and a framework for a feasible solution can be discerned, leading to the establishment of learning objectives, themes or subjects, and target goals. Subsequently, the researcher gathers materials pertinent to the instructional subject.

¹⁷Nicole Johnston, "Is an Online Learning Module an Effective Way to Develop Information Literacy Skills?," *Australian Academic & Research Libraries* 41, no. 3 (September 1, 2010): 207-18, <https://doi.org/10.1080/00048623.2010.10721464>.

¹⁸Nely Tonapa and Fransisca Ditawati Nur Pamenang, "The Development of Discovery Learning-Based Teaching Module to Support Student Concept Mastery on Redox," *AIP Conference Proceedings* 2645, no. 1 (December 12, 2022): 020013, <https://doi.org/10.1063/5.0113760>.

The second stage is design, which is the stage of module design that begins with planning the material, selecting the format, adding the necessary media and learning resources, creating assessment tools, reflection, and student worksheets. (LKPD).

The third stage is development, comprising two steps: validation by one subject matter expert, language expert, and media expert. Subsequently, a module trial was conducted for educational practitioners who were module users. The rating scale data derived from this technique is examined to assess its feasibility and effectiveness. The following strategies were employed for data analysis:

1. Data tabulation
2. Calculation of the total average score using the formula:

$$P = \frac{\sum x}{\sum n} \times 100\%$$

Description :

P = Eligibility Percentage

$\sum x$ = Total Answer Score

$\sum n$ = Highest Score

In simple terms, this formula can be understood as follows :

$$\text{Percentage} = \frac{\sum \text{score} \times \text{Component weight}}{\text{Highest Score}} \times 100\%$$

After the data is obtained, the feasibility level of the teaching module is measured by expert validators using the following indicators :

Table 1. Product Feasibility Indicators

Score	Answer	Category	Description
90-100	SL	Very Worthy	No Improvement Needed
80-89	L	Worthy	Needs Improvement
70-79	CL	Fairly Worthy	Needs Improvement
60-69	KL	Less Worthy	Needs Improvement

Next, a trial of the module was conducted with education practitioners to determine the module's effectiveness. Data collected is measured with the following indicators :

Table 2. Product Effectiveness Indicators

Score	Answer	Category	Description
90-100	SE	Very Effective	No Improvement Needed
80-89	E	Effective	Needs Improvement
70-79	CE	Fairly Effective	Needs Improvement
60-69	KE	Less Effective	Needs Improvement

Results and Discussion

The results of this development research aim to strengthen the study by creating a collaborative and feedback-oriented language environment that supports the practical improvement of language skills. The language environment, which represents a conducive situation for language development, will be formed by constructing teaching modules. The development of valid, effective, communicative, and contextual learning modules in this research has been carried out in stages with the following process steps :

1. Define

Starting at the Define stage, the researcher attempts to define the encountered problem. The researcher carefully observed the reality of learning in the field and then validated the observation results through interviews with educators and students at different times and opportunities. The development of a constructivist-based teaching module with a communicative approach was chosen as an alternative to traditional learning, which is currently recognized by teachers as being used in almost all classes, namely the *qawaid wa tarjamah* method. This method is implemented by assigning students to present reading texts in front of the class in turns at each meeting. The presentation begins with reading the material text, which is then translated into Indonesian so that all students understand the meaning of each word. Subsequently, they are expected to comprehend other materials in the chapter that have been presented and to complete various exercises and enrichment questions related to it.

The *qawaid wa tarjamah* method focuses on the in-depth study of Arabic grammar, including linguistic rules and sentence structure. This is the most classical method because it

emerged during the golden age of Islam between the 7th and 13th centuries AD in response to the scholars' need to understand Arabic texts, such as the verses of the Qur'an and Hadith.¹⁹ As time goes by and with the increasing number of Arabic language learners from various national and linguistic backgrounds, this method is accompanied by translation and transliteration from Arabic to other languages according to the learners' native languages.²⁰ This method does indeed contribute to the improvement of reading, translating, and expressing the meaning contained in written Arabic texts,^{21,22} However, it does not significantly increase spontaneous language production through speaking and writing skills.²³

Students who are not native speakers need to hone their language production skills significantly so that they can not only understand reading texts but also use them practically in communication, especially in the context of information and communication technology materials that are closely related to the developments of the Fourth Industrial Revolution today. This is what drives the development of this module, with the hope of inspiring educators to design interactive and contextual learning for regular madrasah and school students.

