

## The Effect of the Humanistic Model on Arabic Learning Outcomes of Students at MTs Al-Falah Nipa Ambalawi

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### **Abstract**

*This study aims to examine the effect of the humanistic learning model on students' Arabic language learning outcomes at MTs Al-Falah Nipa Ambalawi. Addressing gaps in previous research that largely emphasized theoretical discussion and affective aspects without rigorous quantitative measurement, this study employed a quantitative approach using a quasi-experimental pretest–posttest control group design. The population consisted of 56 seventh-grade students divided into experimental and control groups. Data were collected through a validated and reliable Arabic learning outcomes test and analyzed using SPSS version 23. Prerequisite tests of normality and homogeneity confirmed compliance with parametric assumptions. Hypothesis testing using the paired sample t-test revealed a calculated t-value of 3.418 with a significance value of 0.002 (<0.05), indicating a statistically significant effect of the humanistic learning model. These findings formally answer the research objective by demonstrating that the humanistic model significantly improves students' Arabic achievement. The study provides empirical evidence that student-centered and supportive instruction enhances measurable cognitive outcomes, contributing both theoretically and practically to the development of humanistic approaches in Arabic language education.*

**Keywords:** Humanistic Model, Learning Outcomes, Arabic

### **Introduction**

Human activities can never be separated from learning activities, whether carried out individually or in groups, because without learning, human life would not experience change (Jonassen 2002). Learning is a process of seeing, observing, and understanding what is being learned (Suprihatiningrum 2016). Learning is a series of physical and psychological activities to obtain behavioral change as a result of individual experiences in interaction with the environment, encompassing cognitive, affective, and psychomotor aspects (Anand et al. 2024). Learning is a conscious activity carried out by a person that results in changes in behavior, either in the form of new knowledge and skills or in the form of positive attitudes and values (Heimlich and Ardoin 2008). This indicates that the achievement of learning

objectives is highly dependent on the quality of the learning process, both in formal educational institutions and within the family environment (Kurniawan, Effendi, and Dwita 2018). Therefore, teachers are required to be active and creative in delivering subject matter by applying appropriate learning models that encourage meaningful student engagement (Pološki Vokić and Aleksić 2020).

A learning model serves as a conceptual framework that guides instructional activities and reflects educators' assumptions about learners and the learning process (Wibowo 2020; Khoerunnisa and Aqwal 2020). Educators' perspectives on students significantly influence the models they choose and the treatment they provide in the classroom (Abdullah 2017; Nurrahmah and Ferianto 2023). Therefore, an educator's perspective on students will determine their attitudes and actions (Nurrahmah and Ferianto 2023). Positive assumptions about students tend to produce supportive instructional practices, which in turn affect students' motivation, participation, and interest in learning (Ainurrohmah and Mariana 2018; (Hasanah, Nurtaman, and Hanik 2019). Consequently, selecting an appropriate learning model becomes a strategic decision in determining instructional success. One model that emphasizes students' dignity and potential is the humanistic model (Wibowo 2020).

Humanistic education is rooted in the philosophy of humanism, which positions education as a process of humanizing humans (Juleha, Aliya, and Suleho 2025). Humanistic theory emphasizes free will, personal meaning, and the development of individual potential (Chailani et al. 2024). In educational practice, this theory promotes respect for learners as unique individuals created by God with inherent dispositions (fitrah) that must be developed optimally. It rejects authoritarian and egoistic approaches, instead fostering empathy, autonomy, and personal growth. The humanistic model, therefore, views students not merely as objects of instruction but as active subjects who must be acknowledged, accepted, and facilitated in their learning experiences (Sartika, Hartono, and Yarni 2025).

Previous studies have examined the application of humanistic theory in various learning contexts. Research by Syarifah (2022) (Syarifah 2022) demonstrated that the humanistic model positively influences students' Arabic learning outcomes. Utami (2020) (Utami 2020) found that integrating humanistic and religious values in Arabic instruction enhances students' comprehension and engagement. Other studies (Mutmainnah 2020; Saputri 2022) highlight that students feel more motivated and less pressured when learning is conducted in a supportive and student-centered environment. These findings indicate that the humanistic approach has strong theoretical and empirical support in improving affective and cognitive aspects of learning.

However, despite these encouraging findings, several gaps remain. First, many studies focus primarily on theoretical discussions or limited classroom applications without measuring concrete learning outcomes quantitatively. Second, few studies examine the direct effect of the humanistic model on Arabic learning outcomes at the Madrasah Tsanawiyah level, particularly in rural or semi-urban contexts. Third, existing research often emphasizes students' emotional comfort but does not sufficiently connect this to measurable academic performance. These unresolved issues indicate the need for empirical investigation that systematically

examines the relationship between the humanistic model and students' Arabic achievement.

