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Review of Constructivism Theory In Analyzing Conventional Learning Media for Arabic Subjects

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Abstract

This study explores the use of conventional teaching media in Arabic language instruction at a Madrasah Ibtidaiyah in Kuningan, using constructivist theory as an analytical framework. Employing a qualitative case study approach, data were collected through classroom observations and interviews with teachers and students, then analyzed using the Miles and Huberman model. Findings show that while blackboards and textbooks align with students' cognitive development, their use does not fully support active, collaborative, or reflective learning. Lower-grade students remain teacher-dependent, whereas upper-grade students begin to show autonomy, though collaborative interaction is still minimal. This research highlights the untapped potential of conventional media in resource-limited settings and contributes to the theoretical discourse on constructivism by emphasizing the need for more participatory and contextual learning strategies. It calls for teachers to redesign instruction that integrates constructivist principles with available media to foster deeper student engagement. Future studies should compare conventional and digital media across diverse contexts to further enrich the pedagogical application of constructivist theory in language learning.

Keywords: *conventional learning media, constructivism theory, Arabic*

Abstrak

Penelitian ini mengeksplorasi penggunaan media pengajaran konvensional dalam pembelajaran bahasa Arab di Madrasah Ibtidaiyah di Kuningan, dengan menggunakan teori konstruktivis sebagai kerangka analisis. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui observasi kelas dan wawancara dengan guru dan siswa, kemudian dianalisis menggunakan model Miles dan Huberman. Temuan menunjukkan bahwa meskipun papan tulis dan buku teks selaras dengan perkembangan kognitif siswa, penggunaannya tidak sepenuhnya mendukung pembelajaran aktif, kolaboratif, atau reflektif. Siswa kelas bawah masih bergantung pada guru, sementara siswa kelas atas mulai menunjukkan otonomi, meskipun interaksi kolaboratif masih minim. Penelitian ini menyoroti potensi media konvensional yang belum dimanfaatkan dalam lingkungan terbatas sumber daya dan berkontribusi pada wacana teoretis tentang

konstruktivisme dengan menekankan perlunya strategi pembelajaran yang lebih partisipatif dan kontekstual. Penelitian ini mendorong guru untuk mendesain ulang pembelajaran yang mengintegrasikan prinsip-prinsip konstruktivis dengan media yang tersedia guna mendorong keterlibatan siswa yang lebih mendalam. Penelitian selanjutnya sebaiknya membandingkan media konvensional dan digital dalam berbagai konteks untuk lebih memperkaya penerapan pedagogis teori konstruktivis dalam pembelajaran bahasa.

Kata Kunci: *media pembelajaran konvensional, teori konstruktivisme, bahasa Arab*

INTRODUCTION

Learning is an active process that involves interaction among teachers, students, and the learning environment to achieve understanding. Suyono and Hariyanto[1], explain that learning is an individual's effort to achieve comprehensive behavioral change as a result of personal experiences through interaction with the environment. In the current educational context, learning approaches have shifted from being teacher-centered to student-centered[2]. In this learning process, teachers act as facilitators, while students are given the opportunity and means to form their knowledge through experience and reflection[3]. This change in orientation requires adjustments in learning strategies, including approaches, methods, and underlying theories. One learning approach that aligns with modern education is the constructivist theory.

In constructivist theory, learning is understood as an active process of constructing meaning based on the learner's own experiences, whereby students can discover and process complex information independently, and examine new information in light of their existing experiences[4]. According to Piaget as cited in Hapudin[5], learning is considered successful when it is adapted to the child's cognitive development stage through the processes of assimilation and accommodation, addressing the imbalance between prior knowledge and new experiences.

[1] Ndaru Kukuh Masgumelar and Pinton Setya Mustafa, "Teori Belajar Konstruktivisme Dan Implikasinya Dalam Pendidikan," *Ghaitsa: Islamic Education Journal* 2, no. 1 (2021): 49–57, https://doi.org/10.62159/ghaitsa.v2i1.188.

[2] Lisnawati Lisnawati, "Urgensi Pendidikan Islam Dalam Membentuk Karakter Siswa Di Era Revolusi Industri 4.0," *Jurnal al Muta'aliyah: Pendidikan Guru Madrasah Ibtidaiyah* 1, no. 01 (2021): 37–48, https://doi.org/10.51700/jie.v7i01.152.

[3] Khoirun Nisa, "Transformasi Pembelajaran Bahasa Arab Melalui Metode Teori Konstruktivistik," *Jurnal Penelitian Pendidikan Indonesia* 2, no. 1 (2024): 394–409.

[4] Herie Saksono et al., *Teori Belajar Dalam Pembelajaran* (Cendikia Mulia Mandiri, 2023).

[5] H Muhammad Soleh Hapudin, *Teori Belajar Dan Pembelajaran: Menciptakan Pembelajaran Yang Kreatif Dan Efektif* (Prenada Media, 2021).

Meanwhile, Vygotsky views that knowledge cannot simply be transferred from the teacher's mind to the student's mind; instead, students have an active role according to their cognitive stage. Additionally, social support through interaction is a key factor in the learning process[6]. Therefore, the constructivist approach not only emphasizes the internal processes within the student but also underscores the importance of the social environment as a supportive factor in learning.

The implications of constructivist theory are evident in language learning, including Arabic. In Arabic language learning, the constructivist approach is particularly relevant to apply because language is not merely a set of structures and vocabulary, but a means of communication closely linked to culture, experience, and social interaction[7]. This is also demonstrated by Haerullah et al.[8] in their research, which shows that the constructivist approach can enhance students' understanding and active participation in Arabic language learning within an Islamic higher education setting. Therefore, Arabic language learning is not sufficient with merely memorizing vocabulary and grammatical structures, but also allows students the opportunity to understand and apply the language in real-life contexts, both oral and written[9]. To achieve this contextual language learning experience, appropriate learning strategies and tools are required, including the use of learning media. One of the efforts made is the development of fun and interactive media, such as the use of domino cards in *mufradāt* learning through the Teams Games Tournament (TGT) model, which has been proven to increase student interest and participation.[10]

However, the facts on the ground show that the use of learning media that supports the constructivist approach is not yet fully optimal, especially at the elementary level. In Arabic language learning, the media used is still dominated by conventional media such as whiteboards and textbooks. This is reinforced by the findings of interviews with Arabic language teachers from two private Islamic schools

[6] Omon Abdurakhman and Radif Khotamir Rusli, "Teori Belajar dan Pembelajaran," *Didaktika Tauhidi: Jurnal Pendidikan Guru Sekolah Dasar* 2, no. 1 (2015).

