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Research Article

IMPLEMENTATION OF THE SCIENTIFIC APPROACH IN ARABIC LANGUAGE LEARNING

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Abstract
This article aims to examine in depth the implementation of Arabic language learning at the Islamic College of Islamic Propagation Foundation Lubuk Sikaping, with particular attention to the application of scientific methods in the instructional process. The study explores how the scientific approach is integrated into classroom practices in order to enhance the overall quality of Arabic language education and to promote comprehensive educational development across cognitive, affective, and psychomotor domains. By emphasizing systematic inquiry and student-centered learning, the institution seeks to create a more effective and meaningful learning environment. The findings indicate that the application of the scientific approach in Arabic language learning has been carried out effectively and consistently in accordance with its core stages: observing, questioning, gathering information or conducting experiments, associating or connecting information, and communicating results. During the observing stage, students are encouraged to analyze texts, dialogues, and linguistic phenomena. In the questioning stage, they actively formulate inquiries related to vocabulary, grammar, and contextual usage. Through information gathering and experimentation, learners engage in discussions, exercises, and practical language tasks. The associating stage allows students to connect new knowledge with prior understanding, while the communicating stage provides opportunities to present findings through oral and written expression. Moreover, the implementation of the scientific approach offers several advantages. Learning activities proceed more systematically and smoothly, while the use of diverse instructional media and adequate learning resources fosters active participation, critical thinking, and greater student engagement in mastering Arabic language skills.

Keywords: Arabic Language Learning, Arabic Language Skills, Scientific Approach

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INTRODUCTION

The scientific approach is a learning method that integrates the steps of the scientific method (observing, questioning, experimenting, reasoning, communicating/creating) so that students actively build knowledge and skills, rather than simply receiving information, thereby developing critical and analytical thinking and the ability to find solutions systematically. This approach is student-centered and aims to shape conceptual understanding, laws, or principles through a process of independent exploration and discovery. The scientific approach is a basic concept that accommodates, inspires, strengthens, and underpins thinking about how learning methods are applied based on certain theories.1 Scientific learning can be defined as learning that is designed in such a way that students actively construct concepts, laws, or principles through the steps of observing, formulating questions, collecting data or information, managing or analyzing data, drawing conclusions, and communicating (Permendikbud, Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 65 of 2013 Standards for Primary and Secondary Education Processes).

Learning using a scientific approach means that learning is carried out scientifically. Therefore, the scientific approach is also referred to as the scientific approach. The learning process can be equated with a scientific process. Therefore, the 2013 Curriculum mandates the essence of the scientific approach in learning. The scientific approach is believed to be the golden path for the development of students' attitudes, skills, and knowledge. The learning process refers to real activities that influence students in situations that allow for interaction between teachers and students, students and students, and students and their learning environment. In general, learning activities include initial and opening activities, core activities or competency and character building, and final or closing activities (Nana Sudjana, 1991).

According to Hosnan, the scientific approach is a learning process designed so that students actively construct concepts, laws, or principles through the stages of observing (to identify or discover problems), formulating problems, proposing or formulating hypotheses, collecting data using various techniques, analyzing data (reasoning), drawing conclusions, and communicating the concepts, laws, or principles that have been discovered. In approaches or work processes that meet scientific criteria, scientists prioritize inductive reasoning over deductive reasoning. Deductive reasoning looks at general phenomena and then draws specific conclusions. Conversely, inductive reasoning looks at specific phenomena or situations and then draws overall conclusions. In essence, inductive reasoning places specific evidence into a broader relationship of ideas. The scientific method generally places unique phenomena under specific and detailed study to then formulate general conclusions (Hosnan, 2014).

