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Learning Typology in Arabic Language Learning

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Abstract: This study aims to examine learning typologies in Arabic language instruction and analyze how differences in learning styles influence the effectiveness of the learning process. The study focuses on identifying the characteristics of visual, auditory, and kinesthetic learning types and how these variations can serve as the basis for designing more adaptive and meaningful Arabic teaching strategies. The method employed is a literature review, involving the examination of books, journal articles, previous research findings, and other relevant scientific documents. The analysis was conducted through the collection of references, in-depth review, critical evaluation, categorization of findings, and theoretical synthesis, resulting in a comprehensive description of learning typologies within the context of Arabic language learning. The findings indicate that Arabic language learning is influenced not only by variations in learning typologies but also by fundamental conceptual foundations of learning, which include philosophical, psychological, sociological, and communicative aspects. Learning typologies visual, auditory, and kinesthetic play a significant role in determining how learners understand and respond to Arabic material. Furthermore, learning success is strongly shaped by the application of active learning principles and the learners' cognitive processes. The cognitive domain, which refers to mental abilities to think, establish associations, understand, and analyze knowledge, becomes a crucial element in optimizing language comprehension. These findings affirm that Arabic language learning will be more effective when teachers are able to integrate fundamental learning concepts and adapt teaching strategies to learners' typologies and cognitive abilities.

Keywords: Arabic Language Learning; Auditory; Kinesthetic; Learning Typology; Visual.

1. Background

The learning process will proceed smoothly and efficiently when a teacher can first understand the typology of each student. Not all students in the same room can absorb lessons through mere observation. Some may find it easier to learn through listening or simply practicing. It's not easy for students who are used to studying in silence to suddenly have to study in a slightly different environment , such as with music or lots of lights. This indirectly disrupts their concentration , making their learning experience less restful.

Conversely, students who are accustomed to studying in a busy environment or in groups will feel lonely in a quiet study space, which can lead to a decrease in their enthusiasm for learning and drowsiness. This is where learning typology, as a science that studies learning types and styles, comes into play. A person's learning style. Learning typology greatly assists teachers in determining which learning styles students prefer. Without a learning typology, it is impossible for a student to achieve good academic performance, especially in learning Arabic, which is considered a second language after their mother tongue.

Success in the learning process doesn't solely depend on intelligent students; learning styles also significantly influence student outcomes. Therefore, every teacher should first understand each student's learning style. This way , the learning process will proceed according to its intended flow, enabling students to absorb what the teacher has conveyed in class. Broadly speaking, learning styles are divided into three: visual, auditory, and kinesthetic (Porter & Hernacki, 1999) . These three steps must be recognized before the learning process can begin.

Likewise, Arabic language learning often encounters problems, both linguistic and non-linguistic (Hidayat, 2012) . For example, teachers who feel they have failed in teaching vocabulary, or students who find it difficult to memorize vocabulary using the istima' method , fall

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into the category of non-linguistic problems. This requires a balance between the teacher's teaching method and the student's learning style to achieve a good level of success. This is because learning type or style is a key to developing student performance or knowledge in school individually (Porter & Hernacki, 1999) . Because efforts to improve the quality of Arabic language learning or other subjects are never separate from what is called learning and teaching strategies and styles during the learning process (Kasim, 2023) .

Therefore, in this article, the author will describe how teachers and students can find a learning style that is enjoyable. This will include studying how students absorb and process information. Understanding the principles and techniques for balancing student learning styles to achieve success. Furthermore, observing how students learn to achieve cognitive learning and achieve desired goals. Learning is considered successful when it achieves its objectives.

2. Method

The method used in this research is a qualitative research type. Qualitative is a scientific method used by researchers to analyze something. problems whose results can be presented in the form of explanations using appropriate words or sentences with existing facts. The method used in this research is *library research* (literature study), namely the researcher collects data that is related tothis research, which was then analyzed descriptively. Descriptive analysis aims to to describe results analysis in a way systematic about fact Which There is. On Finally dataWhich found in stage the will served in form text written. As for sourcein writing article This is *an E-book* as well as Journal Which relevant with problem Whichwill discussed.