[7] Daud Lintang Al Yamin, "Bahasa Arab Sebagai Identitas Budaya Islam Dan Pemersatu Keberagaman Suku," *Ta'limi | Journal of Arabic Education and Arabic Studies* 2, no. 1 (2023): 73–86, https://doi.org/10.53038/tlmi.v2i1.60.

[8] Ira Safira Haerullah et al., "Constructivism in Arabic Language Pedagogy: An Exploration through Islamic Higher Education Settings," *ELOQUENCE : Journal of Foreign Language* 3, no. 1 (2024): 10–25, https://doi.org/10.58194/eloquence.v3i1.1495.

[9] Nisa, "Transformasi Pembelajaran Bahasa Arab Melalui Metode Teori Konstruktivistik."

[10] Alvia Hairunisa and Maman Abdurrahman, "Penggunaan Model Pembelajaran Teams Games Tournament Berbantuan Media Kartu Domino Dalam Pembelajaran Mufradāt," *Jurnal Pendidikan Dan Pembelajaran Indonesia (JPPI)* 4, no. 3 (2024): 904–18.

in Kuningan, which revealed that the use of media is still limited, and digital teaching media are not yet being optimally utilized. Amid the rapid development of educational technology, this situation raises the question of whether conventional media can still play a strategic role in supporting active and meaningful learning. The assumption that digitalization automatically replaces conventional media because they are considered less interactive, less effective in building understanding, and less relevant to the times[11], calls for a critical examination of the position and role of conventional media. This is particularly important, as not all educational institutions have the necessary digital infrastructure, and elementary school students require straightforward and concrete learning approaches.

Considering these facts, it is essential to reassess the extent to which conventional media can facilitate the achievement of active, meaningful, and contextual learning objectives for students. To date, no studies have specifically examined the use of conventional teaching media in Arabic language learning in Islamic-based elementary schools from a constructivist perspective. The lack of similar research in Islamic-based elementary schools that still use conventional media may be due to researchers' tendency to focus more on digital media innovations in elite or urban schools. Such schools are often overlooked in academic studies, despite remaining an everyday reality in many elementary education institutions across Indonesia. Therefore, this research is important to examine how conventional media can be optimized to support learning that prioritizes student-centered, collaborative, and contextual learning activities.

The reviewed studies collectively underscore the ongoing discourse on the effectiveness of conventional learning media in diverse educational settings. Rahmawati et al.,[12] analyzed the alignment of traditional media with constructivist learning theory in primary school thematic instruction. Similarly, Nurgiansah[13] explored the role of conventional media in enhancing student interest within civic

[11] Shofa Musthofa Khalid et al., "Analysis of Arabic Teaching Books Class X with Praxeology Approach," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 10, no. 1 (2023): 63–75; Sayuthi Atman Said and Ahmad Hashif Ulwan, "Integration of Technology in Learning Arabic Language: Mumtaz Method Textbook with Interactive Power Point Features," *Alsuniyat: Jurnal Penelitian Bahasa, Sastra, Dan Budaya Arab* 6, no. 2 (2023): 146–58.

[12] Annisa Rahmawati et al., "Analisis Penggunaan Media Dalam Pembelajaran Tematik Ditinjau Dari Teori Belajar Konstruktivisme Di Kelas V Sekolah Dasar," *Didaktika Dwija Indria* 9, no. 1 (2021).

[13] T Heru Nurgiansah, "Meningkatkan Minat Belajar Siswa Dengan Media Pembelajaran Konvensional Dalam Pembelajaran Pendidikan Kewarganegaraan," *Jurnal Pendidikan Dan Konseling* 4, no. 3 (2022): 1529–34.

education, emphasizing motivational impact.. Wijaya & Makraja[14] compared digital and conventional approaches in Islamic religious education, highlighting contextual integration in local schooling. Rosyada et al.,[15] conducted a comparative analysis between audiovisual and traditional media for Arabic vocabulary acquisition, indicating divergent pedagogical outcomes. Xiang et al.[16] broadened the scope by investigating digital versus non-digital game-based math learning through the lenses of intrinsic motivation and cognitive load.

While these studies provide valuable insights, the majority are experimental or comparative in nature, with a strong emphasis on subject-specific implementation. A critical gap remains in the comprehensive theoretical and practical examination of conventional media across varied instructional domains, particularly outside the scope of comparative testing. This research seeks to address that lacuna by contributing a broader analytical perspective on the pedagogical utility of conventional learning media.

This study is unique because it does not focus on media innovation or comparative experiments, but instead examines in depth how conventional media, which have been used for a long time, can still be optimized for Arabic language learning based on constructivist theory. Another unique aspect of the study lies in its context, which focuses on Islamic elementary education units that still rely on simple teaching media but have not received much attention in similar studies. Furthermore, this research presents a different approach by placing social interaction, active student participation, and meaning construction as benchmarks for the functionality of learning media, rather than merely assessing effectiveness from the perspective of learning outcomes.

With this background, this study aims to explore the use of conventional teaching media in Arabic language learning at an elementary madrasah in Kuningan through a constructivist learning theory approach. The results of this study are

[14] Asep Wijaya and Fahmi Makraja, "Implementasi Media Pembelajaran Berbasis Digital dan Konvensional pada Pembelajaran PAI di SDN 32 Rejang Lebong," *Jurnal Tarbiyah Almuslim* 2, no. 1 (2024): 38–54.

