



Humanistic Approach And Academic Subjects In Learning Arabic Language

Muzamil R Pawi^{*1}, Abul Ma'ali^{*2},

¹Universitas Islam Negeri Maulana Malik Ibrahim Malang

²Universitas Islam Negeri Maulana Malik Ibrahim Malang

e-mail: muzamilpawi79@gmail.com, elbuma@uin-malang.ac.id

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ABSTRACT. The humanistic approach emphasizes the holistic development of learners, including emotional, social, and cognitive aspects, by placing students as the center of learning through interactive methods such as discussions and as the center of learning through interactive methods such as discussions and simulation. In contrast, the academic approach is oriented towards systematic mastery of material, such as grammar and linguistic structure, using expository and inquiry methods. This research aims to examine the application Arabic language learning. This research uses the literature review method (library research) with content analysis from various relevant sources. The results of this study show that the humanistic approach creates a more meaningful learning experience and is relevant to students' lives, while the academic approach provides a strong theoretical basis. The integration of these two approaches is recommended to create a balanced, adaptive and effective Arabic language learning, learning in various educational contexts.

Keywords: humanistic, learning Arabic, Academic Approach.



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INTRODUCTION

The purpose of National Education in accordance with the National Education System Law is to educate the life of the nation and develop Indonesian people as a whole, namely people who believe and devour God Almighty and have noble ethics, have knowledge and skills, physical and spiritual health, a stable and independent personality and a sense of community and nationality responsibility. In order for education to achieve these goals, it requires various devices and tools. Among the educational tools that have a very important role in order to be able to achieve the goals made is the curriculum (Pasaribu 2017), curriculum development is an effort to determine plans and arrangements that contain the objectives, content, subject matter, and methods used as guidelines for the implementation of teaching and learning activities that are in accordance with the development of students and the goals of an institution (Taufiqurrahman and Karyodiputro 2017).

In addition to functioning as a guideline or benchmark for achieving the goals of an education, the curriculum also functions as a guideline for the implementation of the teaching and learning process at various grade levels and types of institutions. The foundation and reflection of the concept of life of a country is that its curriculum will be determined and explained in an educational curriculum, accompanied by where and how the future life direction in this country

will go. The curriculum must be dynamic and constantly adapting to accommodate the various changes occurring in the global society and must establish the desired outcomes. (Wahyudi, Fathul Jannah 2024).

According to the (Fadilah and Hamami 2021c) that "there are four main approaches in the curriculum including academic, humanitarian, technological and social reconstruction subject approaches". The academic curriculum focuses on classical education which leads to the philosophy of perennialism and essentialism, while the humanistic curriculum focuses more on personal education. Furthermore, the approach and curriculum development have a relationship that one and the other can strengthen and complement each other, because of the subject-based approach. Both are forms of development of a complementary curriculum that lead to the results to be achieved from students, namely knowledge and special skills, while the view of the humanistic approach is seen by students as a cognitive, social, and emotional part (Scott, Scott, and Scott, 2021).

Research on "Academic and Humanistic Subject Approaches in the Development of Islamic Religious Education Curriculum" (Fadilah and Hamami 2021a), "Humanistic Approach in the Development of the PIE Curriculum in KMA 183 of 2019" (Handayani and Hamami 2022), "Implications of Humanistic Learning Theory On Arabic Language Learning" (Syafei 2023a), "Philosophy of Humanism in the Perspective of Language Learning Towards the Concept of Independent Learning: A Theoretical Study" (Mariani, Zainal Rafli, and Ifan Iskandar 2024),

Based on previous research, it has not been found with the same objects and subjects as this study. This study presents results in the form of an in-depth analysis of the application of humanistic approaches and academic subjects in Arabic language learning. This research focuses on how this approach can improve the quality of Arabic language learning by placing the needs, potential, and development of students as the center of attention. In contrast to previous research that emphasized more on the development of the Islamic religious education curriculum or the philosophy of humanism in learning in general, this research contributes specifically to Arabic language learning with a theoretical and practical approach.

By examining academic and humanistic approaches, this study highlights the need for a curriculum that focuses not only on material mastery but also on the development of students' personality and independence. In addition, this research is relevant for adapting the curriculum to changing global dynamics. His findings provide insight for policymakers in designing curricula that are not only adaptive but also focused on developing the social and emotional aspects of students, so that they can contribute positively in society.

