



Hybrid Arabic Learning Based on Constructivism Theory for Higher Education

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Abstract. The development of Arabic learning is an ongoing effort to accompany the educational transformation process, which cannot be separated from the influence of information technology development. This study aims to find out the practice of hybrid Arabic learning that is carried out in universities. The hybrid model is run to meet the needs of students in the two-way language learning process, virtually and face-to-face. This study is based on constructivism theory and finds that hybrid Arabic learning has implications for cognitive maturity in mastering Arabic. Practically, the hybrid learning climate has created active communication interactions for students involved in learning. In line with that, this study suggests the need for a more adaptive Arabic learning development model according to student needs, considering the design of Arabic learning to be achieved.

Keywords: hybrid · Arabic learning · higher education · constructivism

1 Introduction

Language is a communication medium needed by humans [1]. On this basis, a person always thinks and is aware of being able to master the language well [2], not just one language but multilingual [3]. Various efforts have been made to develop foreign language skills and learning strategies [4], especially for students at university level; this shows that the need for innovation and foreign language learning technology continues to be carried out, including the development of Arabic learning [5]. Thus, teachers need to develop a theory of Arabic learning so that learning can run effectively, learning can be accessed easily without any limitations of space and time by integrating an integrated learning system regularly in the classroom and virtual spaces. So, to answer this challenge, hybrid learning is the solution [6], as is the case in the Arabic language learning process at the university level in Malang.

Hybrid learning is becoming a 21st-century learning trend [7], a learning model that has emerged as a transformative solution so that learning situations run effectively [8]. Hybrid learning is also a learning innovation carried out to facilitate students to stay can learn, combining offline and online learning practices. A learning model that makes it easier for students when they cannot attend 100 percent in language classes so that hybrid learning becomes a language learning process using a combination system of learning methods, by integrating online or online methods with face-to-face meeting

methods. This learning model is also a model that accompanies the rapid development of information and technology [9] while at the same time facilitating students so that they can get an education and teaching easily and can concentrate more on the learning process.

In developing language teaching, various approaches have emerged, which aim to facilitate students in the language learning process and language acquisition [10]. The application of constructivism theory as an alternative to developing language learning is more effective [11]. According to Piaget, who stated that that cognitive development is the result of interactions between individuals and the environment [10], while Vygotsky focuses more on the interaction of interpersonal (social), cultural-historical, and individual factors as the key to human development [12]. These similarities include the method of teaching inquiry, and students create concepts that build on existing knowledge, which are relevant and meaningful. Differences include language development theory, where thought precedes language for cognitive constructivism, and language precedes thought for social constructivism theory [13]. This theory focuses on students (student center), and the teacher acts as a facilitator. Besides, constructivism theory can be developed through curriculum and teaching materials [14].

So far, studies on Arabic learning tend to talk about three aspects: First, studies suggesting that constructivism theory in Arabic learning applies cooperative learning, contextual learning can optimize speaking skills in higher education [15], Second, Learning the Arabic language built with constructivism theory can attract students' interest at the elementary level. Further, this study explains that through FunArabic it becomes a fun learning medium with software that includes exercises, games, and language activities by applying constructivism theory [16]. Third, a study that explains that speaking skills developed based on constructivism theory and teacher efforts in supporting the Arabic language learning model become a quantum model that encourages students' independence in learning by increasing cooperative attitudes among students [17]. From these three tendencies, learning Arabic with constructivism theory can increase students' exploration actively in learning Arabic so that in the learning process, students can construct the process of understanding the meaning of the language independently. Arabic learning with a hybrid model based on constructivism theory is important to get attention. In line with Slavin (1994), learning strategies based on the constructivism theory can be started with problems to be solved [18], then produced or found the skills needed [11]. Top-down mastery of foreign languages requires mastery of vocabulary in an integrative thematic way [19], which allows students, both individually and in groups, to be more active in exploring and discovering language concepts holistically, meaningfully and authentically.

The purpose of this paper is to complement the shortcomings of existing studies, which tend to place Arabic language learning based on constructivism theory as a matter of increasing student independence. This research, in contrast to the existing ones, emphasizes constructivism theory in Arabic learning in hybrid as a learning solution to accelerate language learning outcomes, with a learning model that integrates online learning systems with traditional learning models. In line with that, three questions can be formulated: (a) how is the implementation of constructivism theory in hybrid learning in Arabic learning in universities?; (b) how does constructivism theory on hybrid

learning determine the success of Arabic language learning in universities?; (c) how can the constructivism theory model on hybrid learning Arabic learning in universities be formulated?