The learning process with a scientific approach must be guided by scientific approaches, where students are involved in activities investigating phenomena in an effort to answer a question (Runtoni, 2025). This approach is characterized by the prominence of the dimensions of observation, reasoning, discovery, validation, and explanation of a truth. Thus, the learning process must be guided by scientific values, principles, or criteria. The learning process is considered scientific if it meets the following criteria (1) The substance or learning material is based on facts or phenomena that can be explained by certain logic and reasoning, not mere guesswork, imagination, legends, or fairy tales. (2) The teacher's explanations, student responses, and educational interactions between teachers and students are free from immediate prejudice, subjective thinking, or reasoning that deviates from logical thinking. (3) Encouraging and inspiring students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying the substance or material being taught. (4) Encouraging and inspiring students to be able to think hypothetically in seeing the differences, similarities, and links between the substance or material being learned. Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning content or material. (5) Based on concepts, theories, and empirical facts that can be accounted for. (6) Learning objectives are formulated in a simple and clear manner, yet interesting in their presentation system (Afriati, 2025).

Al-Ashwat means sound, which is how to pronounce Arabic sounds correctly and properly, as Arabs do. The essence of studying al-aswat is to be able to understand and comprehend the sounds of the language, and to be able to distinguish one sound from another. The essence of ashwat is to be able to pronounce the Arabic alphabet fluently and correctly (makharijul huruf), both individual letters and combinations of letters.

Vocabulary in Arabic is called mufradat, which means a collection of words known by a person. Vocabulary is one of the elements of language that must be learned when learning a foreign language, including Arabic. A large Arabic vocabulary can support a person's ability to communicate and write in the language they have mastered. Therefore, speaking and writing skills must be supported by knowledge and mastery of a rich and up-to-date vocabulary.

Tarakib are rules that govern the use of Arabic as a medium for understanding sentences. These rules consist of qawaid al-nahwi and qawaid al-sharafi, making them essential when learning Arabic, as it is impossible to read texts and construct sentences without understanding these rules. When someone understands grammar well and correctly, it is certain that they can communicate correctly in accordance with the grammar of that language.

Planning principles are the planning stage of learning, where teachers organize learning materials, learning media, and learning methods. The implementation of learning certainly has several stages, namely:

In this introductory activity, the teacher carries out the initial stages to prepare the students, including: Preparing students psychologically and physically to participate in the learning process. Asking questions that relate prior knowledge to the material to be studied. Implementing the learning objectives or basic competencies to be achieved. Conveying the scope of the material and explaining the activities at the beginning of the syllabus.

The core learning activity is the learning process to achieve the basic competencies. Core activities use methods tailored to the characteristics of the students, where the 2013 curriculum uses a scientific approach in the learning process, namely: (1) Observation process, (2) Questioning process, (3) Information gathering/experimentation process, (4) Association process, (5) Communication process.

In the final learning activity, there is a closing, where the teacher's tasks are: (1) Together with the students or alone, make a summary or conclusion of the learning that has been carried out. (2) Conduct consistent and programmed assessments or reflections on the activities that have been carried out. (3) Provide feedback on the learning process and results. (4) Plan follow-up activities in the form of learning. (5) Convey the learning plan for the next meeting.

Evaluation is the final process in the learning that has been carried out. The principle of evaluation itself is to measure the success of the learning that has been carried out, both in terms of assessment and the students' ability to absorb the lessons that have been carried out. In addition, process assessment is intended to assess the quality of learning and the formation of basic competencies in students, including how learning objectives are realized, and the quality of learning can be seen in terms of process and results.

Principles of Evaluation

Evaluation is the final process in learning that has been carried out. The principle of evaluation itself is to measure the success of learning that has been carried out, both in terms of assessment and the ability of students to absorb the lessons that have been implemented. In addition, process assessment is intended to assess the quality of learning and the formation of basic competencies in students, including how learning objectives are realized, and the quality of learning can be seen in terms of process and results.

Authentic Assessment

Authentic assessment is defined as follows: 1) The American Library Association defines it as an evaluation process to measure the performance, achievement, motivation, and attitudes of students in activities relevant to learning. 2) Newton Public School defines authentic assessment as the assessment of products and performance related to the real-life experiences of students. 3) Wiggins defines authentic assessment as an effort to give students tasks that reflect the priorities and challenges found in learning activities, such as researching, writing, revising and discussing articles, providing oral analysis of events, collaborating with peers through debates, and so on.

