

Integration of Behaviorism and Constructivism Theories in Arabic Language Acquisition in Elementary Madrasah Students

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Abstract

This study aims to analyze the integration of behaviorist and constructivist theories in Arabic language acquisition among Madrasah Ibtidaiyah students. As a foreign language, Arabic requires effective instructional strategies to facilitate students' comprehensive language development. Behaviorism emphasizes reinforcement through repetitive practice and feedback, while constructivism highlights the active role of learners in constructing knowledge through experience and social interaction. This study employed the Systematic Literature Review (SLR) method by identifying, evaluating, and synthesizing relevant findings from previous research published in scientific journals and academic sources. The SLR process involved selecting studies based on predetermined inclusion and exclusion criteria, coding the collected data, and conducting thematic analysis to identify patterns and effective instructional strategies. The findings indicate that the integration of behaviorist and constructivist approaches contributes significantly to improving students' vocabulary mastery, speaking skills, and grammatical understanding. Effective strategies include combining repetitive drills and reinforcement activities with collaborative learning, discussions, and problem-based projects. The integration of these two learning theories enables students not only to develop language habits through practice but also to construct meaningful understanding through active engagement in the learning process. The study provides practical implications for teachers in designing more adaptive and student-centered Arabic language learning models for Madrasah Ibtidaiyah. Furthermore, it contributes to the growing body of literature on integrative pedagogical approaches in foreign language education and highlights the importance of balancing behavioral reinforcement with active knowledge construction to achieve optimal learning outcomes.

Keywords: theory integration, behaviorism, constructivism, Arabic language learning, Madrasah Ibtidaiyah, Systematic Literature Review (SLR).

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INTRODUCTION

Arabic is a crucial subject in the Islamic education system in Indonesia, particularly at the Madrasah Ibtidaiyah (Islamic elementary school) level. Arabic serves not only as a means of communication but also as a means of understanding the primary sources of Islamic teachings, namely the Qur'an and Hadith. Therefore, mastering Arabic from an early age is crucial for developing students' religious competence. However, Arabic language learning in Madrasah Ibtidaiyah (Islamic elementary school) still faces various challenges, such as low student motivation, limited vocabulary, difficulty understanding language structure, and the use of learning methods that are not fully aligned with the developmental characteristics of elementary school-aged students (Maulana, 2023).

In the 21st-century era of education, the learning paradigm has shifted from teacher-centered learning to student-centered learning. This shift requires teachers to be able to select and integrate various relevant learning theories to create effective and meaningful learning. In the context of Arabic language learning, behaviorism and constructivism are two approaches that have significantly contributed to the language acquisition process. Although both have different characteristics, integrating these two theories has the potential to produce a more comprehensive learning model tailored to the needs of elementary school students (Afroni & Ristiana, 2024).

Behaviorism theory views learning as a change in behavior that occurs due to the relationship between stimulus and response. In Arabic language learning, this theory is implemented through repeated practice (drill), vocabulary repetition, pronunciation imitation, habituation to the use of simple expressions, and reinforcement for correct responses. The behaviorism approach remains relevant in Arabic language learning because it helps students develop language habits through a structured process of imitation and repetition (Adi, 2020). The use of dialogue (hiwar), pronunciation practice, and the creation of a language environment (bi'ah lughawiyah) are examples of behaviorism implementations that have been proven to improve students' basic Arabic language skills.

Constructivism, on the other hand, emphasizes that knowledge is actively constructed by students through experience, social interaction, and reflection on the learning environment. From a constructivist perspective, students are not merely recipients of information, but active subjects who construct understanding based on their learning experiences. Constructivist-based Arabic language learning encourages students to engage in discussions, group work, problem-solving, communication simulations, and various activities that enable them to use Arabic contextually. The constructivist approach has been shown to improve students' communication skills, critical thinking skills, and active participation in Arabic learning (Nisa, Mubarakah, & Abu Bakar, 2024).

Although behaviorism and constructivism are often viewed as two distinct paradigms, they actually have the potential to complement each other in the language acquisition process. Behaviorism is effective in the early stages of learning to build language habits, strengthen vocabulary mastery, and improve pronunciation and language structure accuracy. Meanwhile, constructivism plays a role in developing thinking skills, understanding meaning, and using language communicatively in various situations. Integrating these two theories allows learners to achieve a balance between mastering the mechanical aspects of language and the ability to use language meaningfully in everyday life (Syamsudin & Habibah, 2024).

