The Application Of Deep Learning In Reducing Arabic Language Anxiety At The Junior High School

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Abstrak: Tujuan dalam Penelitian ini adalah untuk mengetahui beberapa faktor yang menyebabkan kecemasan dalam peserta didik di kelas VII pada MTsN 4 Sidoarjo dalam belajar bahasa arab dan mengetahui cara untuk mengatasi masalah tersebut dengan pendekatan deep learning dalam Kurikulum Merdeka. Metode penelitian yang digunakan adalah penelitian kualitatif adapun populasi penelitian ini adalah seluruh peserta didik kelas VII MTsN 4 Sidoarjo dan sampel nya adalah kelas G dan H. Metode pengumpulan data yang digunakan adalah Observasi dan wawancara mendalam. Analisis data pada penelitian ini adalah dengan analisis kualitatif menurut Creswell yaitu reduksi data, penyajian data, dan penarikan kesimpulan dan verifikasi. Hasil penelitian ini menunjukkan bahwa peserta didik di MTsN 4 Sidoarjo mengalami kecemasan berbahasa Arab yang ditandai dengan mengecilkan volume suara ketika membaca teks bahasa arab atau menjawab pertanyaan, menghindari kontak mata, menunjukan gestur tubuh kepanikan seperti memainkan jarinya ketika diminta menjawab pertanyaan. Dalam konteks Kurikulum Merdeka, pendekatan deep learning dapat menjadi salah satu solusi untuk mengatasi kecemasan peserta didik dalam belajar bahasa Arab. Pendekatan ini memungkinkan peserta didik untuk belajar secara lebih mendalam dan bermakna, sehingga dapat meningkatkan motivasi dan kepercayaan diri mereka dalam menggunakan bahasa Arab.

Kata kunci: Kurkulum Merdeka, Deep Learning, Kesemasan Berbahasa

Abstract: *This study aims to identify factors causing anxiety among seventh-grade students at MTs Negeri 4 Sidoarjo in learning Arabic and to explore solutions through a deep learning approach within the Merdeka Curriculum. Using a qualitative method, the research involved seventh-grade students from classes G and H. Data were collected through observation and in-depth interviews, and analyzed using Creswell's qualitative analysis, including data reduction, presentation, and conclusion drawing. The findings reveal that students experience anxiety when speaking Arabic, shown by lowering their voice when reading or answering, avoiding eye contact, and displaying panic gestures such as playing with their fingers. In the context of the Merdeka Curriculum, applying a deep learning approach helps reduce anxiety by encouraging active, meaningful engagement in learning. This method enhances students' confidence, motivation, and understanding, making the process of learning Arabic more enjoyable and effective*

Keywords: *Independent Curriculum, Deep Learning, Language Anxiety*

INTRODUCTION

Emotions are a reflection of thoughts, feelings and/or physical movements that are meaningful and symbolized as an individual's mental movements automatically, dynamically and consciously.[1] From the perspective of Islamic educational psychology, feelings and emotions play an important role that is inseparable from the development process of students. Emotions play a significant role in shaping learning motivation, social relationships, and individual character. In the context of learning, students often experience emotional changes that affect their self-confidence and learning effectiveness. A lack of confidence in one's abilities, academic pressure, and an unsupportive social environment can be factors that hinder the optimal development of students.[2]

In the context of the Merdeka Curriculum, learning is designed to provide space for students to learn more independently, reflectively, and meaningfully. This curriculum emphasizes strengthening competencies and character through contextual learning experiences that are relevant to real life.[3] One approach that is in line with this spirit is deep learning, which is learning that focuses on deep understanding, interconnections between concepts, and the application of knowledge in real situations. Through this approach, students not only memorize material, but also develop critical, creative, and collaborative thinking skills. In Arabic language learning, deep learning can help students overcome learning anxiety by creating an interactive and meaningful atmosphere, thereby encouraging the growth of self-confidence, intrinsic motivation, and positive emotional engagement in the learning process.[4]

The process of emotional challenges and implementing supportive strategies, educators can create a more conducive environment for learning Arabic, ultimately helping students overcome their anxiety and improve their language proficiency. They tend to lower their voices, avoid eye contact with the teacher, and even display restless

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[1] Agus Santoso and Dita Kurnia Sari, "Penularan Emosional (Emotional Contangion) Kajian Literatur Dan Rekomendasi," *Jurnal Bimbingan Dan Konseling Islam* 11, no. 12 (2021): 278–98.

