



CONTEXTUAL ARABIC VOCABULARY LEARNING THROUGH MEANINGFUL PEDAGOGICAL APPROACH: A CASE STUDY AT SD IT ALAM TALAGO, INDONESIA

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Abstract

This study describes the implementation of Arabic vocabulary instruction using a meaningful pedagogical approach at SD IT Alam Talago, Indonesia, emphasizing connections to real-life experiences and active student involvement. Using a qualitative descriptive case study method, the research involved one Arabic teacher and 28 fifth-grade students selected through purposive sampling. Data were collected over one month via observation, interviews, and documentation, then analyzed using the Miles and Huberman model (data reduction, presentation, and conclusion drawing), with validity ensured through triangulation and member checking. Findings indicate that lesson plans were designed based on student characteristics, contextual themes, and environmental learning resources. Instruction employed Total Physical Response (TPR), Communicative Language Teaching (CLT), and Inquiry-Based Learning, encouraging active engagement in vocabulary use, enabling most students to understand and use vocabulary in simple contexts. Evaluation was conducted continuously through pre-tests, formative assessments, and post-tests covering comprehension, usage, pronunciation, and engagement. Overall, Arabic vocabulary instruction using this approach demonstrates a more contextual and student-centered learning process, although outcomes still depend on individual student circumstances and characteristics.

Keywords: Arabic Vocabulary Instruction, Meaningful Learning, Contextual Teaching, Elementary Islamic School, Qualitative Case Study, Indonesia

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INTRODUCTION

مقدمة

The Arabic language holds a strategic position in Islamic education as the source language of religious teachings, the primary reference for Islamic texts, and a means of academic development (Nurhikma et al., 2025). Vocabulary is a fundamental element determining students' success in developing listening, speaking, reading, and writing skills, as adequate vocabulary mastery enables accurate understanding of messages and appropriate expression of ideas (Mardiyah & Sofa, 2025). Thus, Arabic learning at the elementary level serves as a crucial initial stage for building sustainable proficiency (Ahmad Riansyah et al., 2025). However, in practice, vocabulary teaching still tends to emphasize rote memorization and is teacher-

centered, often using word lists detached from context, causing students to memorize mechanically without understanding meaning or communicative function. This results in low vocabulary retention and limits students' ability to use vocabulary in simple language situations (Khusniya & Syafi'i, 2024), meaning that vocabulary instruction has not yet fully supported the development of comprehensive language skills.

This situation was also observed at SD IT Alam Talago. As an integrated Islamic school, Arabic plays a vital role in the curriculum, supporting religious education and character development. However, preliminary observations indicate that some students still struggle to retain their vocabulary and are not yet able to use it consistently in simple communication contexts. Furthermore, student engagement in Arabic language learning has not been optimal, particularly in activities that require active language use. This indicates a gap between learning objectives and classroom practices.

In this study, the term "deep learning" refers to a pedagogical approach to learning, not to the concept of deep learning in the field of artificial intelligence (AI) (Biggs, J. & Tang, 2011). Pedagogically, deep learning is understood as a learning approach that emphasizes deep understanding, active learner engagement, and the ability to connect knowledge with real-world experiences. Through this approach, the learning process does not stop at surface-level understanding (surface learning) but also encourages learners to think critically, reflect, construct meaning, and apply knowledge in various situations (Mere, 2025).

The deep learning approach in education is closely related to the experiential learning theory proposed by Kolb (1984), which states that learning occurs through a cycle of direct experience, reflection, conceptualization, and experimentation (Kolb, 1984b). In the context of Arabic language learning, this approach allows vocabulary to be learned contextually through meaningful learning experiences, so that students not only memorize words but also understand and use them in real-life situations (Sholeha & Baqi, 2023).

Several previous studies have examined deep learning-based instruction. Rasma, Muh. Idham Khalid, and Saleha (2025) found that this approach effectively improves elementary students' numeracy skills—enhancing academic achievement, student engagement in discussions, and practical understanding of numeracy concepts—and recommended it as an innovative strategy for numeracy instruction. Similarly, Yustina Epik, Elihami, and Dedi Setiawan (2025) found that deep learning instruction effectively improves elementary students' literacy skills, making them more active in understanding texts, engaging in discussions, and developing critical thinking, and recommended its integration into the elementary curriculum. However, studies specifically examining the application of deep learning in teaching Arabic vocabulary at the elementary level remain limited. Moreover, most existing research focuses primarily on learning outcomes, while studies that thoroughly describe the planning, implementation, and evaluation processes of instruction are still scarce.