The characteristics of elementary school students, who are at the concrete operational stage of development, also highlight the importance of integrating these two theories. At elementary school age, students still require familiarization and repetition to memorize vocabulary and language patterns, but they also require contextual and engaging learning experiences to understand the meaning of what they are learning. Learning that focuses solely on memorization tends to quickly bore students, while learning that emphasizes exploration without a strong foundation in skills can lead to poor mastery of language structure. Therefore, a combination of repeated practice and active learning activities is a relevant strategy for improving the effectiveness of Arabic language learning in Islamic elementary schools (Rinofat, 2023; Maulana, 2023).

Research developments in Arabic language learning in recent years have shown a tendency to integrate various learning theories to achieve more optimal learning outcomes. The integration of behaviorist, cognitive, and constructivist approaches has been shown to positively contribute to improving Arabic speaking, reading, and comprehension skills at various levels of Islamic education. However, studies specifically addressing the integration of behaviorism and constructivism in the context of Arabic language acquisition in Islamic elementary school students are still relatively limited. Most studies focus on one theory in isolation, necessitating a more comprehensive synthesis of knowledge regarding how both theories can be integrated into learning practices (Syamsudin & Habibah, 2024; Nismawati & Darmawati, 2025).

Furthermore, the demands of the Independent Curriculum and the digital transformation of education encourage teachers to develop more innovative, flexible, and student-centered learning strategies. Integrating behaviorism and constructivism can be one solution to these challenges, as it accommodates both basic learning needs and the development of higher-order thinking skills. Through this approach, teachers can combine repetition, reinforcement, and habituation with exploratory, collaborative, and reflective activities, making Arabic language acquisition more effective and enjoyable for students (Nismawati & Darmawati, 2025).

Based on this description, a comprehensive study is needed to integrate behaviorism and constructivism theories in Arabic language acquisition among elementary school students. This study is crucial for identifying the concepts, strategies, and learning practices developed in various previous studies, thereby providing a more comprehensive picture of the effectiveness of integrating these two theories. Therefore, this study uses the Systematic Literature Review (SLR) method to analyze, synthesize, and evaluate various relevant research findings related to the integration of behaviorism and constructivism in Arabic language learning. The study's findings are expected to provide a theoretical and practical basis for developing more effective, innovative Arabic language learning models that are tailored to the characteristics of elementary school students.

METHOD

This study used the Systematic Literature Review (SLR) method to identify, analyze, and synthesize research related to the integration of behaviorism and constructivism theories in Arabic language acquisition among elementary school students. The SLR method was chosen because it provides a systematic and comprehensive overview of research developments on a specific topic (Triandini et al., 2019; Snyder, 2019).

The research stages followed the SLR procedure, which consists of planning, conducting, and reporting. During the planning stage, the research focus was determined to examine the integration of the two theories, learning strategies, and their impact on

students' Arabic language skills. Research questions were formulated as the basis for the literature search and analysis process.

The literature search was conducted through academic databases such as Google Scholar, Garuda, SINTA, DOAJ, and Crossref using relevant keywords in both Indonesian and English, such as behaviorism in Arabic language learning, constructivism in Arabic language learning, Arabic language acquisition, Arabic language learning, and Arabic language acquisition.

Inclusion criteria included research articles published between 2020 and 2026, discussing behaviorism, constructivism, or their integration in Arabic language learning, published in indexed journals, and available in full text. Exclusion criteria included articles irrelevant to the topic, opinion pieces or editorials, non-peer-reviewed proceedings, duplicate articles, and articles that were not fully accessible.

Literature selection was conducted through several stages: identification, screening based on title and abstract, assessing eligibility through full-text reading, and determining articles that met the criteria. The data obtained were analyzed using thematic analysis to group findings based on the implementation of behaviorism and constructivism, the form of integration between the two, learning strategies, and their impact on Arabic language acquisition.