2. Design

This stage is carried out by designing a teaching module based on cooperative learning, which aligns with the constructivist approach. The module design is created by considering the characteristics of students in the field and the specifications of the material topic. The characteristics of the students in the field, in this case, are regular class XI students of Madrasah Aliyah Negeri (MAN). The specifications of the topic material are in the chapter

¹⁹Ahmad Hidayatullah Zarkasyi, Zain Irsyad Gandhi, and Rahmad Maulana Tazali, "Pembelajaran Bahasa Arab Menggunakan Metode Qawwaid Dan Tarjamah Pada Era Modern," *Innovative: Journal Of Social Science Research* 3, no. 4 (September 3, 2023): 3451–65, <https://doi.org/10.31004/innovative.v3i4.3931>.

²⁰Edy Sulaiman, "Penerapan Metode Terjemah Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah Sukorejo Situbondo," *Ulumuna: Jurnal Studi Keislaman* 3, no. 1 (June 27, 2017): 98–117.

²¹Nur Patimah, "Peningkatan Kemampuan Membaca Dan Menerjemah Bahasa Arab Dengan Menggunakan Metode Al-Qawa'id Wa al-Tarjamah Di Pondok Pesantren Darul Amin Pasaman Barat," *Intiqad: Jurnal Agama Dan Pendidikan Islam* 13, no. 2 (December 4, 2021): 331–42, <https://doi.org/10.30596/intiqad.v13i2.7994>.

²²Latifatul Mahbubah, Ahmad Mufatis Maqdam Biahmada, and Lailatul Mauludiyah, "Learning Arabic Translation at Islamic Boarding School in Madura," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 2, no. 3 (2019): 231–42, <https://doi.org/10.22219/jiz.v2i3.10578>.

²³Dr Hj Nurul Hanani MHI and Dr Limas Dodi M.Hum. (Editor), *Pembelajaran Bahasa Arab Kontemporer: Konstruksi Metodologis Pembelajaran Bahasa Arab Berbasis Komunikatif - Sosiolinguistik* (CV Cendekia Press, 2020).

تكنولوجيا الإعلام والاتصال (Information and Communication Technology), which is the fifth lesson from the Arabic language textbook for Madrasah Aliyah XI. (Direktorat KSKK Madrasah DJPI Kemenag RI 2020).

The design process begins with the researcher selecting the format of the Merdeka Curriculum teaching module, identifying and classifying the content material, and preparing teaching module materials such as representative and supporting documents and primary and secondary sources. The researcher conducted an in-depth analysis of the Learning Objectives (TP) and Learning Objectives Flow (ATP) documents for Arabic Phase F for the 11th grade issued by the Ministry of Religious Affairs (Kemenag), using the classification of cognitive, affective, and psychomotor achievements in Bloom's Taxonomy as parameters. The following is a description of the cognitive achievement targets (including affective and psychomotor aspects) designed to be integrated into the teaching module currently being developed :

Table 3. Learning Objectives Design based on the Classification of Cognitive Achievement Levels of Bloom's Taxonomy

C1	C2	C3
1. Listening to an Arabic text about تكنولوجيا الإعلام والاتصال	1. Making a response based on information about تكنولوجيا الإعلام والاتصال	1. Using the grammatical structure التصريف اللغوي to respond to the information heard.
2. Reading an Arabic text about تكنولوجيا الإعلام والاتصال	2. Understanding various types of visual texts or multimodal texts in short stories/articles/essays/reports/books about تكنولوجيا الإعلام والاتصال	2. Producing language orally about تكنولوجيا الإعلام والاتصال
3. Following the pronunciation of Arabic words about تكنولوجيا الإعلام والاتصال .	3. Reflecting on various types of visual or multimodal texts in short stories/articles/essays/reports/books about تكنولوجيا الإعلام والاتصال	3. Using the grammatical structure التصريف اللغوي as a tool for global communication.
4. Memorizing vocabulary about تكنولوجيا الإعلام والاتصال		4. Using the grammatical structure التصريف اللغوي to manage information from various

	types of texts.
	5. Producing language related to various types of texts freely and in-depth according to the theme تكنولوجيا الإعلام والاتصال
	6. Presenting various types of texts according to the theme تكنولوجيا الإعلام والاتصال
	7. Using the grammatical structure التصريف اللغوي للفعل المضارع to express ideas according to the text structure in both written and spoken forms.