[2] Khoirul Muthrofin and Luqman Hakim, "Analisis Konsep Perasaan Dan Emosi Dalam Perspektif Psikologi Pendidikan Islam," *Dar El-Ilmi : Jurnal Studi Keagamaan, Pendidikan Dan Humaniora* 12, no. 1 (2025): 126–41, https://doi.org/10.52166/darelilmi.v12i1.9294.

[3] Suharni, Suziyani Mohamed, and Kamariah Abu Bakar, "Exploring Teachers Challenges in Implementing Literacy and STEAM in Early-Childhood Classrooms," *International Journal of Learning, Teaching and Educational Research* 24, no. 6 (2025): 810–32, https://doi.org/10.26803/ijlter.24.6.37.

[4] Aninda Cholifatunisa et al., "Pengembangan Kurikulum Merdeka Dengan Pendekatan Deep Learning Dalam Meningkatkan Kompetensi Siswa Sekolah Dasar," *Jurnal Pedagogik Pendidikan Dasar* 12, no. 1 (2025): 128–36, https://ejournal.upi.edu/index.php/jppd/article/view/84240.

body movements such as playing with their fingers or looking down. This anxiety generally arises from a lack of confidence in their Arabic language skills, difficulty understanding complex language structures, and fear of making mistakes in front of their peers. This situation causes student participation to decline and hinders effective learning. In addition, teaching methods that are still teacher-centered and do not provide space for independent exploration reinforce students' psychological pressure, preventing them from fully enjoying the process of learning Arabic as a fun and meaningful experience.[5]

Previous studies have discussed anxiety in foreign language learning, including Arabic, highlighting factors such as the learning environment, teaching methods, and students' confidence levels. These studies generally show that language anxiety has a significant effect on students' speaking abilities and active participation in class. However, most studies still focus on conventional learning contexts and few have linked this to the application of deep learning within the framework of the Merdeka Curriculum.[6] Several studies in the last five years have highlighted the issue of anxiety in Arabic language learning in various educational contexts. Ikram found that anxiety significantly affected the speaking ability of Arabic literature students at the University of North Sumatra, mainly due to fear of making mistakes and lack of confidence.[7] On the other hand, Aribah has developed a learning model based on the Merdeka Curriculum with a deep learning approach that focuses on deep understanding and character building.[8] This is where the research gap that this study aims to fill lies, namely examining how the deep learning approach can be an effective strategy in reducing anxiety in learning Arabic and increasing student engagement and confidence in accordance with the principles of independent and meaningful learning.

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[5] Meryem Melike Güngenci and Musa Yildiz, "Challenges in Listening and Speaking Skills for Arabic Language Pre-Service Teachers: A Correlational Study," *Novitas-ROYAL* 18, no. 2 (2024): 104–16, https://doi.org/10.5281/zenodo.13860910.

[6] Andi Mutmainnah Nurislamidina, Meisil B Wulur, and Muhammad Yasin, "Analisis Kecemasan Berbahasa Arab (Studi Kasus Pada Peserta Didik Kelas VIII SMP Islam Terpadu Qurratu A ' Yun Al Islami Maros) Arabic Language Anxiety Analysis (Case Study On Students Of Grade VIII Integrated Islamic Junior High School Qurratu A ' Yun," *JIIC: Jurnal Intelek Insan Cendikia* 2, no. 5 (2025): 8372–87, https://jicnusantara.com/index.php/jiic/article/view/3312.