To maintain validity and reliability, the entire process was conducted systematically and documented. Article quality was evaluated based on the suitability of the objectives, research methods, data validity, and the relevance of the findings. With this method, it is hoped that a comprehensive picture will be obtained regarding the integration of behaviorism and constructivism theories in Arabic language learning for Madrasah Ibtidaiyah students and will become a reference for developing more effective and adaptive learning models.

FINDINGS AND DISCUSSION

Analysis of the Integration of Behaviorism and Constructivism Theories in the Arabic Language Learning Process for Elementary Madrasah Students

Learning Arabic for elementary school students requires an approach that aligns with their developmental characteristics. At the elementary level, students are in a developmental phase that still requires guidance, familiarization, and concrete learning experiences. Therefore, the Arabic language learning process is not only oriented towards mastering the material but also towards developing language skills that can be used communicatively in everyday life. In this context, behaviorism and constructivism are two widely used approaches in Arabic language learning because they each have advantages in supporting the language acquisition process (Nisa, Mubarakah, & Abu Bakar, 2024).

Behaviorism theory views learning as a process of behavioral change that occurs due to the relationship between stimulus and response. In Arabic language learning, this theory is implemented through various activities such as repeated practice (drill), vocabulary memorization (mufradat), repetition of sentence patterns, and providing reinforcement to students who respond correctly. According to Rohmah, Firdausiyah, and Abu Bakar (2023), the behaviorist approach remains highly relevant in Arabic language learning because it helps students develop language habits through a systematic and continuous process of repetition. Through continuous practice, students can improve their pronunciation, vocabulary mastery, and understanding of Arabic language structure.

In elementary Arabic language learning, the use of behaviorist theory is evident in activities such as imitating the teacher's pronunciation, memorizing vocabulary, reading

simple dialogues, and answering questions based on certain patterns. These activities help students build basic skills that form the foundation for language acquisition. According to Arisnaini (2022), applying behaviorist theory to Arabic language learning can improve the accuracy of vocabulary and sentence structure because students have the opportunity to practice repeatedly until good language habits are formed.

However, learning that is solely oriented toward behaviorism has several limitations. Learning that overemphasizes memorization and repetition often leads to passive students who lack a grasp of the meaning of the language being learned. Students may be able to memorize certain vocabulary or sentence patterns, but struggle when having to use that language in different situations. This situation demonstrates that the language learning process cannot simply focus on habit formation but must also provide students with opportunities to understand and construct knowledge independently (Maulana, 2023).

From a constructivist perspective, learning is viewed as an active process of constructing knowledge through experience and interaction with the environment. This theory positions students as the primary subjects, playing an active role in discovering and understanding the concepts being learned. In Arabic language learning, the constructivist approach is realized through discussions, group work, conversation simulations, educational games, problem-solving, and various activities that enable students to use Arabic contextually (Nismawati & Darmawati, 2025).

The application of constructivism in Arabic language learning provides students with opportunities to connect the material they learn with real-life experiences. When students engage in communicative activities using Arabic, they not only memorize vocabulary but also understand the function and meaning of the language in various contexts. According to Nisa, Mubarakah, and Abu Bakar (2024), a constructivist approach can improve communication skills, critical thinking skills, and student engagement in the learning process. This demonstrates that constructivism plays a crucial role in developing more comprehensive language competencies.

Although behaviorism and constructivism have different philosophical foundations, a literature review indicates that both theories can be integrated in Arabic language learning. Behaviorism serves as a foundation for developing language skills through practice and habituation, while constructivism develops the ability to understand and use language meaningfully. Integrating the two theories allows students to achieve a balanced learning experience between mastering the mechanical aspects of language and the ability to use language in real-life situations (Syamsudin & Habibah, 2024).

In learning practice, the integration of the two theories can be implemented gradually. In the initial stages, teachers can use a behaviorist approach through vocabulary introduction activities, pronunciation practice, and repetition of sentence patterns. Once students have mastered these basic skills, teachers can continue learning with a constructivist approach through group discussions, language games, conversation simulations, or simple projects involving the use of Arabic in specific contexts. This way, students not only memorize the language but also understand and actively use it (Afroni & Ristiana, 2024).