Authentic assessment is expected to be able to illustrate improvements in learning outcomes. Authentic assessment focuses more on assessing complex tasks that enable students to express and demonstrate their competencies, which include assessing attitudes, knowledge, and skills (Suprihatiningrum, 2013).

RESEARCH METHOD

This study focuses on the implementation of scientific learning methods in Arabic language teaching in high schools, amid the problem of low student learning outcomes, especially in speaking (kalam) and text comprehension (qira'ah). In some secondary schools, conventional teacher-centered learning methods have resulted in low student engagement and a lack of Arabic communication skills among students. In response to this problem, several colleges have implemented scientific methods, where students learn in small groups, discuss, complete tasks together, and actively use Arabic in their interactions. However, the effectiveness of these collaborative methods in improving students' language competence has not been systematically studied, especially in the context of secondary schools. Therefore, this study was chosen to provide an in-depth understanding of how these methods are applied and their impact on student learning outcomes. This study uses a descriptive qualitative research method, aiming to provide a detailed and in-depth description of the implementation of scientific methods in Arabic language learning in higher education.

This study utilizes primary data obtained through in-depth interviews with informants directly involved in the learning process, including lecturers, students, and school officials. Primary data was collected based on observations of the implementation of collaborative methods in the classroom, including the dynamics of student interaction in Arabic. In addition, this study utilizes secondary data in the form of relevant literature discussing the concepts of collaborative methods, Arabic language learning, and the characteristics of learning in secondary schools. By combining primary and secondary data, this study aims to present a comprehensive picture of the contextual and scientific application of collaborative learning methods.

RESULTS AND DISCUSSION

The Application of the Scientific Approach in Arabic Language Learning at STAI YDI Lubuk Sikapiing:

a. Istima’ and Kalam Learning with the Scientific Approach

The preliminary stage in the process of teaching Istima’ and Kalam at STAI YDI Lubuk Sikapiing involves the instructor preparing the students, in this case university students, both psychologically and physically. Psychologically, the instructor encourages the students to begin the lesson with a prayer led by the instructor or one of the students, which is then followed by all the students. while to prepare students physically, before starting the main learning activity, the lecturer reviews the vocabulary that has been learned previously, so that when students enter the main activity, they will not be confused in understanding the vocabulary. Sometimes students receive instructions from the lecturer to prepare books or other media, or if there are previous assignments.

The instructor's activity of inviting students to pray before the lesson begins can enhance the spiritual aspect of the students, and teaches them that all good activities begin with prayer so that what they learn will benefit each student. At the beginning of the learning activity, the lecturer also reviews the vocabulary that was previously learned, such as the teacher mentioning the vocabulary in Indonesian and the students mentioning it in Arabic, which can provide knowledge and train the students' courage in pronouncing Arabic words correctly. By repeating the vocabulary that has been learned, it is hoped that students will increase their vocabulary, which will make it easier for them to learn Arabic so that they are fully prepared, both psychologically and physically. In addition, lecturers often provide motivation to learn, not only at the beginning of the lesson but also frequently during the lesson, such as, “Why do we have to learn Arabic? Because we use Arabic in our prayers, so if we don't understand Arabic, we cannot be solemn in our prayers. And why do we have to learn Arabic?”

The learning process using the maharah istima’ and kalam methods at STAI YDI Lubuk Sikaping is the first to begin with an assessment of attitude, observed from the attitude of the students being taught, starting from when the students receive the teacher's explanation of what will be taught at that time, so that the students can carry out the lecturer's instructions to do what the lecturer asks, namely for the students to recite mufradat. as well as accepting and implementing other attitudes possessed by students, namely respecting the opinions of their friends when reciting mufradat in turn so that students can appreciate each mufradat recited by other friends and can practice it.