[7] Muhammad Ikram et al., "The Impact of Language Anxiety on Arabic Speaking Performance Among Arabic Literature Students at the University of North Sumatra in 2022," *Wedya* 2, no. June (2025): 24–33.

[8] Lutfina Aribah et al., "Deep Learning Approach in The Merdeka Curriculum to Shape Students ' Character Through Islamic Religious Education," *Kalijaga Journal of Islamic Religious Education Vol.* 1, no. 1 (2025): 16–35.

Based on the background and research gaps described above, the research questions in this study are: (1) what factors cause anxiety among students in Arabic language learning at MTs Negeri 4 Sidoarjo, and (2) how can the application of the deep learning approach in the Merdeka Curriculum help reduce this anxiety? The objectives of this study are to identify the factors that cause anxiety in learning Arabic among students and to analyze the effectiveness of applying the deep learning approach as a learning strategy that can increase students' confidence, motivation, and active involvement in Arabic language learning. Thus, this study is expected to contribute theoretically and practically to the development of a more humanistic, adaptive Arabic language learning model that is in line with the spirit of the Merdeka Curriculum.

RESEARCH METHOD

This study uses a qualitative case study research method to gain an in-depth understanding of the phenomenon of student anxiety in learning Arabic at MTsN 4 Sidoarjo. With this approach, researchers can collect data intensively and in detail through various data collection techniques.[9] The population in this study was all seventh-grade students at MTs Negeri 4 Sidoarjo in the current academic year. This population was chosen because seventh grade students are generally in the early stages of adapting to a new learning environment at the madrasah, including in Arabic language learning, which is a compulsory subject. From this population, the researcher took a sample of two classes, namely seventh grade G and seventh grade H. These two classes were selected purposively, taking into account variations in academic ability and class dynamics that reflect the general conditions of students at that level.

The data collection techniques in this study included observation and in-depth interviews. Through observation, the researcher directly observed student behavior in the classroom to determine how anxiety affected the Arabic language learning process, including nonverbal expressions, participation, and interactions with teachers and peers.[10] Meanwhile, in-depth interviews were conducted with students and teachers to gain a more comprehensive understanding of their experiences, perceptions, and factors that cause anxiety in learning Arabic. These interviews also explored their views

[9] Sugiyono, "Metode Penelitian Kuantitatif, Kualitatif, Dan R&D," 2nd ed. (Bandung: Alfabeta, 2022).

[10] Achmad Sjaifullah and Ekaning Dewanti Laksmi, "Willingness to Communicate in an ESP Class: A Qualitative Study," *World Journal of English Language* 12, no. 6 (2022): 262–73, https://doi.org/10.5430/wjel.v12n6p262.

on the potential application of the deep learning approach as an effort to reduce anxiety and increase student motivation and confidence in learning.

Data analysis in this study was conducted through three main stages, namely data reduction, data presentation, and conclusion drawing. In the data reduction stage, the researcher selected and focused on data relevant to the research objectives, particularly those related to the factors causing student anxiety in learning Arabic and the application of the deep learning approach. Next, in the data presentation stage, the findings were compiled in narrative form to provide a clear and systematic description of the anxiety experienced by students and the dynamics of the learning process in the classroom. The final stage is drawing conclusions, where researchers interpret the meaning of the analyzed data to gain a deeper understanding of how the deep learning approach can contribute to reducing student anxiety and improving the effectiveness of Arabic language learning.[11]

RESULT AND DISCUSSION

The results of this study indicate that there are several factors contributing to the emergence of anxiety among students in Arabic language learning at the madrasah tsanawiyah level. These factors originate both from within the students themselves and from the learning environment.