The integration of behaviorism and constructivism also has a positive impact on student learning motivation. Learning that focuses solely on memorization often leads to boredom, while learning that emphasizes exploration without mastering the basics can lead

to confusion. Therefore, a combination of structured practice and interactive activities is an effective solution for increasing student engagement in the learning process. According to Rinofat (2023), students demonstrate higher learning interest when learning combines practice with collaborative and contextual activities.

In addition to increasing learning motivation, the integration of these two theories also contributes to improved Arabic language learning outcomes. Repetition and habituation help students master vocabulary and language structure, while constructivist activities help students develop their ability to understand, analyze, and use language in various situations. Research by Syamsudin and Habibah (2024) shows that learning that integrates various learning theories, including behaviorism and constructivism, can improve Arabic speaking skills and comprehension more optimally than approaches that focus solely on one theory.

In the context of the Independent Curriculum, the integration of behaviorism and constructivism is also in line with the principles of student-centered learning. Teachers no longer act as the sole source of information, but rather as facilitators, helping students construct knowledge through various learning experiences. Meanwhile, behaviorist aspects are still necessary to ensure that students have an adequate foundation of language skills before developing higher-order thinking skills. Thus, the two theories are not contradictory, but rather complementary, supporting successful Arabic language learning (Nismawati & Darmawati, 2025).

Based on the analysis of various studies over the past six years, it can be concluded that integrating behaviorism and constructivism is an effective approach to teaching Arabic to elementary school students. Behaviorism plays a role in forming basic language habits and skills through practice and reinforcement, while constructivism plays a role in developing students' understanding, creativity, and communication skills through active learning experiences. The integration of these two theories can create a learning process that is more effective, interesting, and in accordance with the developmental characteristics of students so that it can support the success of optimal Arabic language acquisition (Maulana, 2023; Syamsudin & Habibah, 2024; Nisa et al., 2024).

Arabic Language Learning Strategies and Methods Based on an Integrative Approach to Improve Communicative Skills and Understanding of Language Structure

Learning Arabic in Islamic elementary schools (Madrasah Ibtidaiyah) requires the use of strategies and methods that combine behaviorist and constructivist theories so that students not only master vocabulary and grammar but also communicate effectively. An integrative learning strategy leverages the strengths of both theories to create a systematic, meaningful, and contextual learning process (Rohmah, Firdausiyah, & Abu Bakar, 2023). Thus, students gain a comprehensive learning experience, from basic language acquisition to the ability to use language in real-life situations.

One key strategy in the integrative approach is scaffolding-based learning, where teachers provide guidance tailored to students' abilities and gradually reduce assistance as students' learning independence increases. This strategy allows for the integration of behaviorist aspects through structured practice and reinforcement, while constructivist aspects are integrated through exploration, discussion, and problem-solving activities (Arisnaini, 2022). For example, students are first given vocabulary repetition exercises and

sentence patterns, then guided to use the vocabulary in language games or conversation simulations.

Learning methods commonly used in integrative strategies include a combination of drill and practice, role-play, project-based learning, and collaborative learning. Drill and practice serve to familiarize students with vocabulary, pronunciation, and sentence patterns, in accordance with the principles of behaviorism. Meanwhile, role-play, project-based learning, and collaborative learning provide opportunities for students to actively construct knowledge, use Arabic in real-life communication contexts, and develop critical and creative thinking skills (Nisa, Mubarokah, & Abu Bakar, 2024).

Furthermore, the use of varied learning media also supports integrative strategies. Audio-visual media, vocabulary cards, and educational games can increase student engagement, facilitate vocabulary repetition, and provide a real-world context for Arabic language use. The use of these media aligns with the principles of behaviorism in forming language habits, as well as with the principles of constructivism in facilitating meaningful learning experiences (Afroni & Ristiana, 2024).

Integrative learning strategies also emphasize the importance of differentiating activities based on student abilities. Students who struggle can be given additional practice and more intensive guidance, while students who master the material more quickly are challenged with projects or collaborative activities. This approach ensures that all students receive optimal learning opportunities according to their developmental level and needs (Syamsudin & Habibah, 2024).

Research results show that the application of integrative-based learning strategies and methods significantly improves students' communicative abilities and understanding of Arabic language structure. Students are not only able to memorize vocabulary and sentence patterns but also actively use the language in conversation, understand the context of communication, and construct meaning from their learning experiences. This demonstrates that integrating strategies and methods in accordance with the principles of behaviorism and constructivism can create more effective, enjoyable, and learner-centered learning (Maulana, 2023; Nismawati & Darmawati, 2025).