[15] Amrina Rosyada et al., "Komparasi Media Pembelajaran Berbasis Audio Visual Dengan Media Konvensional Dalam Penguasaan Kosakata Bahasa Arab," *Al Mitsali : Jurnal Penelitian Dan Pendidikan Bahasa Arab* 4, no. 1 (2024): 93–105, https://doi.org/10.51614/almitsali.v4i1.423.

[16] Mengtong Xiang et al., "Acquisition of Math Knowledge in Digital and Non-Digital Game-Based Learning Classrooms: Impact of Intrinsic Motivation and Cognitive Load," *Entertainment Computing* 52 (2025): 100869.

expected to provide new insights for educators in optimizing the use of conventional media and enriching their understanding of the role of media in improving the quality of Arabic language learning.

METHOD

This study employs a qualitative approach, which focuses on the processes and understanding of events related to human and social interactions obtained through descriptive data, emphasizing the natural principles of a process without manipulation[17]. The research method chosen is a case study, as this approach enables the exploration of phenomena within real-life contexts, taking into account various factors that influence the learning process[18]. This study aims to explore the practice of using conventional teaching media in Arabic language learning at the Madrasah Ibtidaiyyah level through the lens of constructivist learning theory. The research focuses on two main research questions: the types and characteristics of conventional learning media used and the analysis of the use of conventional teaching media in the Arabic learning process based on constructivist theory.

This study was conducted in one of the Madrasah Ibtidaiyyah in Kuningan Regency. Data were collected through observation and interviews. Observation was carried out by directly observing the Arabic language learning process without the researcher's active involvement in classroom activities. Meanwhile, structured interviews were conducted with Arabic language teachers and students to gain a deeper understanding of the effectiveness and challenges associated with using conventional learning media in schools. The interview participants in this study consisted of three Arabic language teachers, namely Mrs. (IS 1–2), Mrs. (SS-3), and Mr. (DR 4–6), as well as 30 students consisting of students in grades I, IV, and VI. The students were selected purposively to represent lower, middle, and upper levels, taking into account diversity in abilities. The characteristics of the students, interviewed are summarized in the following table 1.

[17] Muhammad Rijal Fadli, "Memahami Desain Metode Penelitian Kualitatif," *Humanika, Kajian Ilmiah Mata Kuliah Umum* 21, no. 1 (2021): 33–54.

[18] Dimas Assyakurrohim et al., "Metode Studi Kasus Dalam Penelitian Kualitatif," *Jurnal Pendidikan Sains Dan Komputer* 3, no. 01 (2023): 1–9.

Table 1. Respondents profile

Grade	Number of Students	Gender	Age	Criteria	Language Ability Characteristics Arabic Language
I	10	4M/6F	7 years old	Different levels of ability	Introduction to letters and basic vocabulary
IV	10	4M/6F	10 years old		Reading and writing short sentences
VI	10	5M/5F	12 years old		Understanding the meaning in simple texts

Note: M = Male, F = Female

Before conducting the research, the researcher obtained official permission from the madrasah through its principal. All participants involved, both teachers and students, gave their consent to participate in this study. For underage students, consent was also obtained from their parents or guardians. The researcher ensured the confidentiality of participants' identities by using pseudonyms and keeping all collected data for academic purposes only.

The data validity testing technique in this study employed source triangulation and technique triangulation. The data analysis followed the stages proposed by Miles and Huberman, namely data collection, data reduction, data display, and conclusion drawing. Furthermore, the data were analyzed based on learning indicators developed from constructivist theory, which include (1) teacher-student interaction, (2) student response and collaboration in learning, and (3) reconstruction of student experiences and learning outcomes.

DISCUSSION

Constructivism theory is one of the approaches in modern learning studies that views the learning process as an active, student-centered activity. From this perspective, students construct their knowledge by actively engaging in the processing of information, drawing on their prior knowledge and interactions with the surrounding environment[19]. Piaget stated that students go through two important processes in making sense of their experiences: assimilation and accommodation[20]. Assimilation is the process by which students integrate new experiences into their existing cognitive structures or schemata. Meanwhile, accommodation refers to the

[19] Jean Piaget, *The Child's Construction Of Reality. Philosophy, Psychiatry And Neuroscience: Three Approaches To The Mind. A Synthetic Analysis Of The Varieties Of Human Experience*, vol. 93 (Clarendon Press, 1989).

[20] Paul Suparno, *Teori Perkembangan Kognitif Jean Piaget* (Kanisius, 2001).

adjustment of cognitive structures to new experiences, which may involve adapting or modifying existing knowledge.

Meanwhile, Vygotsky argued that in constructivist learning, students play an active role in the learning process according to their cognitive stage, where students acquire knowledge through interaction and support from others. In addition, culture and language are also essential components in guiding students toward meaningful knowledge[21]. Based on this thinking, Vygotsky also developed the concept of the Zone of Proximal Development (ZPD) and scaffolding, which emphasize the importance of social interaction and support in helping students achieve higher levels of understanding. According to him, constructivist learning emphasizes four main principles: social learning, where students learn through social interaction; the zone of proximal development (ZPD), which is the area of development that can be achieved with assistance; cognitive apprenticeship, which involves learning through gradual guidance in line with students' cognitive abilities; and mediated learning, where understanding is supported sufficiently to help students solve problems[22].