Learning Arabic has an important role in the world of education, both as a means of understanding religious texts and as a means of communication across cultures. The effectiveness of this learning is greatly influenced by the approach applied (Fatoni 2019). The academic approach, with a focus on the systematic mastery of grammar and linguistic structure, provides a solid foundation for technical understanding of the language. In contrast, the humanistic approach emphasizes affective dimensions, such as students' motivation, interests, and emotional connection to the language learned, thus creating a more meaningful learning experience (Fadilah and Hamami 2021b).

The application of these two approaches is important in learning Arabic. Academic approach ensures a deep theoretical understanding (Richards and Rodgers 2014), while the humanistic approach builds student engagement emotionally and socially (Byram, Porto, and Yulita 2023). This article aims to examine how these two approaches are applied in learning both theoretically and practically and then summarize them, especially in the context of Arabic language education. This approach is expected to not only improve students' linguistic abilities but also build their appreciation of the cultural and humanistic values contained in the Arabic language.

METHOD

This study uses a research method with a literature nature (Library Research) to explore the theoretical approach of humanism and academic learning to Arabic language learning. The meaning of literature research is a research where in the collection of materials or data that are needed to complete the research process sourced from articles, books, ebooks and so on (Arikunto Suharsimi 2014). The technique in collecting data used in this scientific paper is content analysis. Content analysis technique is a method used in analyzing a text, both in the form of words, images and other forms. After analyzing data and information from various sources obtained, then the data is reconstructed into a new knowledge and hypothesis. The final step is to review the conclusion section to ensure that the conclusions drawn are appropriate (Lestari 2021).

RESULT AND DISCUSSION

Humanistic Approach

Adherents of this approach believe that the goal of education is to provide each student with a positive experience that can help them develop and form their personality. They want education to create a process that supports personal growth, integration, independence, and improved attitudes towards themselves and others. The achievement of self-actualization is the main focus in this humanistic curriculum.

To achieve this goal, we need to develop students' creativity and ability to solve problems and think innovatively. Methods that can be used include discovery, puzzles, games, spontaneity, and connecting learning with everyday life. This is important so that students can see the relationship between the material being studied and themselves. In general, the humanistic approach focuses on the individual, helping students discover who they are, and not just shape them according to established standards. Nowadays, many things taught in schools are not really understood or remembered by students. One of the important characteristics of the humanistic approach is as follows (مصطفى 1999):

First adopt a holistic view, which leads to a challenge to fragmented curriculum practices, and emphasizes the importance of coherence in an effort to improve the unity of student ideas, feelings, and behaviors. In this approach, emotions, thoughts, and actions are interintegrated within an effective organizational framework. Therefore, this approach focuses on achieving integration, that is, strengthening positive behaviors both at the cognitive (intellectual) and emotional levels, as well as in actions (Handayani and Hamami 2022).

Second, the approach in the humanistic curriculum today pays attention to both personal development and academic achievement. This curriculum is often referred to as an integrated curriculum, which combines emotional aspects, such as feelings, attitudes, and values, with cognitive aspects, i.e., knowledge and skills. This means that education should help individuals to develop their personality in a way that is in line with their wider environment (Firdaus 2009). An integrated curriculum should include several essential elements, including student participation, the incorporation of thoughts, feelings, and actions, as well as relevance or connection to oneself, where oneself is considered an important part of the learning process. In addition, this curriculum must also have a clear purpose, namely a social goal or intention to develop the individual as a whole in society.

Third In the application of the humanistic curriculum, the main focus is on student growth, regardless of the definition or how to measure it. The learning process takes precedence over the final result. In this case, the teacher will ask questions about whether the activities carried out can help students to grow, open, and independent. Assessments in this curriculum focus more on the process, and not just on the final outcome (Setiyadi 2011). The evaluation method used is subjective and is carried out by teachers and students. In addition, some outcomes, such as pictures or poems that students create, or discussions about noticeable improvements in students' behaviors and

attitudes, can be used as a measure. It is important to provide experiences that help students become aware of themselves and others, as well as develop their unique potential.

Fourth, learning opportunities that support students' psychological development can be chosen in various ways. One is to use experiences from the past, including exercises, techniques, and activities that have been done. In addition, the learning content should be left open so that themes and issues can arise naturally during the teaching and learning process. The method that can be used is interaction groups, where students can face each other and interact, thus enhancing their learning experience.

