

Direction in Student-Centered Arabic Language Learning: The Actualization of Discovery Learning

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ABSTRACT

Arabic language learning occupies a strategic position in education but still faces complex challenges, particularly the dominance of teacher-centered learning methods. Discovery learning emerges as a solution by encouraging students to become more active through independent inquiry, integrating the four language skills, and promoting a student-centered learning approach. This study employs a mixed-method design with an explanatory sequential approach, combining qualitative and quantitative analyses. Data were collected through observation, interviews, questionnaires, documentation, and tests. Qualitative data were analyzed through data reduction, presentation, and conclusion drawing, while quantitative data were analyzed using normality testing, N-Gain, and hypothesis testing. The findings reveal that before implementing discovery learning, students experienced difficulties understanding Arabic, teachers did not prepare written lesson plans, and evaluation focused mainly on grammar, translation, and vocabulary. After implementation, learning shifted to a student-centered model where students became more active and engaged. The application of discovery learning also enhanced conceptual understanding, learner autonomy, and academic achievement. This improvement was demonstrated by a significant difference between the pre-test mean score of 36.5 and the post-test mean score of 82.8, with hypothesis testing results of $0.000 < 0.05$. Therefore, the implementation of discovery learning has a positive and significant impact on Arabic language learning outcomes.

Keywords: *Arabic language learning, discovery learning, student centered*

1. INTRODUCTION

Arabic language learning occupies a highly strategic position in the field of education (Nasution & Lubis, 2023), particularly within Islamic educational institutions. The Arabic language does not merely serve as a means of daily communication but also represents the primary key to a profound understanding of the Qur'an and Hadith (Yostiroh & Kurniawan, 2022). Moreover, Arabic is essential for accessing classical literatures that serve as foundational references across various branches of Islamic scholarship (Sya'bani & Has, 2023). Thus, Arabic language learning is not solely aimed at developing speaking or writing skills, but also at strengthening learners' comprehension of the primary sources of Islamic teachings (Ritonga et al., 2021). Consequently, the ability to understand and use Arabic actively has become a central objective of instruction at all levels of education (Aziza & Muliansyah, 2020), enabling students to explore religious knowledge and values in a more comprehensive and authentic manner.

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Nevertheless, the challenges in Arabic language learning remain considerably complex (Pramesti et al., 2024). Many students continue to struggle in mastering language skills (Aziza & Muliansyah, 2020), including *qirā'ah* (reading) (Sabana, 2024), *kalām* (speaking) (Imron et al., 2024), *istimā'* (listening) (Rizkiyati et al., 2024), and *kitābah* (writing) (Wasilah et al., 2024). One of the main contributing factors is the dominance of conventional, teacher-centered learning approaches (Saputro & Pakpahan, 2021). Teaching methods that emphasize rote memorization (Windria et al., 2023) often hinder students from effectively integrating theoretical knowledge into practical language use (Sakdiah & Sihombing, 2023). As a result, Arabic language learning tends to feel monotonous and less relevant to students' actual needs (Triandani et al., 2024).

In response to these challenges, innovation in instructional approaches has become an urgent necessity. One relevant approach is discovery learning, a learning method that positions students as active subjects in the learning process (Arwindi et al., 2025). In the context of Arabic language learning, discovery learning enables students to identify linguistic patterns (Ardyansyah & Fitriani, 2020), comprehend grammatical structures, and apply language skills through independent exploration, discussion, and analysis (Prasetyo & Abduh, 2021). This method not only motivates students to think critically and creatively but also enhances their emotional engagement in the learning process (Agustina, 2021), thereby making the learning experience more meaningful (Maroungkas et al., 2023).