The Impact of the Integration of Behaviorism and Constructivism Theories on Students' Acquisition of Vocabulary, Grammar, and Speaking Skills

The integration of behaviorist and constructivist theories in Arabic language learning has a significant impact on the development of students' language skills, particularly in vocabulary, grammar, and speaking skills. Behaviorism, with its emphasis on repeated practice, reinforcement, and repetition of sentence patterns, helps students develop good language habits and increases accuracy in vocabulary and language structure. This consistent practice allows students to internalize new vocabulary and sentence patterns, making them automatic responses in communication (Rohmah, Firdausiyah, & Abu Bakar, 2023).

In terms of vocabulary acquisition, the integration of the two theories enables students not only to memorize new words but also to understand the context in which they are used. Constructivist methods, such as role-playing, discussions, and collaborative activities, provide space for students to use vocabulary in real-life conversations. This strengthens vocabulary mastery because students associate words with concrete meanings

and situations. Research by Nisa, Mubarakah, and Abu Bakar (2024) showed that students who learned with an integrative approach remembered new vocabulary and were able to use it in sentences more quickly than students who only used traditional memorization methods.

In terms of grammar, the integration of behaviorism and constructivism also yields positive results. Behaviorism helps students recognize sentence patterns, grammatical structures, and language rules through structured practice and repetition. Constructivism, on the other hand, encourages students to understand grammatical rules through communication activities and language exploration, enabling them to apply grammar contextually and flexibly (Arisnaini, 2022). Thus, the integration of these two theories not only improves grammatical accuracy but also students' ability to adapt language to the communication context.

Students' speaking skills also improve through this integration. Activities that combine pronunciation and sentence pattern practice (behaviorism) with group discussions, conversation simulations, and collaborative projects (constructivism) help students build confidence in using Arabic. Afroni and Ristiana (2024) confirmed that students who learn using an integrative approach show more significant improvements in speaking skills compared to traditional methods that focus solely on memorization and repetition. Students are able to respond to questions, interact with classmates, and express their ideas in Arabic more fluently and accurately.

Another positive impact of integrating the two theories is increased learning motivation. Structured exercises from a behaviorist perspective provide a sense of accomplishment when students successfully master certain vocabulary or sentence structures. Meanwhile, contextual and collaborative activities from a constructivist perspective make the learning process more enjoyable and meaningful, challenging students to continue learning and actively participate (Maulana, 2023). This high level of motivation contributes to improved vocabulary acquisition, grammar mastery, and overall speaking skills.

Research also shows that integrating the two theories supports the development of cross-context communication skills. Students are not only able to speak in class but also use Arabic in daily life simulations or extracurricular activities, such as Arabic dramas or collaborative projects involving interaction between students (Syamsudin & Habibah, 2024). Thus, the integration of behaviorism and constructivism impacts not only the cognitive aspects of language but also students' social and communication skills.

Overall, the integration of behaviorist and constructivist theories in Arabic language learning has a significant impact on students' language skills, from vocabulary acquisition and grammar mastery to speaking skills. The combination of repeated practice, reinforcement, and structured guidance, along with exploratory, collaborative, and contextual activities, enables students to learn more effectively, actively, and enjoyably. This demonstrates that integrative learning approaches can create a balanced learning experience between mastering basic skills and developing meaningful communication skills (Nismawati & Darmawati, 2025; Rinofat, 2023).

The Role of Collaborative Activities, Reinforcement, and Structured Practice in Supporting Students' Arabic Language Skill Improvement

Collaborative activities, reinforcement, and structured practice play a crucial role in Arabic language learning for elementary school students. These three elements complement each other and reflect the integration of behaviorist and constructivist theories, where behaviorism emphasizes practice and reinforcement, while constructivism emphasizes active learning experiences through interaction and collaboration (Rohmah, Firdausiyah, & Abu Bakar, 2023). The simultaneous application of all three aims to improve students' comprehensive Arabic language skills, from vocabulary mastery and grammar to speaking and writing skills.