This paper is based on the argument that the success of learning Arabic for students in universities with a hybrid model is determined by a constructivism approach, which focuses on students as active learners, and is often referred to as a student-centered instruction strategy. While the teacher acts as a facilitator who helps students find meaning. In line with the Arabic language learning in universities, it aims to create active, interesting, and meaningful learning because students can understand concepts through direct and real experience that connects concepts.

1.1 Arabic Learning

Language is a symbol system used and interpreted to communicate with others, each language has different characteristics and uniqueness, so an understanding is needed to make it easier for humans to communicate, interact, and express ideas, opinions, and other social relationships [20]. On this basis, it is important to pay attention to aspects of language learning [25]. Language learning is a linguistic activity under linguistic rules to prepare students for meaningful interactions with natural language. In line with [25], language helps them understand descriptions and describe situations. Language learning requires basic language skills, which can support children's sensitivity in understanding phenomena and interpreting knowledge [26].

Fundamentally, the principles of language learning that must be considered are: language as a tool for communication [31], language learning involves mastering skills and knowledge, the teachers need to consider the emotional impact of learning language learners [29], and the learners have variations in their approach to learning. Success in language learning is closely related to age, talent, motivation, previous language learning experiences, learning styles, beliefs, culture, gender, and self-direction [30]; in its implementation, the efficiency of language learning is also influenced by these several aspects. So, teachers are required to encourage students to create confidence in foreign language learning, which in the end, language is not only oriented to knowledge but also skills. Language skills influence children to have high intellectual and thinking patterns in several components, such as critical thinking, evaluation, and research [25]. This is because language supports them in having new knowledge through vocabulary and skills in grammatical structures.

1.2 Hybrid Learning Model

Hybrid Learning is an innovative learning model that utilizes information and communication technology [31]. In this learning, the process of acquiring knowledge and skills is developed with an instructional design that integrates learning innovation through an online system with the interaction and participation of the traditional face-to-face learning model in a planned and practical way [32], with a combination of one or more models, methods, or learning media, oriented to the need to achieve learning objectives [33].

Currently, hybrid learning is being developed in Indonesia [6] as a transformation of the development of relevant learning applied during the pandemic. This learning model facilitates students to participate effectively in learning. The relationship between teachers and students or between students and students can be harmoniously established, providing support for learning motivation, creating a learning environment that is more flexible and attractive compared to fully online or fully on-site instruction [34], thereby increasing learning outcomes in understanding and applying concepts [7], affects students' metacognitive awareness [32], in addition to playing a role in supporting learning, has been proven to improve students' ability in higher order thinking. On this basis, hybrid learning is declared a real revolution to support the principles of long-life education [35].

1.3 Constructivism Theory in Language Learning

Constructivism theory is rooted in the learning theory developed by Jean Piaget and Vygotsky [36] Piaget believes that a person learns and constructs his knowledge [10]. Vygotsky believed that social and cultural aspects help shape a person's cognitive development [37]. Language learning, like other learning, needs students with good cognitive development [38]. In line with Piaget's belief that understanding language and language structure can occur if intellectual/cognitive abilities have developed, a student must have a sufficient intellectual level to master the language [39]. Vygotsky believes that the better one master's language, the better one master's science and, of course, the higher one's cognitive level [40]. This theory underlies various approaches or language learning strategies, meaning that the practice of language learning is implementing constructivism theory.

In the practice of language learning, constructivism strongly support the success of language learning. Constructivism has become a learning theory that can improve self-quality [36]. In constructivism, students will be faced with the process of language acquisition [11], in line with Piaget, who asserts that the acquisition of intellectual skills will relate to the process of finding a balance between what they feel and know on the one hand and what they know. Look at a new phenomenon as an experience or problem [2]. To obtain balance or equilibration, a person must adapt to his environment [41]. The adaptation process has two forms and occurs simultaneously: assimilation and accommodation. Assimilation is the absorption of new information in mind. In contrast, accommodation is rearranging the structure of the mind because of the new information so that the information has a place. The stages believed by Piaget emphasize self-discovery, self-inquiry, and self-regulated in learning that can improve students' self-quality. in the learning process [42].