The implementation of the discovery learning method in Arabic language instruction offers several significant advantages. First, this method encourages learners to understand Arabic in a more contextual and meaningful way, ensuring that learning is not merely focused on memorization. This approach enables students to develop a deeper understanding of linguistic structures and their practical use in real-life contexts. Second, discovery learning allows for the simultaneous integration of the four language skills, making the learning process more holistic and effective (Rahman, 2021). Third, discovery learning exhibits strong conceptual alignment with the student-centered learning (SCL) paradigm, as both approaches emphasize learners' active engagement in the construction of knowledge rather than passive reception of information. In the context of Arabic language learning, discovery learning operationalizes SCL principles by promoting learner autonomy, inquiry, critical reflection, and contextual exploration of linguistic forms and communicative meanings. Through guided discovery processes, students are encouraged to actively engage with language patterns and construct understanding through meaningful learning experiences, while teachers function primarily as facilitators who provide pedagogical scaffolding. This alignment suggests that discovery learning is theoretically relevant for

fostering more contextualized, participatory, and learner-oriented Arabic language instruction in contemporary educational settings.

This study is of significant importance as it offers an alternative direction in student-centered Arabic language learning, as reflected in the title “*Direction in Student-Centered Arabic Language Learning: The Actualization of Discovery Learning.*” The research focuses on the effectiveness of Arabic language instruction in enhancing students’ mastery of core language skills, namely listening, speaking, reading, and writing, while responding to the demands of contemporary educational contexts. Through this study, an innovative, applicable, and contextually relevant discovery learning-based model of Arabic language instruction is expected to be identified and developed to accommodate the needs and characteristics of modern learners. Furthermore, this research provides an empirical account of how the actualization of discovery learning fosters learner autonomy, curiosity, and critical thinking skills. Consequently, the findings are anticipated to make a substantial contribution to the development of more meaningful, effective, and learner-oriented Arabic language learning, in alignment with the principles of the independent curriculum, which emphasizes creativity and active student engagement.

2. METHOD

This study is motivated by the need to identify a learning model that not only emphasizes mastery of linguistic structures but also fosters students’ independence and creativity in learning Arabic. The discovery learning model was selected as the focus of this research because it is believed to encourage students to actively discover language concepts and meanings through exploration and self-directed discovery (Chusni et al., 2021). This aligns with the principles of the Merdeka Curriculum, which emphasizes student-centered learning. The low level of student engagement in Arabic learning at the Jami’atul Qurro Islamic Boarding School in Palembang serves as the primary reason for investigating the effectiveness of this model. Based on these considerations, this study employs a mixed-method approach with a sequential explanatory design, combining quantitative and qualitative approaches in a sequential manner to obtain deeper, more objective, and comprehensive research findings (Sharma et al., 2023).

The types of data used in this study include both quantitative and qualitative data. Quantitative data were obtained through test results and questionnaires administered to students to measure the effectiveness of the discovery learning model in improving Arabic language proficiency. Meanwhile, qualitative data were collected to explore the experiences, perceptions, and responses of students and teachers toward the implementation of the learning model. The primary data sources consisted of eleventh-grade students of Jami’atul Qurro Palembang Islamic boarding

school, as well as the Arabic language teacher. Secondary data were obtained from instructional documents and classroom observation notes. The selection of data sources was carried out using purposive sampling, taking into account the relevance and direct involvement of the respondents in the application of the discovery learning model. Data collection techniques included learning outcome tests, questionnaire distribution, in-depth interviews, direct classroom observations, and documentation of learning activities.

Data analysis was carried out systematically by integrating statistical analysis of quantitative data with thematic analysis of qualitative data. Quantitative data were analyzed using descriptive and inferential statistics with the assistance of SPSS software to determine differences in learning outcomes before and after the implementation of the discovery learning model. Meanwhile, qualitative data were analyzed by following the steps of data reduction, data display, and conclusion drawing, as proposed by Miles and Huberman (Qomaruddin & Sa'diyah, 2024). The validity of the quantitative data was tested through instrument validity and reliability tests, while the trustworthiness of the qualitative data was ensured through source and technique triangulation. After both types of data were analyzed, the final stage involved integrating the results, linking the quantitative findings with the qualitative analysis to produce a comprehensive understanding of the effectiveness, challenges, and implications of implementing discovery learning in Arabic language instruction at Jami'atul Qurro Palembang Islamic boarding school.