Conventional Learning Media Used in Arabic Language Subjects

Conventional teaching media used in Arabic language learning in one of the Madrasah Ibtidaiyyah in Kuningan are whiteboards and textbooks. In upper grades (grades 4-6), teachers more often use whiteboards to write vocabulary, example sentences, or explanations of the material, as this is considered to help students understand the structure of the language independently. Meanwhile, in lower grades (grades 1-3), teachers rely more on textbooks because of the colorful illustrations and basic vocabulary that attract students' attention and help them recognize meanings visually[23]. This is supported by the results of an interview with an Arabic language teacher and student, Mrs. SS-3, conducted on February 17, 2025. She stated:

> *"The media used are only the whiteboard and the textbook; vocabulary cards are not made because lower-grade students have not yet mastered reading skills. Therefore, the vocabulary is usually read aloud by the teacher and memorized by the students, so it is not made into cards."* (Mrs. SS-3, personal interview)

[21] Lev S Vygotsky, *Mind in Society: The Development of Higher Psychological Processes*, vol. 86 (Harvard university press, 1978); Lev S Vygotsky, *Thought and Language*, vol. 29 (MIT press, 2012).

[22] Peter Smagorinsky, "Vygotsky," *Journal of Language and Literacy Education* 8, no. 1 (2012): 1–25.

[23] Aceng Jaelani, "Pengaruh Penggunaan Media Gambar Terhadap Hasil Belajar Siswa Pada Mata Pelajaran Bahasa Arab Di Kelas II MI Al Hidayah Guppi Kota Cirebon," *Tarbawi* 1, no. 1 (2017).

These media are used to achieve graduate learning outcomes (GLO), specifically enabling students to understand Arabic vocabulary, linguistic rules, and Arabic texts and to practice them in sentences according to the theme or chapter being studied[24]. This is based on an interview with the school principal, who is also the Arabic language teacher, Mr. (DR 4-6), conducted on February 19, 2025. He stated that

> *"At the Madrasah Ibtidaiyah level, students are guided to understand and memorize Arabic vocabulary. At the lower level, Arabic language learning places a greater emphasis on memorization. At the upper level, the emphasis begins to shift toward introducing dhammir (pronouns)."* (Mr. DR 4-6, personal interview)

These media were chosen not only because they are always available, easy to use, and do not require specialized technological facilities but also because they support the direct involvement of teachers and students. The reason is that most students still require direct guidance from teachers, especially in lower grades, which can be effectively facilitated through conventional media and the utilization of the environment around students. In lower grades (grades 1-3), visual and concrete approaches are prioritized, while in upper grades (grades 4-6), more conceptual and systematic approaches become the primary focus. Teachers also use real objects in the students' surroundings to explain concepts. This was also mentioned by the Arabic language teacher, Mrs (SS-3), in an interview conducted on February 17, 2025, stating that to aid students' understanding, teachers provide examples of other vocabulary from the material, such as wall colors, whiteboards, and other objects in the vicinity.

Table 2. Summary of types and characteristics of conventional teaching media

Teaching Media	Characteristics	Dominant Grade Level	Reasons for Use
Whiteboard	Conveys vocabulary, sentence structure, and teacher's notes.	Grades (4–6)	Supports logical and systematic understanding
Textbooks	Color illustrations and basic vocabulary	Grades (1–3)	Captures students' attention and suits the early stages of reading
Real objects	Used as examples of vocabulary directly from the surrounding environment	All grades, predominantly lower grades (1–3)	Supports visualization and concrete associations

[24] Mirza Mahfud and Ahmad Reza, *Analysis o f Book Content " Ayo Belajar Bahasa Arab " For t He First Grade of Primary School*, 3, no. 2 (2024).

Table 2. summarizes the types and characteristics of conventional teaching media used in Arabic language learning at Madrasah Ibtidaiyah, based on the results of observation and interviews. The difference in approach between lower and upper grades reflects the adaptation of media to students' cognitive development stages.

Conventional whiteboards remain relevant because they can support material explanations, drawing, and evaluation while also developing students' creative, spatial, and critical thinking skills[25]. The selection of this media aligns with Edgar[26] opinion that the most concrete learning occurs through direct experience, which also corresponds to the cognitive stages of elementary school-aged children[27]. According to Piaget, students aged 7–11 years are in the concrete operational stage, so they require a learning approach that involves real experiences and practical logic[28]. However, Mubarak et al.[29] showed in their research that limitations in teaching methods and media for Arabic language learning at the upper elementary school level can reduce motivation and hinder the achievement of competencies. Therefore, innovation in the use of teaching media is needed, including at the upper-grade level (grades 4-6). This is supported by the findings of Basuni[30], which showed that interactive whiteboards are more effective in enhancing students' understanding and interest in learning in the first grade of elementary school. These implications highlight the importance of creatively developing conventional media to make them more interactive and aligned with constructivism principles.

Therefore, from the perspective of constructivist theory and Edgar Dale, the conventional teaching media used in this Madrasah Ibtidaiyyah are suitable for the cognitive development stage of primary school students who are in the concrete

[25] Sugeng Sutiarso, "Optimalisasi Penggunaan Papan Tulis Dalammeningkatkan Hasil Belajar Siswa," *Seminar Nasional Pendidikan FKIP Unila 2020, Dengan Tema "Pembelajaran Abad 21: Mencapai Kompetensi Pendidikan Generasi Emas 2045",* 14, no. 5 (2016): 1–5.

[26] Qing Zhang et al., "Dr. Edgar Dale," *TechTrends* 63, no. 3 (2019): 240–42.

[27] fathonah Satria Putri Dewi, "Konsep Perkembangan Kognitif Anak Usia Sekolah Dasar Dalam Implementasi Pembelajaran Menurut Teori Jean Piaget (Telaah Buku Teori Perkembangan Kognitif Jean Piaget)," preprint, UIN Raden Intan Lampung, 2022. Fathonah Satria Putri. Konsep Perkembangan Kognitif Anak Usia Sekolah Dasar Dalam Implementasi Pembelajaran Menurut Teori Jean Piaget (Telaah Buku Teori Perkembangan Kognitif Jean Piaget). UIN Raden Intan Lampung, 2022.

[28] Hapudin, *Teori Belajar Dan Pembelajaran: Menciptakan Pembelajaran Yang Kreatif Dan Efektif*.

[29] Muslim Mubarok et al., "Analisis Penerapan Metode Pembelajaran Bahasa Arab Kelas IV," *Academicus: Journal of Teaching and Learning* 1, no. 1 (2022): 1–10.