Constructivism also has dimensions emphasizing the important aspects of student interaction with the social and physical environment [43]. In line with Vygotsky, who stated that students in constructing a concept need to pay attention to the social environment, constructivism by Vygotsky is often also called sociocultural or social constructivism [18]. According to this concept, constructivism focuses on two important aspects: Zone of Proximal Development (ZPD) and scaffolding [44]. The ZPD is the range between the actual level of development (problem-solving ability without involving the help of others) and the level of potential development (problem-solving ability

under adult guidance or through collaboration with more capable peers) [45]. While scaffolding provides some assistance to students during the early stages of learning, it then reduces assistance. It provides opportunities to take on greater responsibilities after students can do it themselves [46]. On that basis, the reconstruction of language learning is carried out by facilitating students to communicate meaning-oriented and focus reflection on forms that play an important role in the development of language competence [47]. Furthermore, comprehensive guidance is carried out to increase language learning productivity [48].

2 Method

Hybrid Arabic learning is an interesting study because the contextualization and innovation of this model of Arabic learning address educational needs that should be transformative. The educational process must go hand in hand with the goal of education being noble ideals that can educate the nation. This study uses a qualitative approach aimed at revealing the portrait of Arabic learning that takes place in universities in the city of Malang.

The data used in this study were obtained through observation, interviews, and documentation. Observations were made on learning activities in the form of observing the hybrid Arabic learning process within one semester in several classes that 5 Arabic lecturers fostered. Interviews were conducted with informants totaling five lecturers and ten students. The questions posed include issues of developing hybrid Arabic learning in universities. The documentation used here is a document in the form of images and photos related to hybrid Arabic learning.

Data were analyzed through three processes, namely (1) *restatement* of data collected according to their respective themes, (2) *description*, which was carried out to find patterns and trends in data, and (3) *interpretation* which aimed to understand the meaning contained by a statement. The thematically reduced data is displayed in the form of images, interview quotes, and related photos. In the final stage, data verification is carried out to give birth to a deep and comprehensive understanding of the data.

3 Results

From the results of the study, it was found that hybrid Arabic learning has provided an experience for students. Integrating face-to-face learning both conventionally and virtually has shown significant results. Arabic learning that is applied with a hybrid model is relevant to the situations and circumstances that accompany the times. The application of hybrid Arabic learning shows the practice of constructivism learning theory that a student in the learning process undergoes the process of constructing his knowledge, in addition to cognitive development is the result of his interaction with the environment. In line with that, this study will show the indicators and characteristics of constructivism theory in Hybrid Arabic learning.

3.1 Hybrid Arabic Learning at University

Implementing Arabic learning in a hybrid way integrates online learning by utilizing zoom and traditional regular face-to-face learning by bringing students into the classroom. The implementation of hybrid learning is carried out in a communicative, interactive manner by relying on the strength of the wifi signal for students who are present virtually. In contrast, students in the study room are directly involved in learning interactions and meet lecturers. This hybrid integration can be witnessed by utilizing the projector screen mode available in lecture classrooms. So, whether they are joined virtually or offline in the study room, students can be actively involved and contribute to learning Arabic from these two directions.

During learning, communicative interactions take place alternately from two directions, from the classroom and the virtual room. Through hybrid interactions, learning can take place effectively, and language learning supports the process of acquiring Arabic for students. As explained by the informant:

“Although there are obstacles because they are not used to it, hybrid Arabic learning can make learning effective” (interview, Ft).

Based on the information, the form of stimulus and response in the Arabic hybrid learning environment accelerates drill practice, and vocabulary pronunciation exercises that are presented thematically have been determined. Gradually word by word and the sentences demonstrated by the lecturer to students can be accepted and understood easily, as well as students can re-articulate the Arabic language that has been learned. In addition, the mediation of providing a list of Arabic vocabulary is given thematically, becoming material that students in the Arabic learning process can easily master. In line with the expression:

“Students find it easier to understand the thematic drill process as a medium for mastering the learning material that has been taught” (interview, El).

In addition, repetition and repetition as a form of stimulus and response in hybrid Arabic learning can be done many times. This process shows an effective communicative, interactive process in learning Arabic. Support for repeated pronunciation, enhanced by media images displayed on the LCD screen, is also useful for helping students understand the receptive actions of every word conveyed by lecturers and colleagues. In addition, communicative questions and answers are also carried out to determine understanding and student mastery of the Arabic language material being taught.