The second core activity in Arabic language learning is knowledge, which is divided into several parts, namely knowing, where all students can answer questions given by the teacher, such as answering the teacher's vocabulary using Indonesian with Arabic vocabulary answers; the second is understanding, in the realm of understanding, such as providing a text read by the teacher and proving that students can answer questions related to the text read by the teacher. Next is application, in which students are divided into several groups, and one representative from each group must be able to answer questions asked by the teacher. Then, students must be able to analyze the teacher's questions in Arabic so that they can answer the questions correctly. When students answer correctly, the lecturer uses a point system to assess them, with each student who answers correctly earning points for their group.

The students' skills in learning Arabic, such as observing, asking questions, trying, reasoning, and presenting, have been implemented well. For example, the students carefully observe the Arabic sentences spoken by the Arabic teacher, after which the lecturer gives the students the opportunity to ask questions about words they do not understand. Then, the teacher asks questions that must be answered by each group that has been formed beforehand, and the students who will answer in turn have been determined. In this case, the students try to answer the questions asked by the Arabic language lecturer. Next is associating or reasoning, where at the stage of asking questions in Arabic indirectly, students think to understand at the same

time. They then formulate the correct answers. Finally, they communicate, where the students, who have been divided into several groups from the beginning, come forward to make sentences according to the vocabulary and pictures.

The core Arabic learning activities carried out at STAI YDI Lubuk Sikaping are in accordance with learning standards, especially in learning that uses a scientific approach in the process, such as the stages of observing, questioning, gathering information, associating or reasoning, and communicating, even though the sequence of learning stages is not exactly the same as the sequence of scientific learning. nevertheless, all stages in the scientific approach have been implemented well, as can be seen when students learn that they have covered the five stages in the scientific approach.

The final process in a learning activity is the conclusion, in which the lecturer plays a very important role. Before the process ends, the teacher should review the learning activities that have been carried out so that students can recall what they have learned. This allows the teacher to assess the students' understanding or ability to absorb the material taught, enabling the teacher to evaluate the learning activity.

b. Qira'ah and Kitabah Learning with a Scientific Approach

The preliminary stage in the qira'ah and kitabah learning process at STAI YDI Lubuk Sikpaing is for lecturers to prepare students psychologically and physically. psychologically, the instructor encourages students to begin the learning process by praying, led by the instructor and followed by all students. To prepare students physically, the instructor reviews the vocabulary that has been learned previously before beginning the main learning activity. so that when students enter the core activity, they will not be confused and their knowledge will not be empty, because there has been other learning previously, so it is necessary to review the vocabulary that has been memorized or learned previously, in understanding the vocabulary. In addition, sometimes students are asked to prepare books or media and materials if there were previous assignments.

Arabic lessons always begin with a prayer, because we know that prayer will increase the students' religious side, so it is hoped that they will have good emotional intelligence, not just intellectual intelligence that continues to develop. When these two types of intelligence develop together, it is hoped that students will be able to prepare themselves mentally and physically for learning. Then, they prepare themselves psychologically by reviewing the vocabulary they have learned previously, because students who have previously received other lessons will not be empty-handed when they enter the core of the lesson. Therefore, reviewing the vocabulary can effectively refresh the students' memory of the lessons they have learned previously.

Arabic language learning not only prepares students psychologically and physically, but also often includes motivation from teachers at the beginning or during lessons so that they are enthusiastic about learning Arabic seriously.

For example, why do we have to read, why do we have to write, and what is the difference between Indonesian and Arab scholars, why is the knowledge of Middle Eastern scholars more enduring? It is because they have works, and why do we have to learn Arabic because our prayers are in Arabic, so if we do not understand Arabic, we cannot understand what we are reading, so that later we will not be solemn in our prayers. Regarding the explanation of the scope of the material, he explained at the beginning that today we will learn about reading, and for the explanation of the activities according to the syllabus, the teacher explained it indirectly, such as explaining the purpose of reading, what the purpose of reading is, and what its characteristics are so that you understand, and the students who answered or concluded that they understood mufradat so that later we will learn about mufradat, if there are questions, they can answer so that the students will be able to answer the questions.