3. RESULT AND DISCUSSION

3.1. Arabic Language Instruction Prior to the Implementation of Discovery Learning at Jami'atul Qurro Islamic Boarding School, Palembang

Based on the results of observations and interviews with the Arabic language teacher at Jami'atul Qurro Islamic Boarding School, Arabic language instruction is conducted during scheduled class periods lasting approximately 80 minutes, using textbooks published by the boarding school's language institution. The teaching approach employed remains monotonous, relying predominantly on the lecture and translation methods, in which the teacher reads the text and dictates word-for-word translations into Indonesian, resulting in passive student participation. According to the Arabic language teacher, the instructional goals are directed toward developing students' understanding of fundamental Arabic language concepts, encompassing both *maharah lughawiyah* (linguistic skills) and *qawa'id* (grammatical competence), while also fostering their ability to write accurately and appropriately. Nevertheless, classroom observations indicated that students exhibited low levels of learning engagement and encountered considerable difficulties in comprehending the learning materials. Consequently, their ability to apply Arabic language skills in

authentic daily contexts remained limited, particularly in the areas of writing, speaking, listening, and reading.

Several students admitted that they struggled to understand Arabic grammar because they were not given the opportunity to explore or discover patterns on their own, resulting in low active participation in the learning process. The evaluation methods used were also still summative in nature, consisting only of memorization and translation tests, without assessing deeper understanding or the application of concepts in daily life. Based on interviews, the students expressed that learning Arabic felt difficult and boring due to the monotonous, unengaging methods, and the lack of learning motivation that stems from self-awareness. In addition, differences in students' backgrounds also affected the effectiveness of the learning process. Therefore, there is a need for innovative, student-centered teaching methods to make Arabic language learning more active, engaging, and meaningful.

Therefore, the researcher conducted a pre-test to assess students' initial understanding before implementing the discovery learning approach. Out of 20 students, the average score was 36.5. This result indicates that the students' initial Arabic language proficiency was still relatively low (Kiswanto et al., 2024). This low performance is attributed to the lack of active student involvement during the learning process. Hence, a student-centered learning approach, such as discovery learning, is necessary to encourage greater student engagement in the classroom.

a. Learning Planning

Planning is a crucial element in educational institutions, as it serves to design, organize, and prepare all components of the learning process before teaching and learning activities take place (Putrianiingsih et al., 2021). Based on interviews with the Arabic teacher at Jami'atul Qurro Islamic Boarding School, the main objective of *kitabab* (writing) instruction is to develop students' writing skills, starting from letter connection to essay composition. In the planning process, the teacher refers to the applicable curriculum by taking into account the learning outcomes and the Pancasila Student Profile, as well as analyzing students' needs in terms of their basic abilities and Arabic language background. However, most teachers still prepare lesson plans independently, relying on their personal experience and the traditions of the Islamic boarding school. These plans usually consist only of an outline of the material rather than a complete lesson plan format, due to the long-standing practice of inherited teaching methods and unfamiliarity with formal educational administration as practiced in regular schools.

b. The Implementation of Learning

Before the implementation of the discovery learning model, the Arabic language instruction at Jami'atul Qurro Islamic Boarding School in Palembang was still dominated by a traditional, teacher-centered approach, while students played a passive listening role. The methods used included lectures and the direct method, in which the teacher delivered material in a one-way manner by writing grammar rules and *mufradat* (vocabulary) on the board, while students merely listened, took notes, and memorized. Ustadz emphasized, "We teach using the lecture method," which is consistent with observation findings showing that lessons typically began with the teacher dictating word-for-word translations from the textbook held by students, while the students wrote them down with minimal interaction or exploration.