Fifth A humanistic curriculum requires a strong emotional connection between students and teachers. In this case, teachers are expected to show warm and supportive feelings, while still serving as a learning resource center. Teachers should provide teaching materials that can spark students' imagination and create challenging situations to facilitate the learning process. There are three important things that teachers should have in this approach: first, teachers must really listen to the students' views; second, teachers must respect students; and third, teachers must be natural and authentic. In humanistic education, the role of teachers is as a facilitator, who motivates and helps students understand the meaning of learning in their lives. Teachers are responsible for facilitating students' learning experiences and accompanying them in achieving learning objectives (Angraeni 2019).

Sixth Some adherents of the humanistic curriculum emphasize the importance of awareness of the complexities of life and the development of diverse interests and abilities by looking to the future. They argue that awareness of complexity can be achieved through a variety of ways, such as connecting different fields of study even though they seem different, highlighting society's need for interdependence, as well as learning things that students like, such as art. In this approach, the function of education is to increase the growth of students' potential and achieve harmony or balance in developing all aspects of personality, be it cognitive, aesthetic, moral, or spiritual aspects (Oktaviani, Padilah, and Yeni 2024).

Seventh, the humanistic curriculum posits two main areas in education and the learning of academic knowledge: first, the existence of the individual in an academic context, and second, the link between individual learning and social learning.

Eighth Although academic knowledge is not always sufficient for personal growth under some conditions, it can help individuals live better, provided it is taught in the right way by teachers and curriculum designers. A humanistic curriculum helps students understand themselves and their feelings, but it is also important to provide social views that can drive change in society. Therefore, proponents of this curriculum emphasize the importance of understanding the social, political, and historical factors that cause injustice and problems in the world, rather than focusing only on the psychological aspects that affect individuals (مصطفى 1999).

The humanistic curriculum has several advantages and disadvantages. Its main advantage is a holistic approach that integrates the cognitive, emotional, and behavioral aspects of students, thus supporting balanced personal development. The curriculum also focuses on personal growth, helping students explore themselves and develop their potential. In addition, learning that is relevant to daily life as well as assessments that focus on the process, not just the final outcome, provide opportunities for students to develop more deeply.

A strong emotional connection between teachers and students is also an important aspect, with teachers playing the role of facilitators who support the student learning process. However, this approach has some drawbacks, such as the difficulty in objectively measuring student progress due to the focus on the process. In addition, its application requires high skills from teachers and can be difficult to implement in certain contexts. Focusing too much on the psychological aspect can also reduce attention to mastering more technical academic knowledge.

Important features of this curriculum include the integration between emotions, thoughts, and actions, as well as an integrated curriculum between personal development and academic achievement. In addition, the humanistic curriculum emphasizes the importance of social

awareness, by encouraging students to understand the social, political, and historical factors that influence their lives. Overall, this approach emphasizes education that supports personal growth and creativity, despite challenges in implementation and measurement of results.

Humanistic Approach in Arabic Language Learning (Theoretical Approach)

In his research on humanistic Arabic language learning from the perspective of Paulo Freire, (Adila 2022) explains that, Arabic learning systems tend to be oriented to the "bank-style" method, where educators simply deliver material in monologues without involving students in active dialogue. Paulo Freire's humanistic approach offers a solution by changing interactions from dehumanistic to humanistic, emphasizing dialogue-based learning and making students active subjects. This aims to create a learning process that supports critical awareness, respect, and the development of students' language skills in a more meaningful and dignified manner.

According to another perspective, in (Hijriyah et al. 2024) humanistic approach in Arabic language learning from the perspective of KH. Ahmad Dahlan emphasized the development of students as a whole, covering intellectual, moral, spiritual, and social aspects, with the aim of producing individuals with noble character and relevance to the needs of society. This approach positions students as the center of learning, encourages active participation through interactive methods such as role-playing and discussion, and integrates Islamic values into learning materials. The curriculum is adjusted to the socio-cultural needs of students so that learning Arabic is not only technical but also forms character and ability to contribute in society.

Carl Rogers' humanistic learning theory in (Ma'rifatul Faiqoh and Baroroh 2020) emphasizing student-centered learning by paying attention to their emotional state, thereby creating a learning atmosphere that supports the development of individual potential. In the context of Arabic language learning, this approach involves the spirit and spirit of the learner, with the educator acting as a facilitator, motivator, and stimulator. Learning success is achieved when learners are able to understand themselves and their environment through an effective and efficient process, supported by relevant methods.