3. Research Results and Discussion

Basic Concepts of Learning

As we know, the learning process certainly has a basic concept that must be implemented. Learning itself has a combined meaning of several interrelated elements. These elements include: people, materials, facilities, equipment, and procedures that influence each other in achieving learning objectives. The people involved in the learning system consist of students, teachers, and other educational staff. In addition to the human element, materials are also essential in the learning process, such as books, whiteboards, and other learning media. Furthermore, facilities and equipment such as classrooms and laboratories are also needed, as are procedures that include a well-structured learning schedule and methods (Makki & Aflahah, 2017) .

Not only that, learning is also defined as a conscious effort from teachers for students with the aim of creating behavioral changes in students, which are obtained from new abilities over a long period of time and with maximum effort. Therefore, it can be concluded that the basic concept of learning is a conscious learning planning process aimed at changing student or learner behavior to achieve maximum results. With this basic concept, it is hoped that students will be actively involved during the learning process .

Discussing concepts inevitably involves theory, which is always viewed as a scientific discipline. Theories related to concepts ultimately lead to a scientific foundation for learning. With this scientific foundation, it will be easier for everyone to understand what learning is. In his book, Deni Darmawan states that there are four basic conceptual foundations for learning: philosophical, psychological, sociological, and communicative. .

a. Philosophy

   The learning process essentially involves several essential efforts to shape and perfect human personality in response to life's various demands. Philosophically, learning is a reminder of the meaning of life, which can be achieved through imitation, understanding, observing, feeling, studying, practicing, and believing in the truth of everything, thus facilitating the attainment of all human desires.

   Learning can be defined as an activity to seek and prove the existence of truth in knowledge . Therefore, philosophy, which has become a product of human thought, is closely related to learning, like a cycle. Through philosophy, humans can learn about everything, and vice versa. Through the activity of learning itself, humans will have thoughts about learning that continue to develop and be discovered, thus leading to the color of innovation, ideas, and human thought throughout the ages.

b. Psychological

By studying behavior, humans will change slightly, but they are not aware of these changes. Therefore, it is through psychology that behaviors that humans were previously unaware of become visible. Psychology, as the science that studies mental symptoms, ultimately identifies the products of these mental symptoms in the form of visible behaviors that are essential for the learning process. The psychology required in the education and learning process is cognitive psychology and behaviorism, as these two types of psychology are dominant in determining how human activities and learning processes occur.

c. Sociological

Humans are both individual and social creatures, constantly needing other humans to fulfill their needs. Therefore, through learning, they can learn about social partners and life partners, and ultimately, through learning, humans are able to build communities, states, and nations. This sociological foundation is crucial in the learning process, contributing to the development of learning innovations, which are greatly impacted by the increasingly hedonistic changes of this era. Therefore, an understanding of learning from a sociological perspective is crucial today.

d. Communication

As explained above, language is one of the most important aspects of human life as a means of communication. This is where the foundation of communication, as a fundamental concept of learning, comes into play. This foundation of communication provides a wealth of color in the form of approaches, models, methods, and learning strategies, and will create new patterns of learning innovation. This process, which is still developing in the world of research, is how teachers can vary communication in the learning process, while of course taking into account other learning components, particularly the students themselves, and the learning model used by the teacher.

One of the learning concepts that is rapidly developing in Indonesia is the concept of contextual learning. Contextual learning is a strategy that encourages students to participate fully during the learning process. In this learning concept, students not only listen, see, and take notes, but also directly experience the process. Through this experience, students will discover the material they are studying for themselves (Sanjaya, 2006) . The concept of contextual learning includes the following elements:

Constructivism: Students are trained to construct knowledge independently rather than receiving it. Students will discover new concepts or principles, apply their ideas, and seek effective learning strategies to achieve competence and gain personal satisfaction from the experiences they encounter.