Based on the above discussion, the research gap in this study lies in the limited number of studies that provide an in-depth analysis of the application of deep learning-based vocabulary instruction in real-world contexts in elementary schools. Specifically, there has been little research examining the learning process from planning and implementation through to evaluation. Therefore, this study aims to describe how the deep learning approach is applied in vocabulary learning, as well as how this process can create a more meaningful learning experience for students.

This study is significant because it is expected to provide a comprehensive overview of contextual and participatory learning practices. The research findings not only contribute theoretically but also provide practical benefits for teachers in designing and developing Arabic language instruction tailored to students' characteristics. Furthermore, the findings of this study are expected to serve as a reference for schools, educators, and policymakers in optimizing the implementation of the deep learning approach to enhance the quality of learning, both at the elementary and secondary school levels.

METHOD منهج

This study employs a qualitative approach using a descriptive case study method. This approach was chosen to gain an in-depth understanding of the deep learning-based vocabulary learning process, particularly in fostering students' active engagement, reflection, and comprehension (Aldzakhroh, Nopriansyah, & Arifa, 2024). The participants in this study consisted of 1 Arabic language teacher and 28 fifth-grade elementary school students. The research was conducted over a period of one month by directly observing classroom learning activities. Participants were selected using purposive sampling, meaning they were intentionally chosen based on their involvement in Arabic language learning and the application of the deep learning approach. Data were collected through observation, interviews, and documentation to obtain comprehensive and in-depth information (Dalimunthe et al., 2025).

Data analysis was conducted using the Miles & Huberman model, which consists of three stages: data reduction, data presentation, and drawing conclusions. The analysis was conducted continuously from the beginning to the end of the study (Aldzakhroh, Nopriansyah, Nasution, et al., 2024). To ensure the validity of the data, this study employed several methods: (1) credibility through triangulation of sources and techniques, as well as member checking with informants; (2) transferability by providing a clear description of the research context; (3) dependability by systematically documenting the research process; and (4) confirmability by ensuring that the data used truly originated from the field. Triangulation was conducted by comparing data from observations, interviews, and documentation, as well as cross-checking information from teachers and students (Nopriansyah et al., 2024).

This study also takes ethical considerations into account, such as obtaining informed consent from participants, explaining the research objectives, and maintaining the confidentiality of participants' identities. The focus of this study is to examine how teachers plan, implement, and evaluate deep learning-based vocabulary instruction. The objective is to determine how creative, collaborative, and meaningful learning can enhance students' mastery of the Arabic language in a more profound and sustainable manner.

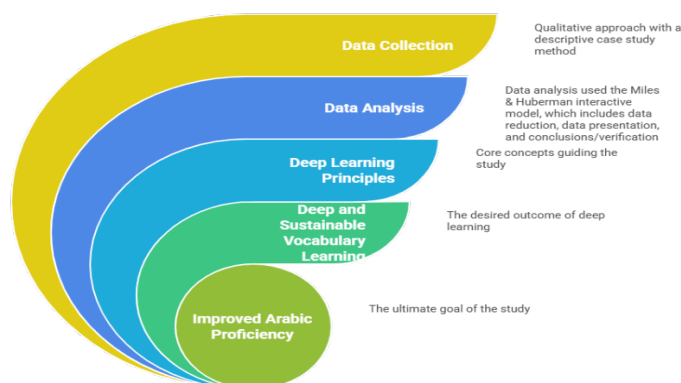


Figure 1. Deep Learning-Based Mufrodlat Learning Study

RESULT | نتائج

The results of the study indicate that deep learning-based vocabulary learning is implemented through three important stages, namely planning, implementation, and evaluation.