c. Assessment of Learning

Prior to the implementation of discovery learning, the evaluation of Arabic language learning at Jami'atul Qurro Islamic Boarding School in Palembang remained traditional and focused primarily on lower-order cognitive skills. Evaluations were conducted both orally and in written form, emphasizing memorization, translation, and answering theoretical questions through daily quizzes, memorization tests, and end-of-semester exams consisting of multiple-choice, short-answer, or text translation questions. The Arabic teacher stated that the evaluation only covered grammar rules, translation, and vocabulary, without systematically addressing affective and psychomotor aspects. Furthermore, formative evaluation which should serve to monitor and improve the students' learning process had not been optimally implemented. As a result, the evaluation system in use did not support active and creative learning, highlighting the need for a student-centered approach in the Arabic language instruction at the Islamic boarding school.

3.2. Arabic Language Learning After the Implementation of Discovery Learning at Jami'atul Qurro Islamic Boarding School, Palembang)

After the implementation of the discovery learning model, a significant shift occurred in Arabic language learning, where students became more active participants and the learning process was no longer teacher-centered. Students are now directly involved in the learning process through activities such as observing, questioning, exploring the material, and drawing their own conclusions at the end of the lesson. The learning process begins with an orientation and stimulus phase, which may include the presentation of example sentences or short Arabic texts, word games, or Arabic songs, aimed at stimulating students enthusiasm, curiosity, and motivation to engage more actively in the learning process.

a. Learning Planning

Based on the results of the pretest, it was found that students' scores were still relatively low or below the Minimum Mastery Criteria (MMC), which was attributed to the use of learning approaches that were neither innovative nor aligned with 21st-century educational needs. To address this issue, the researcher implemented the discovery learning model, which is student-centered, with the aim of improving Arabic language learning outcomes and fostering critical, creative, and active thinking skills. The learning process was carefully planned through the development of a teaching module based on the stages of discovery learning, allowing students to independently or collaboratively discover concepts. The implementation of this model consisted of the following stages, stimulus, problem identification, data collection, data processing, verification, generalization (Bandura, 2021).

b. The Implementation of Learning

Arabic language learning at the Jami'atul Qurro Islamic boarding school is conducted for 2x40 minutes in Grade XI, with a total of 20 students. The learning process begins with greetings, followed by steps based on a student-centered approach, specifically the discovery learning model, as outlined below:

a) Stimulus

Stimulus is a key activity that must be carried out by the teacher (Kamal & Mujab, 2021). In addition to providing stimulus, the teacher should also offer guidance, direction, and encouragement to students before starting the lesson. At this stage, the teacher must create stimuli that motivate students to engage with the material to be learned. In this activity, the stimulus selected by the researcher was a sentence-matching task, designed to help students focus on the topic of nominal sentence. Indirectly, this matching activity utilizes nominal sentence structures, which provide a preview of the material to be studied. After completing the activity, the teacher guided the students to correct and read the sentences together as a class.

b) Problem Statement

After the stimulus and presentation of the material, during which students were guided to understand the content provided, the process continued to the problem statement stage, where students were required to identify the problem. In this activity, students analyzed a text. Based on their understanding of the previously presented material, they were expected to distinguish between subject and predicate sentences within the prepared *nash* (text). Through this activity, the teacher was able

to assess the extent of students' comprehension of both reading and grammar components.

c) Data Collection

After students are able to identify nominal sentences within the text, they proceed to the next stage, which involves more advanced exercises. In this stage, students collect examples from the material that has been presented. This activity can be done individually or in pairs with their seatmates. Students are instructed to find examples of nominal sentences from the Qur'an. While in the previous stage students only read, learned vocabulary, and distinguished between nominal, this activity trains them to be more responsive and active learners. Additionally, indirectly, students also engage in reading Qur'anic verses, which brings spiritual rewards from Allah, enhances their intelligence in learning, and improves their analytical skills.