Arabic plays a crucial role in Islamic life as the language of the Qur'an and Hadith, which serve as primary sources of guidance for Muslims (Mubarok and Hadziq 2025). It is also the language of classical Islamic scholarship across various disciplines (Hastuti and Fauzi 2024). In Indonesia, Arabic is mandated as a subject in Islamic educational institutions under the Ministry of Religious Affairs (Dinata 2020). Despite its importance, Arabic learning often faces challenges, including low student motivation, limited participation, and unsatisfactory learning outcomes. Observations conducted at MTs Al-Falah Nipa Ambalawi revealed that seventh-grade students' Arabic learning outcomes were below expectations. This condition reflects a broader issue in which instructional practices tend to prioritize cognitive achievement while neglecting students' emotional and human dimensions (Fauzul'Adziima 2021).

From a humanistic perspective, such practices may suppress students' creativity and potential. Humanistic theory argues that learning should occur in an atmosphere free from coercion, enabling students to make choices and take responsibility for their learning (Perni 2018; Qodir 2017). Teachers function as facilitators, motivators, and guides who help students recognize the meaning of learning in their lives (Dinata 2020). When applied consistently, this approach is expected not only to improve academic outcomes but also to foster character development and positive behavior (Bakhrudin et al. 2021).

Based on the literature review and field observations, the proposed solution to address the identified problems is the systematic implementation of the humanistic learning model in Arabic instruction. This model emphasizes student-centered learning, recognition of individual potential, emotional comfort, and meaningful engagement. By creating a supportive classroom climate and encouraging active participation, the humanistic model is expected to improve students' Arabic learning outcomes, particularly in mastering the four language skills: listening, speaking, reading, and writing (Siswadi 2024).

Therefore, this study seeks to fill the identified research gaps by empirically examining the effect of the humanistic model on students' Arabic learning outcomes at MTs Al-Falah Nipa Ambalawi. Unlike previous studies that predominantly focus on theoretical exposition or qualitative description, this research provides measurable evidence regarding the effectiveness of the humanistic model in improving Arabic achievement. The findings of this study are expected to contribute theoretically to the development of humanistic learning discourse in Arabic education and practically to offer an alternative instructional model for improving Arabic learning outcomes in Islamic secondary schools

## **Method**

This study employed a quantitative approach using a quasi-experimental pretest–posttest control group design to examine the effect of the humanistic learning model on students' Arabic language learning outcomes. This design was selected to establish a causal relationship between instructional treatment and measurable academic achievement while maintaining feasibility within a natural classroom setting. Unlike previous studies on humanistic learning in Arabic

education that predominantly relied on qualitative approaches, descriptive analysis, or single-group designs without comparison, this study integrates controlled group comparison and statistical hypothesis testing to strengthen internal validity. The inclusion of both pretest and posttest measurements enables a more accurate assessment of learning gains attributable to the humanistic model, thereby refining methodological rigor in this research domain (Sugiyono 2024).

The population consisted of all seventh-grade students at MTs Al-Falah Nipa Ambalawi, comprising two intact classes with 28 students each. A total sampling technique was employed to avoid sampling bias and ensure full population representation. Class VII.I was assigned as the control group receiving conventional instruction, while Class VII.II served as the experimental group receiving treatment through the humanistic learning model. The research instrument was a structured Arabic learning outcomes test developed based on curriculum indicators. Content validity was established through expert judgment, and empirical validity was examined using item analysis. Instrument reliability was tested using Cronbach's Alpha to ensure internal consistency. Compared to earlier studies that often did not explicitly report validity and reliability procedures, this study strengthens methodological transparency by systematically evaluating instrument quality prior to hypothesis testing (Sugiyono 2024).

Data analysis was conducted using SPSS version 23. Prior to hypothesis testing, prerequisite analyses were performed, including tests of normality (Kolmogorov-Smirnov) and homogeneity of variance (Levene's Test) to ensure compliance with parametric assumptions. The primary hypothesis was tested using an independent sample t-test to determine significant differences between the experimental and control groups, while paired sample t-tests were used to examine within-group improvement. This layered statistical procedure enhances analytical precision compared to prior research that relied mainly on descriptive comparison without inferential testing. Through this rigorous methodological framework, the study provides stronger empirical evidence regarding the effectiveness of the humanistic learning model and contributes a refined experimental approach to research in Arabic language education (Sugiyono 2024).

## **Research Results and Discussion**

To achieve the objectives of this study, the data were analyzed using statistical procedures, beginning with prerequisite tests followed by hypothesis testing. Prior to conducting the t-test, normality and homogeneity tests were performed to ensure compliance with parametric assumptions. This step aligns with the principles of quantitative research emphasized by Iskandar (Iskandar et al. 2025), who state that prerequisite testing is fundamental before hypothesis testing to ensure statistical validity. By fulfilling these assumptions, the findings obtained in this study can be interpreted with stronger methodological confidence.