In the next stage, the researcher writes about the learning stages, classifying the types of materials found in the textbook. In line with this process, the researcher also codes Bloom's Taxonomy, the syntax of Cooperative Learning, and the Learning Objectives (TP) at each learning stage.

In order to realize learning that aligns with technological developments, researchers have added innovative learning media and a variety of learning resources in both print and digital forms. Not to forget the researchers also designed diagnostic, formative, and summative assessments, created Student Worksheets (LKPD), arranged the layout, designed the cover, and finally set up the flipbook on the Heyzine Flipbook Maker platform, which can be accessed online and for free at <https://heyzine.com/flip-book/85afa590ef.html> or by scanning the following QR code :



Figure 2. QR Code Access to Learning Module

The following is a vertical flowchart of the procedure for designing an Arabic language teaching module based on constructivism with a communicative approach, as described above :

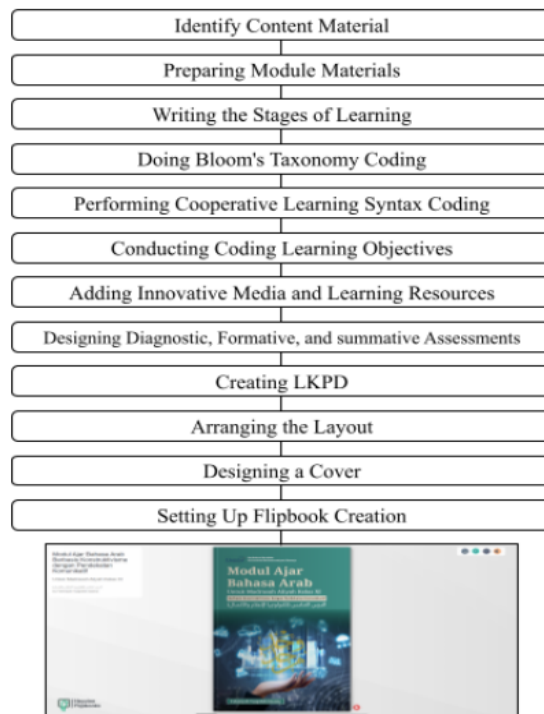


Figure 3. Flowchart of the Stages of the Teaching Module Design Process

3. Development

At this stage, validation activities are conducted to assess the feasibility of the teaching module product design developed by the researcher. The validation process involves one subject matter expert, a language expert, and a media expert. Then, we continued with trials for practitioners as implementers of this teaching module. This process generates data as follows :

Subject Matter Expert Validation

Table 3. Results of Subject Matter Expert Validation

Component	Score	Category
Module Content Aspect	100	SL
Learning Instruction Aspect	96,15384615	SL
Error Aspect	95,83333333	SL
Average	97,32905983	SL

Table 3 shows the results of expert validation, indicating that the assessment of the module's content aspect received the highest score (100), followed by the learning instruction aspect (96.1) and the error aspect. (95,8).

Linguistic Expert Validation

Table 4. Results of Linguistic Expert Validation

Component	Score	Category
Aspect of Grammar	100	SL
Aspect of Language Errors	100	SL
Average	100	SL

Table 4 provides information on the validation results from language experts. All assessment components received the highest score of 100, which indicates that, based on a thorough review, this module is accessible from linguistic errors.

Media Expert Validation

Table 5. Results of Media Expert Validation

Component	Score	Category
Presentation of Cover Page Display	100	SL
Presentation of Modules	100	SL
Presentation of Reading Materials for Students and Teachers	100	SL
Average	100	SL

Table 5 presents the results of the media expert review on the module's presentation, the cover page's appearance, and the reading materials for students and teachers, all of which received the highest scores. (100). This value indicates the quality of the module demonstration at the maximum level, categorizing it as very suitable for use and containing elements of attractiveness.

After obtaining the feasibility score of the module through the validation process by the three experts, a product trial was conducted to measure the effectiveness of the module, and the following results were found :

Educator Practitioner Trial

Component	1st Experiment	2nd Experiment	3rd Experiment	Average	Category
Material	87,5	87,5	90,625	88,54166667	E
Presentation	88,88888889	88,88888889	91,66666667	89,81481481	E
Linguistic	100	100	91,66666667	97,22222222	SE

Table 6. Results of Practitioner Trials

Table 6. demonstrates the results of the module trial to educational practitioners. It was found that the average effectiveness scores of the components of content, presentation, and language were categorized as effective for the content aspect (88.5) and presentation (89.8) and very effective for the language aspect (97.2), thus categorizing them as having the feasibility and effectiveness suitable for use as an Arabic language learning design for students.