Arthur Combs, a humanistic figure, emphasized the importance of understanding learners from their point of view to create meaningful learning. He also suggested that the material be adapted to the students' daily lives and identify five aspects of psychology that affect the development of students' potential: physical limitations, opportunities, needs, self-concept, and rejection of threats. An unattractive approach from educators can reduce students' interest in learning (Alindra and Amin 2021). In Arabic learning, Combs' ideas are applied by understanding the needs and potential of students individually. Educators need to create meaningful learning, connecting the material to everyday life, such as teaching conversations in a real context or Arabic culture. By paying attention to the psychological aspects of students, learning Arabic can be more engaging and motivate students to develop language skills effectively (Insani 2019).

Arabic language learning based on a humanistic approach emphasizes the need to treat students as active subjects in the learning process. Various theories, such as those from Paulo Freire, KH. Ahmad Dahlan, Carl Rogers, and Arthur Combs, prioritize dialogical interactions, material relevance to daily life, and attention to the emotional, intellectual, moral, and social aspects of students. This approach creates an atmosphere that supports students' potential development, allowing them to be actively engaged, understand Arabic culture, and develop language skills in a meaningful way. Thus, learning Arabic becomes more interesting, relevant, and motivates students to achieve their learning goals and master the language.

Humanistic Approach in Arabic Language Learning (Practical Approach)

The Arabic teaching curriculum focuses only on language knowledge, without paying attention to students' skills and emotions. This makes students only able to read and translate, not understand the language as a whole (Ma'ali, Ibrahim, and Syuhadak 2022). Arabic language learning based on a humanistic approach basically aims to provide fun and non-coercive learning. This approach emphasizes humane treatment of learners by appreciating their talents, interests, and uniqueness, so that they are given the freedom to explore and develop their potential. In

Arabic learning, for example, teachers can provide examples of simple conversations for students to imitate, simulate real-life situations such as market conditions so that students can practice speaking, or involve them in creative projects based on their interests. This approach provides space for students to contribute as they are able while being directed to use Arabic in an active and relevant manner (Afroni and Ristiana 2024).

In the article, (Maimunah 2017) explained that humanistic-based Arabic learning when applied in the classroom can be done with the following models; 1) Open language education is an educational process that provides opportunities for students to move freely around the classroom and choose their own learning activities. 2) Learning languages cooperatively is a good basis to increase students' motivation for achievement. 3) Independent learning is a learning process that requires students to be subjects who must design, manage and control their own activities responsibly.

Then also, (Nurrokhmatulloh, Evi Ning Muthoharoh, and Ishfatul Millah 2023) explained that the learning process carried out by Arabic teachers to students at school is by being given educational games in teaching Arabic, aiming to make students not feel bored and bored, and so that students are able to improve their abilities in the four types of maharoh in Arabic, and teachers are able to make students active in the classroom during the learning process through the media tools that have been applied.

In another study, it was explained that some of the aspects applied include a communicative approach, the use of creative educational media, and skill-based learning to improve speaking skills. In addition, this approach also pays attention to the emotional and psychological aspects of students, ensuring that learning Arabic is not only technical, but also supports students' overall personal development. Thus, the learning process becomes more meaningful and relevant to the needs and daily lives of students (Nuridin, Rahman, and Andriana 2024)

The implementation of a humanistic approach in Arabic language learning focuses on creating a fun and relevant learning experience for students. This approach prioritizes rewarding students' interests, talents, and uniqueness, and gives them the freedom to explore and develop their potential. In practice, teachers use models such as cooperative, self-paced learning, and open language education to increase student engagement. In addition, the use of creative educational media and communicative approaches are also applied to ensure that learning Arabic is more meaningful. This approach not only pays attention to the technical aspects of language, but also supports students' emotional and personal development, creating an inclusive and immersive learning atmosphere.

Academic Subject Approach

This discipline represents a variety of approaches to truth and knowledge. Academics define knowledge as justified beliefs, as opposed to ignorance, opinions, or guesses. Paul H. Hirst is an example of a curriculum theorist who represents the current academic orientation. Like other academics, he believes that the curriculum should develop the mind. (Syafei 2023b). The message is that the development of a rational mind is best achieved by mastering the basic rational structure of knowledge, meaning, logical relationships, and criteria for assessing claims of truth. As an answer to a classic curriculum question. (McNeil, n.d.)