The flipped classroom method is also implemented to support the practice of hybrid Arabic learning in universities. Lecturers use this method with the direction that before the lecture begins, students study the material at home, and the lecturer prepares videos or teaching materials that can be accessed through the university's e-learning platform or YouTube link that has been prepared. This fill-pen classroom step also shows the effectiveness of hybrid learning because students have studied the material before the lesson begins.

In monitoring and evaluating learning outcomes and measuring cognitive, psychomotor, and affective mastery, the lecturers give assignments in a structured manner, carried out face-to-face on campus or online. Lecturers give assignments to students to answer practice questions in writing, with multiple choice question models, matchmaking, fill out the right answers, or translate. Monitoring and evaluation are also carried out by

giving assignments to students to make video recordings, either in the form of thematic vocabulary presentations by showing media pictures or simple Arabic conversations. This monitoring and evaluation aim to determine the competence and performance of students' Arabic skills based on the material that the teacher has taught to students.

3.2 The Success of Hybrid Arabic Learning at University

The success of hybrid Arabic learning for students is based on several factors. One of the influencing factors is that the relationship between teacher and student can be built in harmony. Hybrid learning reflects learning practices that can establish good relations between lecturers and students. Learning that integrates face-to-face and virtual meetings show different results than asynchronous learning. Hybrid learning has provided an opportunity for lecturers to provide direct and continuous assistance to students so that harmonious interpersonal relationships can realize the success of learning Arabic. As one student said;

“Yes, I prefer to learn languages together like this, even though my friends and I cannot meet all of them” (interview: KA).

With hybrid meetings, the success of learning Arabic is also seen in students' enthusiasm for language learning. Students show a positive attitude and mentality during learning; feeling lazy and boredom can be eroded and replaced with high enthusiasm, motivation, and interest in learning. This positive psychology has implications for improving students' language skills, especially productive skills (speaking). In language practice, students show their activeness without reluctance. Alternately the atmosphere of virtual and traditional learning rooms can show a balanced spirit in building an understanding of the language being taught. As one lecturer said;

“The introduction of the hybrid model has provided an experience for students, and they have become more excited.” (interview, El).

In addition, hybrid Arabic learning in universities forms a good language environment, and the language environment is the main factor that supports the success of second language learning. Based on the research findings, the language environment supports the achievement of good language productivity, which in the end, communication can be carried out actively. In line with the statement that:

“I can speak Arabic because all of my friends are active.” (interview, Nad).

The activeness of students in learning which is supported by a conducive environment, has practiced active learning in learning Arabic, and students easily undergo receptive and productive practices in language, as a manifestation of second language learning for students, in line with the expression:

“Learning a language requires practice, repetition, and active feedback, so the environment must be supportive in achieving successful language learning.” (interview, Yk).

3.3 Beyond Hybrid Arabic Learning at University

Based on the study, three principles of hybrid Arabic learning. First, hybrid Arabic learning has changed how students learn, from traditional learning to innovative, creative learning. Learning that facilitates students to learn online and offline can make

learning run effectively, teachers can transfer knowledge well, and students can absorb material easily. However, there is a combination of flipped classrooms, teachers preparing materials in the madrasa e-learning platform, and videos on YouTube links as learning media.

Learning Arabic in a hybrid way becomes easy, effective, and efficient, but there is a shift from the personal relationship between humans and humans to a technological tendency. The personal relationship between lecturers and students requires the availability of technology, especially for students who take virtual learning. This shows that a lecturer is less than optimal in teaching students moral values and material explanations; a lecturer is preoccupied with preparing material so that students can receive it well. In addition to the availability of online modes and devices, lecturers and students must prepare in advance for virtual learning.

Hybrid learning that relies more or less on technology media is more convergent, and this media has combined more than one trait in one message. This means that the material shared on the e-learning platform and Youtube is an accessible learning resource. However, on the other hand, the stages of language acquisition that students pass cannot be integrated into the learning process. Especially the limited distance between lecturers and students who undergo virtual learning certainly differs from students who meet face-to-face. This process demands even more effort from a lecturer in constructing knowledge and understanding of the students being taught.