Factors contributing to anxiety in learning Arabic

Factors Causing Anxiety from Educators

Based on observations and in-depth interviews with students, it was found that one of the main sources of anxiety in Arabic language learning stems from the educators. Several students revealed that the teachers' teaching methods, which tend to be results- and assessment-oriented, often make them feel pressured. Teachers sometimes place more emphasis on grammatical accuracy and pronunciation than on the process of understanding, making students afraid of making mistakes. In addition, the use of monotonous lecture methods with minimal interaction makes students less willing to ask questions or express themselves in Arabic.

From observations in the classroom, it appears that some teachers still use traditional approaches that emphasize reading and translating texts without giving students room to explore freely. When asked to answer questions in

[11] Rizal Safrudin et al., "Penelitian Kualitatif," *Journal Of Social Science Research* 3, no. 2 (2023): 1–15.

Arabic, most students showed signs of nervousness, such as looking down, speaking softly, or avoiding eye contact. This indicates a relationship between teaching style and student anxiety levels. The lack of positive feedback and the minimal variety of learning strategies also reinforce these feelings of anxiety.

These findings confirm that educators play a crucial role in creating a safe and supportive learning environment. Through the application of deep learning approaches, teachers are expected to transform their role from mere conveyors of material to facilitators of learning who foster self-confidence, provide opportunities for reflection, and encourage students to understand Arabic more deeply and meaningfully.

Factors causing anxiety from students

Factors causing anxiety among students were also an important finding in this study. Based on the results of interviews and field observations, most students admitted to feeling less confident in using Arabic, especially when asked to speak in front of the class. They were worried about making mistakes in pronunciation (nahwu and sharaf), so they preferred to remain silent or answer in a very soft voice. Some students also mentioned that they felt their Arabic skills were far below those of their friends, which made them feel inferior and afraid of being judged as incompetent.

Classroom observations show that when teachers ask questions in Arabic, many students look down, avoid eye contact, or appear restless by playing with their fingers or pens. These symptoms indicate that anxiety arises not only from academic pressure, but also from negative perceptions of one's own abilities (low self-efficacy). In addition, the lack of habit of using Arabic in daily interactions makes students feel unfamiliar with vocabulary and sentence structure, thereby further reinforcing their fear of speaking.

This internal factor highlights the importance of fostering intrinsic motivation and self-confidence through a deep learning approach. By providing meaningful learning experiences, such as group work, thematic projects, and self-reflection, students can learn in a more relaxed and immersive environment. This approach helps them realize that mistakes are part of the learning process, not something to be feared, thereby gradually reducing their anxiety levels.

In addition to factors originating from educators and students, this study also found that anxiety in learning Arabic appears to differ across the four language skills, namely listening, speaking, reading, and writing. Each skill presents its own challenges that can trigger varying levels of anxiety among

students. In listening skills, some students feel anxious because they have difficulty understanding Arabic speech that is spoken quickly or uses native accents. This condition makes them afraid of missing important information, thereby reducing their focus and comprehension during learning. In speaking skills, anxiety appears to be more dominant. Many students are reluctant to speak because they are worried about making mistakes in pronunciation or sentence structure (nahwu and sharaf). As a result, they prefer to remain silent or wait for other friends to answer first.

In qira'ah skills, anxiety arises when students are asked to read Arabic texts aloud. They tend to lower their voices, read hastily, or show tense expressions for fear of being ridiculed or corrected. This has an impact on their reading comprehension and fluency. Meanwhile, in writing, students feel pressured when they have to write correct Arabic sentences. The complexity of grammar rules and limited vocabulary make them worry that their writing will be full of mistakes, thus inhibiting creativity and confidence in writing.

Anxiety in these four skills has a real impact on the learning process. Students become less active in participating, lose motivation to practice outside of class, and even develop negative attitudes toward Arabic lessons. In the long term, this can hinder their communicative abilities. Therefore, the application of a deep learning approach is important because it emphasizes deep understanding, collaboration, reflection, and meaningful learning. Through this approach, students can learn in a safe and supportive environment, thereby reducing anxiety, building confidence, and making the process of mastering Arabic more effective and enjoyable.