In the learning process with maharah qira'ah and kitabah that takes place at STAI YDI Lubuk Sikpaing, the first thing is to assess the attitude of the students being taught, starting from when the students accept what the teacher explains at that time. so that students can carry out the teacher's instructions to do what the teacher asks, such as when students are asked to form groups, students immediately act quickly by forming groups to discuss the learning material in the book. In addition to accepting and carrying out instructions, another attitude possessed by students is respect, in which students respect the teacher in explaining the division of tasks for each group.

The second core activity in Arabic language learning is knowledge, which is divided into several parts. The first part is knowing, in which all students learn about the material to be studied at that time. The second part is understanding, in which students are given texts to read and translate with their groupmates. Next is application, in which students discuss and then take turns presenting the results of their group discussions. Students must then be able to analyze, such as after another group presents the results of their presentation, the other group tries to ask questions about the content of the paragraph that has been read, and those asking questions must be able to ask questions directly in Arabic. While the students are discussing, the teacher assesses each student's activity in reading, translating, and asking questions.

The students' Arabic language learning skills, such as observing, asking questions, trying, reasoning, and presenting, have been implemented well. The students carefully observe the Arabic sentences or paragraphs read by other students. After that, the lecturer instructs the students to ask questions about the reading text presented by other groups, so that in this case, the students try to answer the questions asked by their friends. The next step is reasoning, where in the stage of asking questions indirectly in Arabic, students think to understand and make the correct answers. In addition to reading the text provided, students also interpret the text. The last step is presentation, where the group presents the results of the discussion. Each student in the group has different tasks, such as reading the text, interpreting it, and preparing questions for other groups.

The scientific process of observing, questioning, experimenting, reasoning, and communicating has been carried out well, even though the sequence does not exactly match what is stipulated in the scientific approach.

The closing activity in Arabic language learning is that the Arabic language lecturer reviews the material that has been presented so that students can benefit from the lesson, both directly and indirectly. The lecturer then provides feedback on the learning process and follows up by collecting assignments given to students previously, while indirectly informing them about the next lesson.

The instructor conducts the closing activities in accordance with standard procedures, namely by reviewing the learning outcomes, providing feedback, and conducting follow-up activities, although sometimes follow-up activities are not conducted due to time constraints. The instructor also informs students of the learning plan for the next day. All of these things are done by Arabic teachers in closing activities. In addition, evaluation activities in closing activities are also very important. With these evaluation activities, it is hoped that lecturers can use this evaluation as material for the next lesson, and with this evaluation, it is hoped that teachers can draw conclusions for the next learning evaluation material.

CONCLUSION

The application of the scientific approach in Arabic language learning at STAI YDI Lubuk Sikaping has been implemented effectively and systematically. This is evident from the way the learning process in the classroom reflects the essential stages of the scientific approach, namely observing, questioning, gathering information or experimenting, associating, and communicating. In practice, lecturers design instructional activities that encourage students to observe Arabic texts, dialogues, and linguistic patterns carefully before engaging in deeper exploration. The classroom atmosphere supports active participation, where students are not merely passive recipients of information but are directly involved in discovering and understanding language concepts through guided activities.

Furthermore, although the sequence of implementation does not always strictly follow the exact order outlined in the formal scientific approach framework, the essential elements of the method remain consistently applied. The processes of observing, questioning, trying, reasoning, and communicating are integrated flexibly according to the learning context and objectives. This adaptive implementation demonstrates that the lecturers prioritize meaningful learning rather than rigid procedural formality. As a result, the intended instructional goals—such as improving students’ comprehension of grammar, vocabulary mastery, and communicative competence—have been achieved effectively.

Through this approach, students have developed scientific process skills in constructing concepts, linguistic principles, and intellectual understanding. They are trained to think critically, analyze language structures, and draw logical conclusions, which supports the development of higher-order thinking skills. In addition to cognitive growth, the learning process also fosters positive character formation, such as discipline, responsibility, collaboration, and confidence, thereby contributing to holistic educational outcomes.

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