The curriculum of this academic subject is sourced from classical education, namely: perennialism and essentialism which have an orientation to the past. According to both theories, all science and values have been discovered by thinkers and experts in their fields, in the past. Thus, the function of education is to maintain and inherit the cultural results that have been found in the past. What is prioritized and numbered in this type of curriculum is the content of education. (Stuart 2016) So according to this type, learning is trying to master as much knowledge as possible.

A person who learns is said to be successful if he has mastered all or most of the content of education that has been provided and prepared by the educator (teacher). According to Muhaimin, the preparation of the curriculum with an academic subject model is based on the systematization of each discipline. Each science has a certain systematization that is different from the

systematization of other sciences. The trick is to determine in advance what subjects students must study. (Muhaimin 2007)

The characteristics of the academic subject curriculum are: 1) the purpose and function of the curriculum is to train students in using the most useful and research-based ideas, 2) the main method is exhibition (exposition) and investigation, 3) the organization of the curriculum or curriculum materials is integrated either integrated or correlated, 4) the evaluation is adjusted to the level of learning and learning objectives. (Ahmad Muradi, 2021)

In this academic subject approach, there is also another approach, namely: a) An approach that continues from the knowledge structure approach, where students are not only required to remember the material but also understand each learning material that has been studied. b) Studies that are more integrative, meaning various responses from the community that demand various knowledge models that are more comprehensive because learning materials that contain various kinds of subject units can make the limitations of existing knowledge disappear. c) An approach that is widely applied in fundamentalist schools, namely by always carrying out learning activities that focus more on reading, writing, and mathematical problem-solving activities. In subjects such as social sciences, natural sciences, and so on, it is learned by not connecting with activities to solve cases in daily life. (Awwaliyah 2019)

Furthermore, the academic subject approach also has characteristics, among others, namely: a) The goal, the purpose based on the academic subject curriculum is to put solid knowledge and provide training to students using ideas in the research process. Students are obliged to carry out learning by using thinking and controlling it, thus students have a concept that can continue to be developed in a more complex environment. b) Methods, methods that are often applied to the approach of academic subjects are the approach with expository and inquiry methods. In the discipline material obtained, various kinds of urgent problems are sought and then formulated and solutions are sought to solve existing problems. c) Organization, the most important content of the organizational pattern is the organizational pattern of the material or concepts learned in the unit of study combined with other lessons. The organizational pattern of teaching materials is arranged on a predetermined learning theme, including materials from various disciplines, and teaching materials that are integrated into a problem that covers various kinds of social problems both faced in life and others. Then it is solved using knowledge and skills obtained from the discipline of science that has been studied previously. d) Evaluation, the curriculum of academic subjects applies various forms of assessment that are synchronous with the objectives and nature of the subject. (Fadilah and Hamami 2021c)

Judging from the source of this model, namely perennialism and essentialism, the *advantage* of this model is that it prioritizes mastery of learning materials with the aim of maintaining and internalizing cultural values to students. While *the disadvantage* is that this model does not pay attention to aspects of children's thinking abilities and characteristics. Because this model prioritizes the presentation of materials based on the logical order of materials and is universal.

In the Arabic language learning curriculum using this model, several subjects or courses are found such as *nahwu, sharaf, balâgah, ashwât, istima', kalâm, qirâab, kitâbab/inshaha*, and others. The subject or course is a sub-academic of the Arabic language

Based on the above explanation, it can be concluded that the academic subject approach in curriculum development is a set of study materials and learning materials that are systematically arranged in subjects in certain education that are studied by students. This means that each subject will be arranged according to its discipline.

Humanistic Approach in Arabic Language Learning (Theoretical Approach)

The theoretical approach with academic subject theory in Arabic language learning emphasizes mastery of the material based on systematic science (Fadilah & Hamami, 2021). This theory is oriented towards the achievement of academic goals by integrating conceptually and methodologically relevant learning materials. In learning Arabic, this approach focuses on: Language Structure: Understanding grammar, morphology, and syntax that are the basis of

language skills. Scientific Context: Connecting language learning with other disciplines such as Arabic history, literature, and culture. Systematic Methodology: Material is taught in a structured manner through a syllabus designed in logical order from simple to complex (Syaifudin 2019).

This approach is often criticized for focusing too much on the theoretical aspect and underemphasizing communicative skills or practical aspects. Therefore, the application of this approach can be complemented by a functional or humanistic approach to achieve balance in language learning (Afroni and Ristiana, n.d.).