Inquiry : The inquiry cycle is an observation that begins with asking questions, proposing hypotheses, collecting data, and then drawing conclusions. The steps of inquiry include formulating problems, making observations, and analyzing data, ultimately communicating the data. The purpose of inquiry learning is to encourage students to think realistically and critically in responding to them. This learning usually takes the form of cases to be analyzed based on the theory being studied.

Questioning : is a learning method that focuses on teachers encouraging, guiding, and evaluating students. It explores information through students' understanding, attention, and knowledge. The concept of questions empowers students to reason critically. They are able to acquire information through questions. When questions are well-posed, they foster a greater sense of curiosity.

Learning Community : a group learning concept . This concept trains students to interact socially effectively through small groups. For example,

Modeling: This concept is crucial for students to emulate and follow, such as through information gathering, demonstrations, and so on. This is where the teacher's role is crucial as a motivator and role model for students, as their actions will be closely monitored.

Reflection: a way of thinking about what has been learned, allowing students to respond to the event and gain new knowledge. This reflection typically takes the form of impressions or notes on work that can provide feedback to students.

Authentic Assessment : is the assessment of attitudes , knowledge , and skills conducted during the learning process. This concept can be implemented through various methods ,

including tests and non-tests. Authentic assessment is usually carried out in the form of performance, observation, and portfolios. In Ismail Makki's book (Basic Concepts of Learning and Teaching), Carl R Rogers (1951) stated that there are other learning concepts besides the contextual learning concept, namely "Student Centered Learning", including:

a. A teacher cannot teach students, but a teacher can only facilitate students in terms of learning.
b. Students will learn significantly only those things that can strengthen or grow what is in them.
c. Students also cannot learn if they are under pressure from teachers or people around them, such as parents or friends.
d. Education will teach students significantly if there is no pressure on students, and differences in perception or opinion are accommodated (Makki and Aflahah , 2017).

Individual Learning Styles

A person's learning style is key to improving performance at work, in school, and in interpersonal situations. When we understand how we and others absorb and process information, we can make learning and communication easier using our own style . If a student can't hear or see, or can't feel shapes, textures, or resistances in the learning environment, it means they don't have a learning style inherent in them. Most students tend to learn in multiple styles , but not all of them prefer them. They may prefer one way that they find easier to learn.

Michael Grinder in his book Bobi Dee Porter (1999) reveals that the learning styles that we commonly use include visual learning styles, auditory learning styles, and kinesthetic learning styles.

Visual Learning Style

Visual learning style is a style of learning by seeing. People who learn visually are usually neater and more organized, can speak quickly, plan and organize more long-term, are meticulous about everything, prioritize appearance both in terms of clothing and presentation, have trouble remembering verbal instructions unless they are written down and often ask someone to repeat them, and prefer reading to being read. Visual people usually prefer reading instructions rather than listening when trying to put something together.

Visual learners require a holistic view and purpose and are more aware of their actions. Furthermore, visual learners are visually visually alert when speaking. They often use phrases like "As I often see...", "In my opinion...", and speak very quickly. It can be concluded that visual learners place greater emphasis on visual acuity, meaning teachers must be able to present concrete evidence to students during learning. Teachers can illustrate or show this evidence on a screen, LCD, or on a whiteboard (Supit, 2023) .

Auditory Learning Style

Auditory learning style is a style of learning through listening. Auditory people usually like to talk to themselves while working, are easily distracted by noise, enjoy reading on paper and listening, can repeat and imitate the tone, rhythm, and timbre of a voice, and find it difficult to write but are great at telling stories. Furthermore, auditory people usually speak fluently, prefer music to art, learn by listening and remembering what is discussed rather than seeing, and also enjoy talking, discussing, and explaining things at length.

Kinesthetic Learning Style

The kinesthetic learning style is a learning style that involves moving, working, and touching. People who learn kinesthetically typically speak slowly, respond to physical attention by touching people to get their attention, and stand close when speaking. Furthermore, kinesthetic learners are physically oriented and move around a lot.

Principles of Activity in Learning

Activity in learning is a principle that must be implemented. There can be no learning without activity, which is why activity is a crucial principle in teaching and learning interactions. To examine the principle of learning activity from a psychological perspective, it can be broadly divided into two perspectives: ancient psychology and modern psychology.