[30] Akhmad Basuni et al., "Evaluasi Keefektifan Pemanfaatan Papan Tulis Interaktif Dalam Pembelajaran Kosakata Bahasa Indonesia Pada Siswa Kelas Satu SD," *JIM: Jurnal Ilmiah Mahasiswa Pendidikan Sejarah* 8, no. 3 (2023): 2790–98.

operational phase. However, its use is still limited to a few types of media, such as whiteboards and textbooks, so it is not yet able to accommodate the diverse learning styles of students. The success of learning depends heavily on how teachers design and implement teaching methods and strategies that are appropriate for the needs of the class. Therefore, optimizing conventional media is necessary for media development[31] as well as for innovative use that encourages active student engagement and supports reflective and contextual learning, as emphasized in the principles of constructivism[32].

The Use of Conventional Teaching Media in the Arabic Language Learning Process

1) Teacher-Student Interaction

Teaching media in Arabic language subjects in Madrasah Ibtidaiyyah has been used by teachers since the beginning of learning, with various interactions between teachers and students that differ according to grade level. In the lower grades (grades 1-3), the interaction tends to be one-way and dominated by the teacher's active role as a guide (Picture 2). The teacher begins the lesson with greetings and checking attendance using Arabic, then proceeds with *murāja'ah* activities and recitation of new *mufradat*. Students only follow the teacher's direct and structured directions, such as repeating the vocabulary together and copying into a notebook, indicating a one-way interaction pattern. However, observations showed that some students began to respond independently, such as asking questions or attempting to answer questions related to the material without being prompted (answering exercises on the blackboard), although this was still on a limited scale (picture 2). This suggests that the teacher's role is highly dominant, serving as the primary guide, while students' participation remains limited, acting as recipients of information.

[31] Muhimmatul Mukarromah, "Tathwiir Al-Kitaab al-Madrasiyy Li al-Qawaaid al-'Arabaiyyat Li Thullaab Qism Ta'liim al-Lughat al-'Arabiyyat Bi al-Jaami'ah," *Tsaqofiya: Jurnal Pendidikan Bahasa Dan Sastra Arab* 1, no. 2 (2019): 51–68; Sutiarso, "Optimalisasi Penggunaan Papan Tulis Dalammeningkatkan Hasil Belajar Siswa."

[32] Rahmawati et al., "Analisis Penggunaan Media Dalam Pembelajaran Tematik Ditinjau Dari Teori Belajar Konstruktivisme Di Kelas V Sekolah Dasar."

Picture 1. Teacher-Student Interaction in the Arabic Language Learning Process

Meanwhile, in the upper grades (grades 4-6), teachers began to give students more room for participation. Teachers continued to lead the learning process, but students began to show active participation. In reading and translation activities, students not only mention words they do not understand but also begin to actively explain certain parts of the material to the class and answer the teacher's questions independently. This change suggests that teacher-student interaction in learning is evolving into a more meaningful two-way exchange. Teachers continue to lead the learning process, but the communication pattern becomes more dialogical and participatory. This shows a shift from a teacher-centered communication pattern toward more active student involvement, which aligns with their cognitive development and independent thinking. This is also reinforced by an interview with a student (DA) conducted on February 20, 2025, who stated that

> *"I was once asked to come forward to write the material on the whiteboard. Then, I explained the parts I did not understand, and afterward, I answered questions from the teacher." (DA)* (Student DA, personal interview)

Table 3. Summary of findings interaction between teachers and students

Aspects observed	Lower grades (1–3)	Upper grades (4–6)	Data source
Teacher-student interaction	One-way interaction, with teachers dominating the process by giving directions and explanations. Students respond by following the teacher's directions.	Two-way interaction begins to form. Teachers provide space for questions and discussion. Students answer questions, ask for clarification, and explain the material independently.	Classroom observation
Teacher Role as Facilitator (Scaffolding)	Teachers are very dominant and actively guide the entire learning process.	Teachers continue to lead the learning process, but begin to provide space and act as facilitators in students' exploration of knowledge.	Classroom observation
Cognitive Independence through Social Interaction	Students show dependence on the teacher's guidance. Questions or initiatives arise only when stimulated by the teacher.	Students are more active in initiating interactions, such as asking questions, explaining the material, and responding to the teacher's questions.	Classroom observation and student interviews

Table 3. above illustrates the differences in interactions and roles between grade levels, indicating a transition from teacher-centered learning to a more

participatory and dialogic pattern, consistent with the increase in students' cognitive independence. Interactions in lower grades (grades 1–3) tend to be limited to responding to teacher instructions, while in upper grades (grades 4–6), students begin to express opinions, ask questions, and respond actively and independently. These differences underscore the greater need for scaffolding in lower grades (grades 1–3), whereas students in upper grades (grades 4–6) begin to demonstrate readiness to build understanding independently through more meaningful social interactions.

This finding aligns with Ormrod[33], who explain that Vygotsky emphasizes the importance of social interaction as a key element in the learning process, contributing to the formation of individual understanding. At the early stages of development, children exhibit simple thinking and language skills, which then evolve through their participation in social activities. These social activities foster the development of more complex mental abilities, which are gradually integrated into the child's cognitive structure. Taylor[34], argues that a student can achieve their developmental potential through social interaction, including assistance from teachers or peers. With the support of others, students can tackle tasks that they have not yet mastered but which are still within their reach. This assistance is also known as scaffolding, where guidance from more experienced individuals enables learners to build their knowledge and skills gradually. In this context, the teacher's role as a facilitator and guide remains dominant; however, the interactions that occur allow students to gradually build their understanding in line with the zone of proximal development (ZPD).