In the Arabic language learning curriculum using this model, several subjects or courses are found such as *nahwu*, *sharaf*, *balâgh*, *ashwât*, *istima'*, *kalâm*, *qirâah*, *kitâbah/ inshaba*, and others. These subjects or courses are sub-academic of the Arabic language.

Academic Subject Approach in Arabic Language Learning (Practical Approach)

The theoretical and practical approach of academic subjects to the learning of Arabic aims to provide an in-depth understanding of the structure and systems of the Arabic language through organized methods. This approach is based on the principle that the curriculum or learning program must be built on the systematization of science (Ridho and Haq, n.d.).

The characteristics of this approach include: Discipline-Based Organization: Learning materials are organized based on a hierarchy of knowledge, such as grammar, morphology, and syntax (Fauzi 2020). Focus on Theoretical Aspects: Prioritize mastery of basic Arabic concepts, including the rules of *nahwu* and *sharaf*, before involving students in communication practice. Targeted Practical Application: Although theoretically oriented, this approach can be integrated with learning practices that involve structured exercises such as reading literary texts or academic documents (Fadilah and Hamami 2021a).

This approach is often combined with practical strategies to help students understand how theory can be applied in real-world situations, making it relevant to develop language competence holistically (Hakim 2021)

Comparison of Humanistic and Academic Approaches

Comparison of humanistic and academic approaches in Arabic language learning:

Table 1. Comparison of humanistic and academic approaches

Aspects	Humanistic Approach	Academic Approach
Key Focus	Student's personal, emotional, and social development	Theoretical mastery of language material and structure
Orientation	Students as active subjects in learning	Students as systematic recipients of material
Method	Dialogue, exploration, simulation, role-playing	Expository, inquiry, syllabus-based learning
Relationship with Teacher	Teachers as facilitators and motivators	Teachers as informants
Evaluation	Focus on the learning process and individual development	Focus on the end result through cognitive assessment
Application Examples	Linking learning to everyday life	Emphasis on grammar such as <i>nahwu</i> and <i>sharaf</i>
Main Objectives	Forming independent, creative, and appreciative students	Provides a strong theoretical basis in Arabic

The Humanistic approach to learning Arabic focuses on creating a fun learning atmosphere and paying attention to the uniqueness of each student. In this approach, attention is paid to the emotional, moral, and social aspects of students to build an appreciation for the Arabic language. Learning is not only aimed at mastering the language, but also developing students' positive

attitudes towards the material studied. Teachers act as facilitators and motivators who support students to become active subjects in the learning process. Learning is more done by interactive and participatory methods, such as discussion, exploration, simulation, or role-playing. Thus, this approach seeks to relate learning to students' daily lives, helping them see the relevance of Arabic in a broader context and increasing their creativity and independence.

On the other hand, the Academic Approach is oriented towards the mastery of knowledge in a systematic and structured manner. The main focus of this approach is to develop students' analytical abilities towards the structure of the Arabic language, such as grammar (nahwu) and morphology (sharaf). This approach emphasizes theoretical understanding and in-depth mastery of the material. In academic learning, students are considered as recipients of the material delivered by the teacher, who plays the role of conveying information. The learning methods used are more formal, such as expository and inquiry, with the aim of providing a strong theoretical foundation. Evaluation in the academic approach focuses more on the final outcome that measures cognitive mastery of the material.

Although these two approaches have different focuses, they can complement each other to create effective Arabic language learning. The Humanistic Approach can enrich the learning experience by prioritizing the emotional and social aspects, while the Academic Approach can provide an in-depth understanding of the language structure required to master Arabic theoretically. By combining these two approaches, learning Arabic not only provides a solid foundation in language mastery, but also pays attention to students' personal, social, and creative development, which in turn will result in more comprehensive and meaningful learning.

CONCLUSION

This research highlights the importance of humanistic and academic approaches in learning Arabic. The humanistic approach focuses on the holistic development of students, including emotional, social, and cognitive aspects, with interactive methods such as discussion and simulation, in which the teacher plays the role of facilitator. Meanwhile, the academic approach emphasizes systematic mastery of material, such as grammar and morphology, with cognitive-based evaluation. These two approaches complement each other, where the academic approach provides a solid theoretical foundation, while the humanistic approach creates relevant and enjoyable learning. Further research is expected to integrate these two approaches applicatively and develop materials that are contextual with Arab culture and involve intensive training for teachers for more effective implementation.

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