d) Data Processing

In this activity, students, either individually or in groups, will manage the examples they have prepared. They will practice constructing sentences using the nominal sentence grammatical structure, guided by the provided images. Through this step, students not only understand and can identify the concepts but also are able to apply and practice the understanding they have gained.

e) Verification

During the verification activity, students observe and correct sentence examples that were initially constructed with incorrect structures, transforming them into correctly formed nominal sentences. This process not only enriches their vocabulary but also trains students to follow procedures, think inductively, and demonstrate their genuine understanding of the material studied.

f) Generalization

After several preliminary activities have been successfully completed, students will engage in a discussion with their seatmates to formulate a conclusion regarding the material they have studied. Students are encouraged to develop conclusions based on their individual perspectives, which will then be presented to the class. This activity aims to foster accuracy, tolerance, the courage to express opinions respectfully, and the ability to accept differing viewpoints. After formulating their conclusions, each student group will present their findings and engage in a question-

and-answer session with other groups, allowing for the exchange of ideas and perspectives among students (Hammer, 1997).

3.3. Effectiveness of Arabic Language Learning Using Discovery Learning at Jami'atul Qurro Palembang Islamic Boarding School

The application of the discovery learning model in Arabic language instruction at Jami'atul Qurro Palembang Islamic boarding school has demonstrated a positive impact on the quality of both instructional processes and student learning outcomes.

a. The Effectiveness of Arabic Language Learning

a) Student engagement has increased

Arabic language learning through the discovery learning model encourages students to become more actively engaged in the learning process. This is largely due to the instructional steps that require students to explore the material independently. As stated in an interview with one of the students: *“Previously, we would just listen and take notes from the teacher’s explanation at the front. But now, we discuss with our friends and try to understand the material on our own it’s more challenging and more exciting.”*

b) Improving students' conceptual understanding

The discovery process, particularly through stages of data collection and data processing, contributes to a deeper conceptual understanding among students, especially in areas such as grammar rules, *tarkīb* (syntactic structures, and the interrelationship between words within sentences. Observations conducted during the learning sessions indicate that students were capable of analyzing texts and composing their own sentences, demonstrating an increased mastery of the material.

c) Encouraging students' independence and curiosity

Discovery Learning fosters students’ self-confidence in the learning process. They are encouraged to ask questions, explore learning resources independently, and test their own understanding before receiving explanations from the teacher. This approach plays a crucial role in developing lifelong learning skills (Zulfakar et al., 2023).

d) Improvement in learning outcomes

After the implementation of the discovery learning model, a post-test was conducted to measure the effectiveness of this approach in Arabic language instruction at Jami'atul Qurro Palembang Islamic boarding school. The following are the differences between students’ pre-test and post-test results:

Table 1. Pre Test and Post Test

| No | Name | Pre Test | Post test |
|----------------------|------------------------|-------------|-------------|
| 1 | Byan Wahyu Baki | 30 | 82 |
| 2 | Uwais Arsyad | 30 | 82 |
| 3 | Arrafa Wahyu | 25 | 84 |
| 4 | An Noor Hilal | 10 | 62 |
| 5 | Fahri El Azam | 50 | 79 |
| 6 | Azzam Alfaruq | 25 | 80 |
| 7 | Refi Syaputra | 40 | 77 |
| 8 | M. Rizki | 40 | 95 |
| 9 | Noufal Aditya | 30 | 100 |
| 10 | Ahmad Azka Azkiro | 60 | 82 |
| 11 | Asyraf Khoirul Azam | 40 | 80 |
| 12 | Sayyid Ahmad | 35 | 85 |
| 13 | Ahmad Rizki Adila | 40 | 90 |
| 14 | Faezya Faturrahman | 40 | 85 |
| 15 | Ibrah Al Mubarak | 40 | 80 |
| 16 | Savero Alfatih Sukandi | 55 | 90 |
| 17 | Alharist Umary | 20 | 79 |
| 18 | Hasbi | 60 | 90 |
| 19 | Galih Dwi Darma | 40 | 82 |
| 20 | Rizki Juliansyah | 30 | 72 |
| Average Score | | 36,5 | 82,8 |

As show in Table 1, the calculated results of the pre-test and post-test as show conducted by the researcher in the eleventh-grade class, which served as both the experimental and control group, there was a significant improvement in student learning outcomes. This is indicated by the average pre-test score of 36.5, which increased to 82.8 in the post-test after the implementation of the discovery learning model.