Structured practice is the foundation of behaviorist-based learning. This activity involves vocabulary repetition, sentence pattern practice, Arabic pronunciation, and consistent reading and writing practice. According to Arisnaini (2022), structured practice helps students build language habits and improve vocabulary and grammar accuracy. Repeated practice allows students to internalize language patterns, becoming automatic responses that can be applied in both oral and written communication. Reinforcement provided by teachers, whether in the form of praise, awards, or positive evaluations, encourages students to continue practicing and builds self-confidence. This aligns with the behaviorist principle that positive reinforcement increases the likelihood of developing desired behaviors, in this case, Arabic language skills (Rinofat, 2023).

Meanwhile, collaborative activities implement constructivist principles in learning. Through group activities, discussions, language games, and collaborative projects, students learn actively by leveraging shared experiences. Collaborative activities enable students to exchange information, provide feedback, and correct each other's mistakes, making the learning process more dynamic and meaningful (Nisa, Mubarakah, & Abu Bakar, 2024). For example, students can role-play everyday conversations in Arabic, or create simple projects in the form of dialogues or short stories, which they then present to the class. These activities not only improve speaking skills but also strengthen understanding of language structure and vocabulary through practical use.

Reinforcement plays a strategic role in supporting structured practice and collaborative activities. Providing rewards or praise when students successfully use vocabulary or grammar correctly increases learning motivation and builds self-confidence. Afroni and Ristiana (2024) explain that consistent reinforcement can facilitate the formation of positive learning habits and minimize repeated errors. Reinforcement encourages students to actively participate in practice and collaborative activities, thus optimizing Arabic learning outcomes.

The synergy between structured practice, reinforcement, and collaborative activities also helps students develop comprehensive communication skills. Structured practice provides a foundation for language skills, reinforcement motivates students to continue learning, and collaboration provides opportunities for real-life language practice. Research by Syamsudin and Habibah (2024) shows that students who learn using an integrative learning model based on these three elements significantly improve their speaking skills, vocabulary comprehension, and grammar application compared to students who only follow conventional methods.

In addition to improving language skills, the integration of these three elements also impacts the development of students' character and social competence. Collaborative activities encourage students to work together, respect each other's opinions, and solve problems together. Reinforcement helps students build discipline and perseverance in learning, while structured practice instills consistent study habits. Thus, the Arabic language learning process focuses not only on academic abilities but also on developing students' social and emotional skills (Maulana, 2023).

The use of this strategy also aligns with the principles of the Independent Curriculum, which emphasizes active, contextual, and student-centered learning. The teacher acts as a facilitator, providing guidance, reinforcement, and direction according to student needs, while students actively construct knowledge through interaction, practice, and reflection. This approach helps students master Arabic holistically, from vocabulary and grammar mastery to the ability to communicate effectively in various contexts (Nismawati & Darmawati, 2025).

Thus, the roles of structured practice, reinforcement, and collaborative activities in Arabic language learning are inseparable. These three elements form a complementary learning framework: structured practice builds the foundation of language skills, reinforcement motivates and reinforces learning behavior, and collaborative activities enable students to use language contextually. The integration of these three results in effective, enjoyable, and learner-centered learning, significantly improving students' vocabulary, grammar, and speaking skills (Rohmah et al., 2023; Afroni & Ristiana, 2024; Syamsudin & Habibah, 2024).

Implications of the Findings of a Systematic Study for the Development of an Effective, Adaptive, and Characteristically Appropriate Arabic Language Learning Model for Elementary Madrasah Students

A systematic review shows that the integration of behaviorist and constructivist theories has a complementary impact on Arabic language learning, particularly in the formation of language habits through structured practice and the development of meaningful understanding through active learning experiences (Rohman, 2021; Syamsudin & Habibah, 2024). However, upon critical analysis, most of the reviewed studies tend to separate the application of the two theories. This suggests that theoretical integration has not been fully realized in learning practice, resulting in partial student outcomes, such as adequate vocabulary mastery but suboptimal communication skills (Rohmah, Firdausiyah, & Abu Bakar, 2023).