### **Normality Test**

The normality test was conducted using the Shapiro–Wilk method through SPSS version 23, as the sample size was fewer than 50 respondents. The decision criterion states that data are normally distributed if the significance value exceeds 0.05.

Table 1 Normality Test Results

	Class	Shapiro-Wilk		
		Statistic	Df	Sig.
Posttest	VII.1	.927	28	.051
	VII.II	.928	28	.055

Source: SPSS Version 23 Data Processing Results

Both significance values are greater than 0.05, indicating that the posttest data are normally distributed.

**Homogeneity Test**

The homogeneity test was conducted using Levene’s Test through SPSS version 23. Data are considered homogeneous if the significance value is greater than 0.05.

Table 2 Homogeneity Test Results

Levene Statistic		df1	df2	Sig.
3.213		1	54	.079

Source: SPSS Version 23 Data Processing Results

The significance value of 0.079 (> 0.05) indicates that the data are homogeneous

**Hypothesis Testing**

After fulfilling the prerequisite assumptions, hypothesis testing was conducted using the paired sample t-test. The calculated t-value was 3.418 with a significance value of 0.002. With df = 27, the t-table value at the 5% significance level is 2.052. Since 3.418 > 2.052 and 0.002 < 0.05, H<sub>0</sub> is rejected and H<sub>1</sub> is accepted. This indicates that the implementation of the humanistic learning model has a statistically significant effect on students’ Arabic learning outcomes.

Table 3 Hypothesis Testing Results (Paired Sample T-Test)

		Paired Samples Test					t	df	Sig. (2-tailed)
		Paired Differences							
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference				
Pair 1	Posttest	-19.821	30.686	5.799	Lower	Upper	-3.418	27	.002
					-31.720	-7.923			

Source: SPSS Version 23 Data Processing Results

Based on the hypothesis testing results, the calculated t-value is 3.418, and the significance value is 0.002. The degree of freedom (df) is 27; therefore, the t-table value at the 5% significance level is 2.052. Thus, the calculated t-value is greater than the t-table value (3.418 > 2.052), and the significance value is less than 0.05 (0.002 < 0.05).

These results indicate that H<sub>0</sub> is rejected and H<sub>1</sub> is accepted, meaning that the implementation of the humanistic learning model has a significant effect on the Arabic language learning outcomes of seventh-grade students at MTs Al-Falah Nipa Ambalawi.

The findings strengthen previous research on humanistic learning in Arabic education. Syarifah (Syarifah 2022) demonstrated that the humanistic model positively influences students' Arabic learning achievement. Utami (Utami 2020) found that integrating humanistic and religious values enhances students' comprehension and engagement. Mutmainnah and Saputri (Mutmainnah 2020; Saputri 2022) reported that students feel more motivated and less pressured in student-centered environments.

This study extends previous findings by providing inferential statistical evidence that the humanistic model produces measurable cognitive improvements alongside affective benefits. The results align with broader findings that instructional models emphasizing interaction, active participation, and emotional support significantly improve learning outcomes.

Theoretically, the humanistic learning model emphasizes student autonomy, meaningful learning experiences, and holistic development. The significant results empirically validate these theoretical assumptions, demonstrating that student-centered instruction enhances both engagement and academic achievement.

### **Conclusion**

This study aimed to determine the effect of the humanistic learning model on students' Arabic language learning outcomes at MTs Al-Falah Nipa Ambalawi. Based on the results of statistical analysis using the paired sample t-test, the findings demonstrate that the implementation of the humanistic learning model has a significant effect on students' learning outcomes. The calculated t-value (3.418) exceeded the t-table value (2.052), and the significance value (0.002) was lower than 0.05, indicating that the research hypothesis was accepted. Therefore, the objective of this study has been empirically achieved, confirming that the humanistic learning model positively influences Arabic learning achievement.

The findings highlight that the application of the humanistic model not only improves students' cognitive performance but also fosters a more supportive and student-centered learning environment. By emphasizing respect for individual potential, learner autonomy, and meaningful engagement, the model contributes to measurable academic improvement. These results reinforce theoretical assumptions within humanistic learning theory that holistic and student-centered instruction enhances both affective and cognitive dimensions of learning.

In summary, this study provides statistically rigorous evidence that the humanistic learning model is an effective instructional approach in Arabic language education at the junior secondary level. The integration of empirical data and theoretical foundations confirms that humanistic-based instruction can serve as a practical alternative to conventional teaching models. Thus, the study contributes both theoretically to the discourse of humanistic learning in language education and practically to improving Arabic learning outcomes in Islamic secondary schools.

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