The improvement in students' learning outcomes between the pre-test and post-test indicates that the implementation of the discovery learning model has a significant impact on their comprehension and analytical thinking in Arabic language learning. This improvement can be attributed to the transformation of the learning process from a passive, teacher-centered approach into a more interactive, participatory, and challenging environment, in which students actively discover linguistic rules and patterns through exploratory activities, text analysis, discussion, and verification of findings. Such active engagement encourages students to think critically, connect theoretical concepts with practical language use in contextual situations, and enhances their motivation, self-confidence, and learner autonomy. Consequently, the increase in learning outcomes is not merely quantitative but also reflects deeper internalization of concepts, the development of Arabic language skills, and the formation of active and reflective learners in line with the demands of 21st-century education.

b. Data Analysis and Hypothesis Testing

a) Normality Test

To assess the normality of the collected data, a normality test was conducted using the SPSS software. The test was applied to two datasets pre-test and post-test scores from the eleventh-grade students assigned to the experimental and control groups, in order to determine whether the data followed a normal distribution. The Shapiro–Wilk test was employed for this purpose. The data were considered to be normally distributed when the significance value (Sig.) exceeded 0.05.

Table 2. Tests of Normality Tests of Normality

| | Kolmogorov-Smirnov ^a | | | Shapiro-Wilk | | |
|-----------|---------------------------------|----|------|--------------|----|------|
| | Statistic | df | Sig. | Statistic | df | Sig. |
| Pre Test | .202 | 20 | .032 | .931 | 20 | .158 |
| Post Test | .170 | 20 | .134 | .943 | 20 | .271 |

a. Lilliefors Significance Correction

Based on the table above, the significance (Sig.) value of the Shapiro–Wilk test for the pre-test data was 0.158, which is greater than 0.05; therefore, the pre-test data can be considered normally distributed. Similarly, the post-test data yielded a significance value of 0.271, which is also greater than 0.05, indicating that the post-test data are normally distributed as well.

b) Homogeneity Test

After conducting the normality test, a homogeneity test was also performed on the pre-test and post-test score data. The homogeneity test was carried out to examine the equality of variances. The data are considered homogeneous if the significance value (Sig.) is greater than 0.05.

Table 3 Test of Homogeneity of Variances

| Levene Statistic | df1 | df2 | Sig. |
|------------------|-----|-----|------|
| 1.582 | 4 | 9 | .260 |

Based on the values obtained from the homogeneity test table, the significance value was 0.260, which is greater than 0.05 (Sig. = 0.260 > 0.05). Therefore, the pre-test and post-test data can be considered to have equal variances and are thus homogeneous.

c) Hypothesis Test

The hypothesis test was conducted to determine whether there was a significant difference between the mean scores of the pre-test and post-test administered to the eleventh-grade students. The hypotheses formulated in this study are as follows:

1) Null Hypothesis (H_0):

There is no significant effectiveness of using the discovery learning model in improving students' Arabic learning outcomes.

2) Alternative Hypothesis (H_1):

There is a significant effectiveness of using the discovery learning model in improving students' Arabic learning outcomes.

The researcher employed an Independent *t*-test, which is used for unpaired samples. In this study, the samples consisted of eleventh-grade students who were given both pre-test and post-test assessments. The hypothesis testing followed the criteria below:

- 1) If the significance value (Sig.) is less than 0.05, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted.
- 2) If the significance value (Sig.) is greater than 0.05, the null hypothesis (H_0) is accepted and the alternative hypothesis (H_1) is rejected.