Therefore, the interactions built into Arabic language learning in Madrasah Ibtidaiyyah have not fully met the main principles of constructivist theory. Question-and-answer activities have begun to emerge, but teacher dominance remains strong, particularly in lower grades (grades 1–3). At this level, students rely on how teachers guide the learning process; if teachers only provide simple stimuli, students' responses are limited to what the teacher offers[35]. Conversely, in upper grades

[33] Listiana Dewi and Endang Fauziati, "Pembelajaran Tematik Di Sekolah Dasar Dalam Pandangan Teori Konstruktivisme Vygotsky," *Jurnal Papeda: Jurnal Publikasi Pendidikan Dasar* 3, no. 2 (2021).

[34] Amna Saleem et al., "Social Constructivism: A New Paradigm in Teaching and Learning Environment," *Perennial Journal of History* 2, no. 2 (2021): 403–21, https://doi.org/10.52700/pjh.v2i2.86.

[35] Nurhayani Nurhayani and Dewi Salistina, *Teori Belajar Dan Pembelajaran*, Gerbang Media, 2022.

(grades 4–6), student activity began to be seen, supported by teachers who provided space for students to express their understanding or explore problems independently[36]. Although not yet fully active, students showed progress in their learning roles, reflecting a gradual process of knowledge internalization. Student learning in the upper grades (grades 4–6) begins to shift toward active learning that fosters students' thinking skills through social engagement. This further reinforces Vygotsky's constructivist principle of the zone of proximal development (ZPD), which posits that lower-grade students (grades 1–3) still require direct assistance from teachers to develop their understanding, whereas upper-grade students (grades 4–6) have begun to move beyond this dependency. More dynamic interactions in upper grades (grades 4–6) suggest that students have undergone cognitive development and are starting to construct knowledge more autonomously.

2) Student Response and Collaboration in Learning

Student response and collaboration in Arabic language learning using conventional media at this Madrasah Ibtidaiyyah showed differences between grade levels. In the lower grades (grades 1–3), students showed passive responses in the form of guided participation, such as reading with the teacher, copying vocabulary from the blackboard, and answering questions based on direct stimuli from the teacher. Student interest increases when the teacher uses visual media or connects vocabulary with concrete objects in the surroundings. This is reinforced by the results of interviews with teacher, Mrs. (IS 1–2) on February 17, 2025, that.

> *"The students' response is quite good. Many ask questions during the lesson, for example, about pictures or vocabulary."* (Mrs. IS 1–2, Personal interview)

Meanwhile, in the upper grades (grades 4–6), students' responses showed active engagement through more independent participation in learning. They actively took notes, translated Arabic texts, and answered the teacher's questions without being asked first. This illustrates the growth of learning awareness and the ability to explore and understand more independently. This is reinforced by the results of an interview with a student (HA) conducted on February 20, 2025, who said that.

> *"At first, we do murāja'ah (review) together, then ustadz explains the text material. After that, we read briefly, and then we are randomly asked to translate it together."* (Student HA, Personal interview)

[36] Rahmawati et al., "Analisis Penggunaan Media Dalam Pembelajaran Tematik Ditinjau Dari Teori Belajar Konstruktivisme Di Kelas V Sekolah Dasar."

Direct collaborative activities between students in the classroom are still minimal and tend to be poorly facilitated. There are no group discussions or explicit cooperation in completing tasks together. Mrs. (IS 1-2) explained in an interview on February 17, 2025, that collaboration occurs only in the form of paired dialogue exercises conducted in front of the class, and even then, it is only occasional. The teacher explained that the limited collaboration in the classroom was due to a teacher-centered learning design, a lack of space or time allocated for horizontal student interaction, and an overreliance on textbook structures. As a result, students often lack explicit opportunities for collaboration in the classroom. However, collaboration does appear informally outside of class hours among upper-grade students (grades 4–6), such as when they help each other with homework or discuss lesson material before class begins. This is based on an interview with a student (NA) on February 19, 2025, who stated that students often discuss and collaborate on homework together before class begins.

Table 4. Summary of findings on student response and collaboration in learning

Aspects observed	Lower grades (1–3)	Upper grades (4–6)	Data Sources
Student Responses	Passive responses: students follow the teacher's instructions. Interest increases when the teacher uses visual media.	Active responses: students are more independent in taking notes, translating texts, and answering questions without direct guidance.	Classroom observation, teacher and student interviews
Collaboration in Learning	No direct collaboration was observed in the classroom. Learning is individualized, with students working independently under the guidance of their teacher.	Collaboration does not occur in the classroom, but informally emerges outside of class hours through discussions and group work.	Classroom observation, teacher and student interviews

Table 4. above shows the differences in student response and collaboration between grade levels in Arabic language learning using conventional teaching media. In lower grades (1–3), student responses tend to be passive, as evidenced by guided participation and dependence on teacher stimuli. In contrast, in upper grades (4–6), student responses are more active and independent, as evidenced by their ability to acquire knowledge independently without direct teacher guidance. Although collaboration is not yet evident in the classroom, informal forms of cooperation among students begin to emerge outside of class hours, particularly in the upper grades (4–6). This indicates that even though collaboration is not directly facilitated

in classroom learning activities, students still demonstrate initiative to learn together independently outside of official class hours.

The constructivist approach, as outlined by Piaget and Vygotsky, encourages students to participate independently and creatively in their learning rather than simply receiving information from teachers. Teachers only act as facilitators by providing stimuli and creating a conducive learning environment. According to Sagala[37], in constructivist learning, students are expected to build their understanding through questioning, exploration, and critical evaluation of the information they obtain. The teacher acts as a facilitator, supporting this process by providing stimuli and creating a conducive learning environment. Moreover, this approach strongly supports cooperative learning, which is based on collaboration and interaction among students[38].

Thus, responses of upper-grade students in Arabic language learning at this Madrasah Ibtidaiyyah are more ideal and better aligned with constructivist principles compared to those of lower-grade students. This is because upper-grade students are given more autonomy and independence to develop their understanding[39]. While in the lower grades, student responses are very dependent on guidance from the teacher and cannot yet be independent. They only respond according to directions from the teacher, such as reading, writing, and answering questions. This is because the cognitive independence of lower-grade students does not yet exist; therefore, in the process of obtaining knowledge, the teacher still plays a dominant role.