The results of this practitioner trial validate the theoretical view that emphasizes the urgency of contextual learning, which is believed to enhance learning achievements,²⁴ as well as the integration of collaborative²⁵ and feedback-oriented strategies²⁶ Language instruction as curriculum and learning module design considerations for progressive learning outcomes.²⁷ These three aspects represent a holistic approach to learning Arabic that is

²⁴Ilham Muchtar, "Metode Contextual Teaching And Learning Dalam Pembelajaran Bahasa Arab," *Al-Maraji': Jurnal Pendidikan Bahasa Arab* 1, no. 1 (2017): 12–23, <https://doi.org/10.26618/almaraji.v1i1.2395>.

²⁵Yenni Yunita and Rojja Pebrian, "Metode Komunikatif Dalam Pembelajaran Bahasa Arab Maharah Al-Kalam Di Kelas Bahasa Center for Languages and Academic Development," *Jurnal Pendidikan Agama Islam Al-Thariqah* 5, no. 2 (December 17, 2020): 56–63, [https://doi.org/10.25299/al-thariqah.2020.vol5\(2\).5838](https://doi.org/10.25299/al-thariqah.2020.vol5(2).5838).

²⁶Tri Budianingsih, "Peran Neurolinguistik Dalam Pengajaran Bahasa," *Jurnal Al-Azhar Indonesia Seri Humaniora* 3, no. 2 (December 20, 2017): 137–49, <https://doi.org/10.36722/sh.v3i2.203>.

²⁷Ramadan Elbaoui Shaddad and Jember, "A Step toward Effective Language Learning."

powerfully relevant to the neurolinguistic approach as an alternative teaching method that activates the brain to enhance students' potential.²⁸

Efforts to enhance students' potential through brain activation in repetition and integrated naming²⁹ The 'anashir al-lughah' learning strategy outlined in the first meeting of the module is periodically connected with the maharat or language skills learning strategy in subsequent meetings. In addition, it is also supported by the contextualization of the material.³⁰ With the development of information technology, students can easily perceive the reality of everyday life, so the learning process provides valuable language experiences for students to support their progress.

Conclusion

The results of expert validation evaluations have classified the development of this constructivist-based teaching module with a communicative approach as highly suitable for use. The study revealed that the module is efficient regarding content, presentation, and language. Educators may apply the learning phases delineated in this module to students or utilize this module as a reference for creating constructivist-based modules employing a communicative approach for further content. The construction of this module is confined to a single chapter from the 11th-grade Arabic language textbook published by Kemenag. It can only be a reference in format, flow, and components. Creating analogous modules for additional resources is essential for instructors to implement effectively.

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Abu Al-majd, Omar, and Barana Belton. "Which One? Technology or Non-Technology-Assisted Vocabulary Learning: A Probe into the State of Academic Buoyancy, Creativity, and Academic Achievement." *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (February 12, 2024): 41. <https://doi.org/10.1186/s40862-024-00262-4>.

Applefield, James M., Richard L. Huber, and Mahnaz Moallem. "Constructivism in Theory and Practice: Toward a Better Understanding." *High School Journal* 84, no. 2 (December 1, 2000): 35–35.

²⁸M. Jailani et al., "Meneguhkan Pendekatan Neurolinguistik Dalam Pembelajaran: Studi Kasus Pada Pembelajaran Bahasa Arab Madrasah Aliyah," ... *Pendidikan Agama Islam ...*, 2021, <https://journal.uir.ac.id/index.php/althariqah/article/view/6115>.

²⁹Luita Aribowo, "Neurolinguistik: Menerapkan Konsep Dan Teori Linguistik," *Deskripsi Bahasa* 1, no. 1 (2018): 44–49, <https://doi.org/10.22146/db.v1i1.315>.

³⁰Triani Triani and Sudarmadi Putra, "Analisis Penerapan Pembelajaran Berbasis Kontekstual (Contextual Teaching and Learning) Pada Mata Pelajaran Bahasa Arab," *Nusantara: Jurnal Pendidikan Indonesia* 3, no. 3 (September 30, 2023): 733–54, <https://doi.org/10.14421/njpi.2023.v3i3-19>.

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