Table 4 Paired Samples Test

| | Paired Differences | | | | | t | Df | Sig. (2-tailed) |
|---------------------------------|--------------------|----------------|-----------------|---|---------|---------|----|-----------------|
| | Mean | Std. Deviation | Std. Error Mean | 95% Confidence Interval of the Difference | | | | |
| | | | | Lower | Upper | | | |
| Pair 1 pretest - posttest | -46.300 | 12.274 | 2.744 | -52.044 | -40.556 | -16.870 | 19 | .000 |

Based on the results presented in the Paired Samples Test table, the Sig. (2-tailed) value was 0.000, which is lower than the significance threshold of 0.05, indicating a statistically significant difference between students' pre-test and post-test scores following the implementation of the discovery learning model. This finding suggests that the instructional intervention contributed to measurable improvements in students' Arabic language learning outcomes. Furthermore, the observed increase in post-test performance, compared with the relatively low initial achievement reflected in the pre-test scores, provides empirical support for the pedagogical relevance of discovery learning in enhancing students' learning engagement and understanding. Although statistical significance alone may not fully capture instructional effectiveness, the combination of significant score improvement and positive learning outcomes in this study provides sufficient evidence to indicate that the implementation of discovery learning at Jami'atul Qurro Palembang Islamic boarding school can be considered effective within the context of this research.

3.4. Discussion

The findings of this study are threefold. First, prior to the implementation of the discovery learning model, students at Jami'atul Qurro Palembang Islamic boarding school found it difficult to comprehend Arabic. During the planning process, teachers did not prepare written lesson plans but instead followed the Islamic boarding school's curriculum. Evaluation was limited to exercises on grammatical rules, translation, and vocabulary. Second, after the implementation of the discovery learning approach, the learning process shifted from being teacher-centered to student-centered. Students became more active through the stages of discovery learning, which aligns with the findings of (Jayadiningrat et al., 2019). Finally, the implementation of discovery learning had a significant impact on improving students' conceptual understanding, fostering learning independence, and enhancing overall learning outcomes. This was evidenced by the significant difference between the pre-test mean score (36.5) and the post-test mean score (82.8), as well as the hypothesis test result showing a significance value of $0.000 < 0.05$. These findings indicate that the application of the discovery learning model had a positive and significant effect on students' Arabic language learning achievement.

The findings of this study reflect that the implementation of the discovery learning model has made a significant contribution to improving the quality of Arabic language learning at Jami'atul Qurro Palembang Islamic boarding school. Prior to the implementation of this model, the learning process was teacher-centered, where students primarily acted as passive listeners. However, after the adoption of discovery learning, a paradigm shift occurred toward a student-centered approach, in which students became more active, creative, and participative in understanding the presented material. This demonstrates that when students are encouraged to discover examples and construct their own understanding, their comprehension becomes deeper and more meaningful. Furthermore, the improvement in students' learning outcomes and the hypothesis test results indicating a significant effect confirm that the discovery learning model is not only theoretically effective but also practically applicable. Therefore, innovation in Arabic language instruction that emphasizes learner autonomy and exploratory learning should continue to be developed.

The results of this study indicate that the implementation of discovery learning has a significant impact on improving students' learning outcomes as well as fostering deeper conceptual understanding. The increase in average scores from 36.5 on the pre-test to 82.8 on the post-test, along with the hypothesis test result showing a significance value of $0.000 < 0.05$, provides empirical evidence of the statistical effectiveness of this model. Pedagogically, discovery learning enables students to construct their own knowledge through exploration, discussion, and reflection (Martir et al., 2024). The learning process is no longer passive, but transforms into a meaningful

experience that cultivates higher-order thinking skills (Aqila et al., 2025). Thus, this model impacts not only the cognitive domain, but also the affective and psychomotor domains. This aligns with the constructivist theories of Piaget and Bruner, which emphasize the importance of active learning experiences in concept formation (Prakash Chand, 2023). Through this approach, students become creative and critical learners in response to the linguistic phenomena they study.