Deep Learning Approach in Overcoming Anxiety in Learning Arabic

Deep learning is an educational approach that emphasizes deep understanding, critical thinking, and the meaningful connection between knowledge and real-life experiences. In contrast to surface learning—which focuses merely on memorizing facts or completing tasks—*deep learning* invites students to explore the "why" and "how" behind what they learn. It encourages learners to analyze, reflect, and apply their knowledge in authentic contexts, thereby nurturing long-term comprehension, creativity, and emotional engagement in learning.[12]

[12] Greta B Gudmundsdottir, "Bringing Deep Learning to the Surface: A Systematic Mapping Review of 48 Years of Research in Primary and Secondary Education," *Nordic Journal of Comparative and International Education (NJCIE) Digital Downsides in Teacher Education* 5, no. 4 (2021): 123–39.

In the context of Arabic language education, *deep learning* focuses on helping students understand the language as a living means of communication rather than just a set of grammatical rules. This approach integrates the four *maharah* (language skills) listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*) through meaningful activities such as discussions, storytelling, project-based tasks, and collaborative learning.[13] For example, instead of only translating texts, students may work in groups to create Arabic dialogue videos, write short reflective essays, or simulate real-life conversations. These activities enable students to use Arabic actively and contextually, making the learning process more engaging and less intimidating.

The *deep learning* approach also plays a vital role in reducing anxiety that often arises from the perception that Arabic is a difficult language. Many students fear making mistakes in pronunciation or grammar, which leads to avoidance and low self-confidence. Through *deep learning*, however, the classroom atmosphere becomes more supportive and student-centered. Teachers act as facilitators who guide, motivate, and encourage students to learn from their errors rather than punish them. Reflection sessions allow students to recognize their progress and appreciate the learning process as continuous growth.[14]

By engaging students emotionally, cognitively, and socially, *deep learning* helps transform anxiety into curiosity and confidence. Students begin to see Arabic not as a "hard subject" but as a meaningful tool for communication and cultural understanding.[15] Ultimately, this approach not only improves language mastery but also fosters emotional resilience helping learners face challenges calmly and with greater enthusiasm for mastering the Arabic language.

Teachers play a central role in applying the deep learning approach to reduce student anxiety in Arabic language learning.[16] The first step that needs to be taken

[13] Herlina Aulia and Hanik Mahliatussikah, "Implementing Deep Learning in Arabic Language Education at Madrasah Aliyah: Enhancing Critical Thinking and Contextual Learning," *Abjadia : International Journal of Education* 10, no. 3 (2025): 584–94, https://doi.org/10.18860/abj.v10i3.33342.

[14] Salma Nur Istiqomah and Asep Sopian, "Deep Learning Approach for Arabic Vocabulary Mastery in the Digital Era," *Aphorisme: Journal of Arabic Language, Literature, and Education* 6, no. 1 (2025): 97–115, https://doi.org/10.37680/aphorisme.v6i1.7183.

[15] Mirza Mahfud et al., "Anxiety Dan Difficulties Dalam Belajar Bahasa Arab Yang Dihadapi Oleh Mahasiswa Latar Belakang Sekolah Umum," *Al-Ittijah : Jurnal Keilmuan Dan Kependidikan Bahasa Arab* 16, no. 2 (2024): 75–93, https://doi.org/10.32678/alittijah.v16i2.10026.

[16] Rima Ajeng Rahmawati, "Revitalizing Arabic Language Learning: The Role of Technology in Improving Language Proficiency," *Asalibuna* 7, no. 02 (2024): 75–87, https://doi.org/10.30762/asalibuna.v7i02.2636.

is to create a safe, comfortable, and positive classroom environment. A learning atmosphere that is free from fear and pressure makes students more courageous to try speaking and experimenting with the language without fear of being blamed. Teachers can build this atmosphere through ice breaking, simple games, and rewarding students' efforts even if the results are not yet perfect. Next, teachers need to change their role from being a source of information to being a learning facilitator. Instead of just explaining and correcting, teachers can ask open-ended questions that encourage students to think critically and discover the meaning or linguistic patterns for themselves. This approach fosters students' confidence and ownership of their learning process.