John Locke, with his concept of tabularasa, illustrated a person's soul as a blank sheet of paper with no writing on it. This blank sheet of paper is then scribbled on or written on by external sources. Here, the student is likened to the blank sheet, while the external elements writing are teachers, parents, or their surroundings. Therefore, it can be said that in learning

activities, according to this ancient psychology, the teacher is often active, while the students are passive and simply accept what the teacher provides in class.

Meanwhile, according to modern psychology, the human soul is considered dynamic, possessing its own potential and energy. Therefore, students can naturally become active, motivated and driven by various needs. In this view, students appear more active, while the teacher's task is merely to provide spiritual nourishment and refreshment for the child in the form of learning materials, while the rest is managed and digested by the students themselves. It is important to understand that learning activity is one in which both the student's physical and mental abilities are engaged. For example, a student is actively listening to a teacher's explanation; physically, they are watching and listening, but their thoughts and feelings are elsewhere. This indicates that only their physical activity is active, while their mental focus remains unfocused. If this occurs, learning outcomes will not be optimal, and vice versa; when the mental activity is active but the physical activity is not, it is also said to be suboptimal (Rohmah, 2015) .

According to Gestalt, which is quoted by the author in his book by Ismail Makki and Aflahah (2017) regarding reveals the principle of learning, namely an activity of transferring knowledge between teachers and students so that there is development from the process of teaching and learning interactions that are carried out continuously and it is hoped that students can face problems on their own through existing theories accompanied by the experiences they have received. This can be concluded that the principle of learning has the meaning of the basis for thinking, the foundation for support, and the source of motivation so that the learning and teaching process can be carried out well between teachers and students.

In a learning process, a teacher is required to optimally develop students' potential. This is done to encourage the realization of students' potential development, which is certainly a long process that cannot be measured in a specific timeframe, let alone a very short one. However, a teacher can detect changes in a student's development through learning instruments. Therefore, all processes and stages in learning must be directed toward achieving the development of students' potential.

Learning principles refer to the essential elements a teacher must implement to ensure student learning occurs, achieving the desired outcomes and objectives. Learning principles also provide guidance on how and what teachers should do to ensure students actively participate in learning. For a teacher, the ability to apply learning principles in the learning process significantly contributes to the realization of the learning objectives formulated in a lesson plan. Meanwhile, for students, these learning principles significantly assist in achieving the learning outcomes they desire.

We have known that there are many theories and principles of learning put forward by experts, each of which has similarities and differences. From these various principles, there are several principles that are very relative and generally applicable and can be used as a basis for learning efforts. These principles are closely related to attention and motivation, activeness, direct or experienced involvement, repetition, feedback challenges or reinforcement, and individual differences (Makki and Aflahah 2017), namely: The principle of learning emphasizes the importance of attention and motivation as the basis for the learning process, because without attention information cannot be processed, while motivation both internal and external Encourage student interest and activity. Learning also demands active participation, requiring students to be directly involved in processing and transforming information through physical and psychological activities. Furthermore, direct involvement encompasses not only physical actions but also mental, emotional, and cognitive engagement to truly immerse students in the learning experience. Repetition is necessary to strengthen stimulus-response relationships and to train observation, memory, and thinking skills. The learning process also involves challenges that encourage students to overcome obstacles to achieve their goals. Feedback or reinforcement provides positive encouragement that increases enthusiasm for learning, particularly through discussions, questions and answers, and experiments. Finally, individual differences must be considered, as each student has different abilities and characteristics that influence learning methods and outcomes.

Cognitive in Learning

The term cognitive comes from the word cognition , which means " to know ." In the context of educational psychology, cognitive encompasses the process of acquiring, organizing, storing, and using information. According to Anderson (1980), the cognitive domain encompasses various mental activities such as remembering, understanding, analyzing, evaluating, and creating. Similarly, Winkel (2009) explains that cognitive aspects reflect a person's relatively stable internal abilities and are used to think, make connections between various responses, and process information into new knowledge.