The results of this study are consistent with the findings of (Andika et al., 2025), who revealed that the implementation of the discovery learning method gradually increased students' activity and creativity from 57.81% in the first cycle to 78.44% in the third cycle. This finding supports the present study's results, which show that student engagement improved as the learning process shifted toward a student-centered approach. Furthermore, (Aprilianingrum & Wardani, 2021) demonstrated that discovery learning significantly enhances students' critical thinking skills. This aligns with the results of the current research, where students exhibited greater conceptual understanding and active participation. Additionally, the study by (Yuliani et al., 2023) concluded that the implementation of discovery learning significantly improved students' essay-writing skills, particularly in terms of learner engagement and independent mastery of the material. These findings correspond with the present study, emphasizing that discovery learning not only improves learning outcomes but also fosters students' autonomy and holistic conceptual comprehension.

Based on the findings of this study, several strategic steps can be taken to strengthen the implementation of discovery learning within Islamic boarding school settings. First, Arabic language teachers should receive specialized training and mentoring to design discovery-based learning activities in a systematic and effective manner. Second, Islamic boarding school institutions should develop a more flexible curriculum that allows for pedagogical innovation while maintaining their distinctive Islamic values. Third, further research should be conducted to examine the effectiveness of this model in other language skills, such as listening, speaking, reading, and writing. In addition, Islamic boarding school administrators need to provide supportive facilities, including interactive learning media and project-based evaluation systems. All these steps are expected to create a collaborative, autonomous, and reflective learning ecosystem. Thus, the implementation of discovery learning will not only serve as a temporary innovation but evolve into a sustainable learning culture within the Islamic boarding school environment.

4. CONCLUSION

The findings of this study reveal that the implementation of the discovery learning model has brought a significant transformation to Arabic language learning in Jami'atul Qurro Palembang Islamic boarding school. Before applying this model, students faced difficulties in understanding

Arabic due to teacher-centered instruction and limited evaluation focused only on grammar, translation, and vocabulary. However, after integrating discovery learning, the learning process shifted toward a student-centered approach, encouraging students to be more active, creative, and participative. This shift resulted in higher conceptual understanding, increased independence, and improved learning outcomes, as evidenced by a significant difference between the pre-test score of 36.5 and post-test score of 82.8 with a p-value of $0.000 < 0.05$, indicating a positive effect of the model on students' performance.

Conceptually, this study contributes to the growing body of research that highlights the relevance of discovery learning in Arabic language education, particularly within the context of Islamic boarding schools. It reinforces the theoretical framework that supports learner autonomy and inquiry-based learning in the teaching of Arabic. Methodologically, this study demonstrates how the integration of structured steps for discovering concepts and examples can enhance students' engagement and comprehension. These findings are consistent with previous studies, which reported improvements in student activity, critical thinking skills, and writing proficiency through the implementation of this model. Thus, this study offers both theoretical and practical contributions to Arabic language instruction within a student-centered learning framework.

Despite its positive findings, this study has several limitations that should be acknowledged. First, the research was conducted within a single Islamic boarding school setting and focused specifically on Arabic language instruction, which may limit the generalizability of the findings across different institutional and disciplinary contexts. Furthermore, the study primarily examined students' conceptual understanding without extensively investigating the model's influence on specific Arabic language skills, such as listening, speaking, reading, and writing. Nevertheless, the pedagogical significance of this study extends beyond Arabic language learning, as the core principles of discovery learning active inquiry, learner autonomy, problem-solving, and knowledge construction are theoretically applicable to other subjects that require analytical engagement and contextual understanding. Therefore, future research should examine the implementation of discovery learning across different subject areas and educational settings, employ mixed-method or longitudinal designs, and explore technology-assisted discovery learning models to evaluate their broader and sustained educational impact.

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