Collaboration in Arabic language learning at this Madrasah Ibtidaiyyah has not been fulfilled in a manner consistent with the social constructivist approach. Collaboration among students mostly occurs informally outside of class hours. This is due to learning that is poorly facilitated and supported by collaborative activities, such as discussions, group work, and structured problem-solving in the classroom. This is inconsistent with the view of Mohammed et al.[40], who state that social

[37] Abdurakhman and Rusli, "Teori Belajar Dan Pembelajaran."

[38] Clif Kussmaul and Tammy Pirmann, "Guided Inquiry Learning with Technology: Investigations to Support Social Constructivism," *International Conference on Computer Supported Education, CSEDU - Proceedings* 1, no. Csedu (2021): 483–90, https://doi.org/10.5220/0010458104830490.

[39] Rahmawati et al., "Analisis Penggunaan Media Dalam Pembelajaran Tematik Ditinjau Dari Teori Belajar Konstruktivisme Di Kelas V Sekolah Dasar."

[40] Mohammed et al., "The Role of Constructivism in the Enhancement of Social Studies Education," *Journal of Critical Reviews* 7, no. 7 (2020): 249–56, https://doi.org/10.31838/jcr.07.07.41.

constructivism emphasizes learning built through interaction with teachers and peers. According to this perspective, learning should be designed with scaffolding, which is temporary assistance from teachers or peers to help students reach their zone of proximal development[41].

Although students have the freedom to construct knowledge, the role of teachers remains crucial in designing learning experiences that facilitate exploration and collaboration. Without planning from teachers, collaborative activities among students tend not to be optimally facilitated. Therefore, the practical implication that can be drawn is that teachers need to reconstruct their teaching strategies by integrating activities such as group work[42], two-way discussions, or role-playing[43]. These strategies not only encourage collaboration and interaction among students but also strengthen the active construction of knowledge. Additionally, conventional learning media also need to be developed and optimized, as teaching materials are an important tool in supporting exploration and interaction[44]. Thus, the learning process will align more effectively with the principles of social and cognitive constructivism in a balanced manner.

3) Reconstruction of Student Experiences and Learning Outcome

At this Madrasah Ibtidaiyyah, students enhance their Arabic language skills through various learning activities. At the lower levels (grades 1-3), students are more often engaged in passive activities and tend to be directly directed by the teacher, such as in listening activities, copying vocabulary, and answering simple questions. These activities demonstrate that students are still building experiences through direct instruction, and learning occurs in a more structured setting with frequently repeated activities. In linking new material with prior knowledge, the teacher remains the center of knowledge, guiding students to recite vocabulary (*murājaah*) and connecting the material to concrete objects around them. This can be observed when the teacher points to a colored object in the classroom and asks for its

[41] Smagorinsky, "Vygotsky."

[42] Fatkur Rachmawati and Nurul Latifatul Inayati, "Analisis Strategi Pembelajaran Bahasa Arab Di SMP Muhammadiyah Darul Arqom Karanganyar," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 7, no. 1 (2025): 193–209, https://doi.org/10.21154/sfz2c370.

[43] A Alifi et al., "Optimalisasi Pembelajaran Muhadatsah Materi Al-Mihnah Pada Kelas IV MINU Tropodo Waru Sidoarjo Melalui Penerapan Metode Role Playing," *Jurnal Ilmiah Profesi Pendidikan* 9 (2024): 620–26.

[44] Putri Kumala Dewi and Nia Budiana, *Media Pembelajaran Bahasa: Aplikasi Teori Belajar Dan Strategi Pengoptimalan Pembelajaran* (Universitas Brawijaya Press, 2018).

name in Arabic, and then the students answer in unison. Vocabulary repetition and the use of concrete objects are the primary strategies employed by teachers to help students build meaning[45]. This is corroborated by the results of an interview with teacher Mrs. (SS-3) on February 17, 2025, which indicates that the teacher also utilizes objects as examples of vocabulary and invites students to share their knowledge. For example, when discussing colors, the teacher asked students questions by pointing to objects in the classroom.

Meanwhile, in the upper grades (grades 4-6), students gain more independent learning experiences through questioning, reading, and note-taking activities. Learning begins to open up space for students to connect the material with their own experiences. Teachers not only relate new lessons to material that has been learned through memorized *Murājaah* but also direct students to understand the meaning of vocabulary in context through joint discussions and active question-and-answer sessions. This activity demonstrates that learning in the upper grades (grades 4-6) no longer focuses solely on memorization, but instead provides space for students to relate the material to their own experiences. This is reinforced by a student's statement (SH) in an interview conducted on February 20, 2025, which indicates that teachers often engage in *murājaah* by asking students questions related to vocabulary or previous material. In addition, learning is also linked to students' real experiences to strengthen understanding. Additionally, learning is connected to students' daily lives through reading texts. The teacher not only translates the content of the text but also conveys its benefits and Islamic values, simplifying the meaning through concrete examples, so that the lesson's content is easier to understand. This approach demonstrates that teachers strive to connect students' learning experiences with the real-world contexts they encounter.

Table 5. Summary of findings on reconstruction of students' learning experiences and outcomes

Aspects observed	Lower Grade (1-3)	Upper Grade (4-6)	Data Source
Reconstruction of Learning Experiences	Learning experiences are formed through directed activities and repetition by the teacher, facilitated by questions	The learning experience is built through meaningful discussion activities, contextual murājaʿah, and linking to students' real	Classroom observation, teacher and student

[45] Fatah Fuad Fakhrudin and Nurul Latifatul Inayati, "Implementasi Metode Takrir Dalam Meningkatkan Tazwidul Mufradat Siswa Kelas X MA PPMI Assalam Sukoharjo," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 6, no. 2 (2024): 315–29, https://doi.org/10.21154/tsaqofiya.v6i2.654.

	and answers, as well as the use of concrete objects.	experiences, facilitated by the teacher.	interviews
Learning Outcomes	Students' abilities vary; students show gradual development in recognizing Arabic letters and vocabulary.	Students' abilities vary; they demonstrate an understanding of the text's meaning and can answer with simple sentences.	Class observation and teacher interview

Table 5. The results above show that the process of reconstructing students' learning experiences and outcomes exhibits different characteristics between lower grades (grades 1-3) and upper grades (grades 4-6). In grades 1-3, the learning process still relies heavily on teacher direction through structured activities and repetition. In grades 4-6, there is a shift toward student involvement in building understanding through discussion and linking material to real-life experiences. Learning outcomes also show varied development, where lower grade students (grade 1–3) are still at the stage of basic letter recognition and vocabulary, while upper grade students (grade 4–6) are starting to be able to understand the meaning of the text and compose it in the form of simple sentences.