In addition, teachers should integrate the four language skills (maharah al-lughah) listening, speaking, reading, and writing contextually through meaningful activities such as drama, video projects, or group discussions. Authentic activities help students understand Arabic as a living communication tool, not just a set of rules. Project-based learning is also very effective for training collaboration and making the learning atmosphere more enjoyable. After learning activities, teachers can hold reflection sessions so that students recognize their progress and challenges. This reflection can be done through short journals or small group discussions that emphasize self-appreciation and the learning process, not just the end result.

The use of learning technology can also support deep learning.[17] Teachers can use applications such as Kahoot, Quizizz, or Padlet to create interactive activities and foster a spirit of learning. In addition, Arabic language learning needs to be linked to spiritual and social values so that students understand the deeper meaning behind the learning process, for example by instilling manners of speaking, the meaning of greetings, and a spirit of mutual assistance within the group. Through these strategies, teachers not only help students master Arabic more effectively, but also foster courage, curiosity, and emotional resilience in facing learning challenges. The deep learning approach makes the classroom a place that encourages deep understanding, self-reflection, and positive relationships between teachers and students.[18]

[17] Wardah, "Efektivitas Pemanfaatan Media Video Pembelajaran Interaktif Melalui Website Genially Untuk Meningkatkan Minat Belajar Pai Siswa Kelas Viii Smp Negeri 13 Surabaya" (Uin Sunan Ampel Surabaya, 2023).

[18] Rahayu and Hidayat, "Peningkatan Kemampuan Membuat Media Pembelajaran Dengan Bantuan Website Genially Pada Guru-Guru Smk Islam Batu," *Prima Portal Riset Dan Inovasi Pengabdian Masyarakat* 2, no. 3 (2023): 270–77, https://doi.org/10.55047/prima.v2i3.783.

CONCLUSION

The findings of this study highlight that anxiety in Arabic language learning at the *madrasah tsanawiyah* level arises from a complex interaction of factors originating from both educators and students, as well as the inherent challenges of mastering the four language skills listening, speaking, reading, and writing. Teachers' traditional, assessment-oriented methods and students' low self-efficacy are identified as primary triggers that contribute to language learning anxiety. Therefore, the implementation of the *deep learning* approach emerges as a promising pedagogical solution to address these issues. This approach fosters a safe, interactive, and reflective learning environment that shifts the focus from rote memorization and error avoidance to understanding, exploration, and self-expression. Through meaningful and contextual learning activities, students become more engaged and confident in using Arabic as a living language for communication rather than merely an academic subject.

The advantages of adopting *deep learning* include promoting emotional resilience, enhancing motivation, and improving communicative competence through holistic engagement cognitive, emotional, and social. It allows students to internalize learning as a continuous process, reducing fear of mistakes and encouraging a growth mindset. For educators, it provides a framework to transform their role from knowledge transmitters to facilitators of inquiry and creativity. However, the approach also presents certain limitations. It requires sufficient teacher training, adequate time allocation, and supportive institutional policies to be effectively implemented. Without these supports, teachers may find it challenging to move away from conventional, exam-driven instruction toward a learner-centered paradigm.

Despite these challenges, *deep learning* holds substantial potential for broader application in Arabic language education across various levels of schooling. Future implementations may explore its integration with digital learning tools, value-based education, and intercultural communication training to further strengthen its impact. Overall, this study underscores the significance of *deep learning* as a transformative educational approach capable of reducing anxiety, deepening linguistic understanding, and nurturing emotionally resilient Arabic learners prepared to engage confidently in real-life communication contexts.

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