Cognitive is also understood as one of the main domains in the taxonomy of learning. Bloom (1956) placed cognitive as the first domain in the Taxonomy of Educational Objectives , which includes six levels of ability ranging from knowledge , comprehension , application , analysis , synthesis , to evaluation . The revision of Bloom's taxonomy by Anderson & Krathwohl (2001) updated the classification to remember, understand, apply, analyze, evaluate, and create. This domain shows that cognitive development is not only limited to remembering information, but also the ability to process, consider, and generate new thoughts.

From a developmental perspective, Jean Piaget's theory has been highly influential in studying human cognitive structure. Piaget (1972) stated that cognitive development occurs through four stages: sensorimotor, preoperational, concrete operational, and formal operational. Each stage reflects increasingly complex ways of thinking, from concrete actions to abstract thought. Piaget's theory asserts that cognition develops through the processes of assimilation, accommodation, and equilibration, which enable individuals to adapt to their environment and construct their own understanding.

Meanwhile, Vygotsky (1978) added that cognitive development is greatly influenced by social and cultural interactions. Through the concepts of the Zone of Proximal Development (ZPD) and scaffolding , Vygotsky emphasized that cognitive abilities can develop more optimally if students receive support from teachers or peers with higher competencies. This means that the cognitive domain does not stand alone but is closely related to the social context in which learning takes place.

In educational practice, the cognitive domain plays a crucial role in learning because it encompasses the lower- and higher-level thinking processes necessary to understand and analyze information. According to Gagné (1985), cognitive learning involves mental activities such as perception, encoding information, storing it in memory, and retrieving it for use in problem-solving. These abilities are relatively fixed but can develop with appropriate stimulation through meaningful learning experiences.

Thus, cognitive learning can be understood as the entire mental process that enables students to think, process information, make connections between concepts, solve problems, and form new understandings. This domain is a crucial foundation in education because it determines the quality of students' thinking, the depth of their understanding, and their ability to navigate various learning situations.

4. Conclusion

Based on the discussion above, it can be concluded that learning is a process that cannot be separated from basic conceptual foundations that include philosophical, psychological, sociological, and communication aspects. These four foundations are important in determining the direction, goals, and approaches used in the learning process, especially in the context of Arabic language learning. The philosophical foundation provides a framework for thinking about the nature of students and the goals of education; the psychological foundation explains how behavior, motivation, and mental processes influence learning; the sociological foundation emphasizes the importance of interaction and the social environment; while the communication foundation ensures that learning messages can be conveyed and received effectively.

Learning effectiveness is greatly influenced by teachers' understanding of students' learning styles: visual, auditory, and kinesthetic. Each student has different learning style preferences , so learning strategies need to be designed adaptively to accommodate this diversity. Visual learners require visual and textual media; auditory learners understand more easily through discussion and verbal explanations; while kinesthetic learners learn better through physical activity and hands-on practice. By understanding these learning styles, teachers can choose more appropriate methods, media, and approaches, making the learning process more

meaningful and effective. Furthermore, the principle of activity in learning is a crucial component that determines successful learning. Students act not only as recipients of information but also as active subjects involved in the process of thinking, asking questions, experimenting, and solving problems. Planned learning activities will increase student motivation, engagement, and the quality of understanding. Among the most essential components, the cognitive aspect plays a central role in learning. Cognitive ability is a relatively enduring mental ability within an individual to understand, connect responses, process information, analyze, and make decisions. In Arabic language learning, cognitive ability significantly influences the understanding of language concepts, sentence structure, vocabulary, and other language skills. A strong cognitive process will help students achieve deeper understanding, think critically, and apply knowledge in different contexts.

The basic concept of learning is covering philosophy, psychological, sociological And communication. Besides That in typology learning Also there is style Study somebody Which covering Study in a way visual, Study in a way auditory, and kinesthetic learning. To achieve all of this, the principles of activities in learning are also cognitive in learning. Which cognitive is the ability of a person's soul to remain relatively constant in the thinking process to make relationships response as well as ability understand And analyze various knowledge Which obtained by someone.

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