In constructionism theory, experience and reflection are important elements in shaping understanding. Students build knowledge through active engagement and connect new experiences with those they already have[46]. Piaget's constructivist learning theory, as cited in Nurhayani[47] emphasizes the reconstruction of new experiences about existing ones, according to developmental needs, through the processes of information organization and adaptation. Education should be understood as an ongoing effort to build experiences. This aligns with previous research, which indicates that one of the core concepts of constructivist theory is that knowledge develops continuously as new experiences and information are acquired[48].

It should be emphasized that this theory of constructivism emphasizes students building knowledge through their active involvement in linking new experiences with experiences they have already had. However, this is not maximally fulfilled in Arabic language learning in this Madrasah Ibtidaiyyah. The process of reconstructing experiences is still dominated by the teacher's role in providing guidance, especially at the lower levels. At the upper levels, although not yet fully realized, students are beginning to be given space to construct knowledge through

[46] Nisa, "Transformasi Pembelajaran Bahasa Arab Melalui Metode Teori Konstruktivistik."
[47] Nurhayani and Salistina, *Teori Belajar Dan Pembelajaran*.
[48] Abdurakhman and Rusli, "Teori Belajar Dan Pembelajaran."

question-and-answer discussions with the teacher. Students should be able to construct knowledge through discussion and exchange of ideas in groups[49].

When compared with their learning outcomes in Table 4, students' learning outcomes showed improvements in vocabulary acquisition and understanding of the material, with varying degrees of improvement. At the lower level (grades 1–3), students exhibit gradual development, particularly in their ability to recognize Arabic letters and vocabulary. This is based on interviews with teachers, Mrs. (IS 1-2) and Mrs. (SS-3), on February 17, 2025, indicating that student learning outcomes tend to vary. One of the causes is due to differences in the ability to read and write Arabic letters. Meanwhile, in grades 4–6, students' learning outcomes demonstrate a better ability to understand the meaning of the text and convey answers using simple sentences. However, not all students exhibit the same level of development. Although the results varied across levels, teachers reported that most students showed good progress in mastering the subject matter and achieving their learning objectives[50]. These results do not yet fully reflect the reflective and integrative learning as asserted by constructivist theory. Teaching media, such as whiteboards and picture books, are effective in supporting vocabulary acquisition[51], but do not support the development of critical and reflective thinking processes based on constructivist principles.

Therefore, students' learning experiences have been formed, but they have not fully supported the process of active and independent knowledge reconstruction, as the principle of constructivism dictates. Lower-grade students (grades 1-3) remain highly dependent on teacher guidance, whereas upper-grade students (grades 4-6) exhibit better development in constructing meaning from teaching materials. Learning does not yet fully reflect the principles of constructivism due to the lack of facilitation of the reflection process and continuous integration of meaning. To support the full implementation of constructivist principles, learning needs to be designed to be more reflective, meaningful, and contextual, including providing space for discussion and more profound meaning-making across grade levels.

[49] Rahmawati et al., "Analisis Penggunaan Media Dalam Pembelajaran Tematik Ditinjau Dari Teori Belajar Konstruktivisme Di Kelas V Sekolah Dasar."

[50] Muhammad Syukri, "Pengaruh Kesulitan dan Minat Belajar Siswa terhadap Peningkatan Hasil Belajar Bahasa Arab di Madrasah Ibtidaiyah Negeri 2 Sinjai," *eL-Muhbib Jurnal Pemikiran Dan Penelitian Pendidikan Dasar* 6, no. 1 (2022): 34–54.

[51] Aceng Jaelani, "Pengaruh Penggunaan Media Gambar Terhadap Hasil Belajar Siswapada Mata Pelajaran Bahasa Arab Di Kelas Ii Mi Al Hidayah Guppi Kota Cirebon," *Al-Tarbawi Al-Haditsah: Jurnal Pendidikan Islam* 1, no. 1 (2017).

CONCLUSION

This study affirms the continued relevance of conventional teaching media—such as blackboards and textbooks—in Arabic language instruction at Madrasah Ibtidaiyah. These tools align with students' cognitive development and support learning outcomes, particularly in upper grades where learners exhibit increasing independence. However, their application falls short of fully supporting constructivist principles, especially in lower grades, where students heavily depend on teacher guidance and exhibit limited active engagement.

To address this gap, teachers are encouraged to adopt more innovative, participatory, and contextual learning strategies that integrate conventional media with constructivist methods—such as group discussions, experiential learning, and collaborative tasks. Strengthening teacher training in interactive pedagogical design is also critical, especially in resource-limited environments.

Theoretically, this research contributes to the discourse on constructivism in Arabic language education by highlighting the potential for meaningful learning through simple media when aligned with active student involvement. Practically, it offers valuable insights for educators and institutions aiming to optimize conventional tools within modern pedagogical frameworks.

However, the study has limitations: it focuses on a single institution, lacks comparative analysis with digital media, and does not deeply explore the influence of students' prior knowledge. Future research should investigate the comparative effectiveness of conventional and digital media in fostering collaborative and reflective learning, and extend analysis to diverse educational contexts to strengthen the theoretical underpinnings of constructivist Arabic language teaching.

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