4 Discussion

4.1 From Traditional Learning to Modern Learning

Hybrid Arabic learning is a sign of the transformation of the learning system. Arabic language learning at university originally ran face-to-face with traditional changes by combining online and offline in one learning process [49]. This step is also a statement of an attempt to solve the problem of methods and strategies for learning Arabic. The hybrid learning model has shifted the traditional learning process to a modern one [34] in response to the development of information technology which has also changed people's social lifestyles [9]. Digitization in learning Arabic and the emergence of new strategies in terms of approach [50] also show an openness to practicing Arabic learning.

Hybrid learning can explore students' potential in learning languages; by building a hybrid learning environment, students can learn more actively, interactively, and communicatively [9] and are not bound by socio-geographical boundaries. Although hybrid learning does not match the current learning model, at least hybrid learning is a new formulation for language learning in universities. This confirms that the learning process has an impact on students' positive attitudes and mentality in realizing contextual learning orientation.

4.2 Creativity in Arabic Learning

Creativity is the most important factor in the development of learning Arabic. The practice of hybrid learning not only builds harmonious relations between lecturers and students but requires a lecturer to mix and prepare lesson plans to be more interesting,

innovative, creative, and comprehensive [51]. In the aspect of preparing teaching materials, lecturers do not just design teaching materials but also refine them with media, which are visual and audio-visual [52]. To facilitate students in building an understanding of the knowledge of the language being studied, lecturers also design teaching materials that are accessible to students and are long-term in nature. In addition to continuity in mentoring students, it also requires lecturers to have more opportunities. On this basis, the interpersonal relationship between lecturers and students must run in harmony, and mentoring should run on an ongoing basis.

In hybrid learning, active learning is practiced [53], and learning strategies that encourage students to take advantage of sociocultural aspects can play a good role in supporting their cognitive maturity [54]. Learning a language is learning symbols that must be strengthened by drill and practice. It is a manifestation of receptive and productive language practice, language learning requires active, collaborative participation that can lead language learners to construct language skills well.

4.3 Arabic Learning Revolution

The development of Arabic learning again requires a real revolution [49]; the theory of constructivism in Arabic learning in a hybrid way is a breakthrough that can represent that language learning requires not only students' intellectual and cognitive maturity but also integrates students' cognitive development and sociocultural influences in learning, the language will show its success [15]. In line with that, the practice of hybrid Arabic learning has implemented constructivism theory holistically. Practically, the learning practices that run in universities put forward the building of understanding and language learning experiences as the core of constructivism theory in language learning.

When there is a breakthrough and a hybrid learning revolution, the dependence on technology becomes very high [50]. The mode used in learning is also more seductive than if the learning is only carried out face-to-face [35]. Therefore, a lecturer must be ready to construct detailed learning objectives, not only to build concepts and understanding of teaching materials but also to ensure the most important goals of education at least not to be ignored [55]. The hybrid pattern has brought students to another dimension beyond the most important elements of education, namely, character building. The hybrid model causes lecturers to lose the opportunity to convey values and character to students [56]; therefore, students must be ready to equip themselves to become fully human with a character if the moment of character planting is not obtained through hybrid learning, in line with the projections of 21st-century education and its success is measured by the extent to which these students understand ethics and practice it [57].

5 Conclusion

Hybrid Arabic learning has shown a transformative language learning model. Hybrid learning is learning that emphasizes the strengthening of an active, contributive learning environment in two directions, face-to-face and virtually. Such learning technology has shown a dependence on information technology to implement effective and innovative

learning. In addition, when learning takes place, it also requires students to interact actively and communicate.

The constructivism theory paradigm used in this study has shown a new reality in Arabic learning behind traditional learning, dependent on the face-to-face process. The hybrid model has contributed to learning by providing opportunities for students who cannot attend. In the study room, real-time can join through information technology devices. Thus, students who are members of hybrid learning have the same opportunities in the Arabic learning process. Cognitively they undergo a process of maturation of knowledge of the language being taught, with the support of a conducive and adaptive learning climate.

This paper shows that hybrid Arabic learning is an implementation of learning that facilitates students in achieving learning success. Although this study has paid attention to how the hybrid learning process can build students' language knowledge and communally can also build a language learning culture, this study does not deny that there are shortcomings in hybrid learning. Thus, the dynamics of language learning should ideally unite and bring together all parties involved, whether teachers or students are at least present in one study room, in one climate and situation, so that the designed learning objectives can be achieved as well as possible.

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