From a behaviorist perspective, repeated practice and reinforcement have been shown to be effective in developing basic language habits (Syamsudin & Habibah, 2024). However, a literature review highlights the limitations of this approach when applied solely, as students tend to be passive and less able to apply Arabic in communicative contexts (Maulana, 2023). Conversely, a constructivist approach that emphasizes experiential learning and social interaction can improve speaking skills and in-depth comprehension, but without the reinforcement of structured practice, vocabulary and grammar mastery can be less stable (Afroni & Ristiana, 2024). This finding aligns with previous research emphasizing that effective language acquisition occurs when mechanical practice and meaningful activities are combined equally (Nismawati & Darmawati, 2025).

The study's findings also highlight the role of teachers in integrative learning models. Teachers do not merely convey information but also function as facilitators, guiding students in constructing knowledge through learning experiences. Practices in some Islamic elementary schools (Madrasah Ibtidaiyah) still demonstrate the dominance of teachers as information centers, resulting in suboptimal implementation of student-centered learning principles (Nisa, Mubarakah, & Abu Bakar, 2024). This demonstrates the need to improve teachers' capacity to design learning activities that balance practice, exploration, and reflection.

The characteristics of students at the Islamic elementary school level, who are still at the concrete operational stage, are an important consideration in developing learning models. Research shows that visual media, educational games, learning videos, and hands-on activities help students grasp Arabic concepts more easily and strengthen their retention of vocabulary and language structures (Maulana, 2023). However, some literature indicates that the implementation of learning media is still limited and has not been systematically integrated with habituation strategies and constructive activities (Rohman, 2021).

From a collaborative perspective, a literature review emphasizes the importance of group learning, conversation simulations, and problem-based projects for improving students' communication and social interaction skills (Afroni & Ristiana, 2024). However, a critical analysis indicates that some practices still do not provide enough space for all students to actively participate, resulting in students' collaborative skills and confidence in Arabic being suboptimal.

Furthermore, the integration of behaviorism and constructivism aligns with the principles of the Independent Curriculum, which emphasizes learner-centered learning. However, the literature review indicates that implementing this principle in Arabic language learning still faces challenges, particularly in designing activities that allow for exploration while still providing adequate reinforcement (Nismawati & Darmawati, 2025).

In the context of educational technology, the use of digital media, interactive applications, and online platforms can enhance the effectiveness of integrating both theories, for example, through repetitive practice with automated evaluation and collaborative activities through digital media (Rinofat, 2023). However, critical analysis indicates that technology has not been optimally utilized as an integral part of the learning design, but rather as a supplementary one.

Overall, the findings of this study suggest that developing an effective Arabic language learning model for Madrasah Ibtidaiyah students must integrate structured, behaviorist-based practice with active, contextual, and collaborative learning activities based on constructivism. This balanced integration allows students to acquire a foundation of language habits while developing communication, critical thinking, and collaboration skills, thus better aligning with the demands of 21st-century education (Maulana, 2023).

CONCLUSION

Based on the results of a Systematic Literature Review (SLR) of various studies on the integration of behaviorism and constructivism theories in Arabic language acquisition among elementary school students, it can be concluded that both theories play complementary roles in supporting successful Arabic language learning. Behaviorism theory contributes to the formation of language habits through repeated practice,

reinforcement, habituation, and repetition of vocabulary and language structures. Meanwhile, constructivism theory plays a role in encouraging students to actively construct understanding through learning experiences, social interactions, discussions, and the use of language in meaningful contexts.

The study results indicate that integrating both theories can improve students' vocabulary acquisition, grammatical comprehension, and speaking skills more optimally than using either approach alone. This integrative approach enables students not only to master the mechanical aspects of language through practice and habituation, but also to understand meaning and use Arabic communicatively in various situations. Learning strategies that combine structured practice, positive reinforcement, collaborative activities, conversation simulations, educational games, and project-based learning have proven effective in increasing student engagement and motivation.

This study also shows that the development of Arabic language learning models in Islamic elementary schools needs to be adapted to the characteristics of students who are still at the concrete operational development stage. Therefore, learning needs to be designed in a contextual, interactive, and student-centered manner while maintaining elements of habituation and systematic practice. Thus, the integration of behaviorist and constructivist theories can serve as a foundation for developing effective, adaptive Arabic language learning models that can support the overall improvement of Arabic language competency in Islamic elementary school students.

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