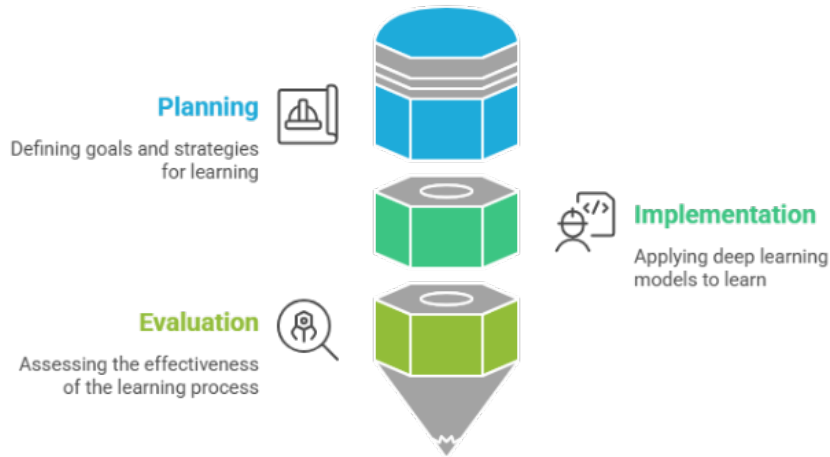


Figure 2. Deep learning-based vocabulary learning plan

Deep Learning Approach-Based Curriculum Planning at Alam Talago Islamic Elementary School

Based on the researcher’s observations, the deep learning-based vocabulary instruction planning at SD IT Alam Talago consists of four stages: the identification stage, the instructional design stage, the assessment stage, and the learning experience stage. Arabic language instruction at SD IT Alam Talago begins in first grade with two class periods allocated each week. Based on interviews with teachers, the learning objectives are focused on vocabulary mastery and basic communication skills in Arabic.

“The goal of teaching Arabic here isn’t just for students to memorize vocabulary, but rather to help them understand and use it in their daily lives. So, we want the children to feel confident speaking, even if it’s just simple things, like naming objects in the classroom or describing their daily activities.” (Interview with an Arabic teacher, February 10, 2026)

Table 1. Deep Learning-Based Mufradat Learning Planning

| Planning stage | Focus of Activities | Principles of Deep Learning |
|---------------------|--|-----------------------------|
| Identification | Analysis of student characteristics and needs | Contextual & meaningful |
| Learning Design | Formulation of objectives, materials, methods, and media | Deep understanding |
| Learning Experience | Implementation of learning in the classroom | Active involvement |
| Assessment | Evaluation of learning processes and outcomes | Reflective & holistic |

Source: Interview Results

The initial stage in planning deep learning-based vocabulary learning focuses on the process of identifying students' learning needs and determining a learning context that is relevant to their daily lives. At this stage, teachers analyze student characteristics, including their level of proficiency in Arabic, their interest in learning, and their learning styles. The second stage is learning design. The Arabic language learning design at SD IT Alam Talago is structured with the aim of developing students' comprehensive Arabic language skills, including comprehension, speaking, reading, and writing. The learning outcomes are geared towards enabling students to recognize and use basic vocabulary related to everyday life, such as themes of family, school,

environment, and daily activities. In addition, students are expected to be able to use simple expressions in communication, read short texts with correct pronunciation, and write basic sentences with correct structure.

The vocabulary material developed at SD IT Alam Talago is organized thematically, contextually, and integratively with elementary school thematic learning. Vocabulary is not presented separately in the form of a word list, but is integrated into meaningful texts, dialogues, and learning activities. The themes used include my family, my school, animals around me, the natural school environment, hygiene, worship, students' daily activities, and objects in the classroom, which are examples of topics that are close to children's experiences. The selection of these contextual themes is intended so that Arabic language learning is not abstract but is rooted in situations they experience in their daily lives. In addition, the vocabulary material also covers semantic relationships such as simple synonyms and antonyms, as well as cultural meanings that reflect Islamic values and Arab culture. The compilation of this kind of material allows students to understand vocabulary holistically and in context.

Arabic language learning is also linked to other subjects such as science through the introduction of animal names and body parts in Arabic, social studies through discussions about the home and school environment, and Islamic Religious Education through the introduction of short prayers and verses from the Qur'an. In addition, integration with arts and culture can be done through activities such as writing beautiful Arabic letters (khat), while integration with Indonesian helps students understand the similarities and differences in language structure. This interdisciplinary approach aims to help students understand that Arabic is related to various aspects of science and life. Furthermore, teachers formulate learning objectives so that students do not merely memorize vocabulary, but are also able to understand its meaning, recognize the context of its use, and apply it in real communication situations. Based on the results of document analysis, the objective of mufradat learning at SDIT Alam Talago is for students to be able to understand the Qur'an as a source of Islamic law and as a basis for teaching recitation. In general, the objective of Arabic language learning is to encourage, guide, develop, and nurture Arabic language skills, with a focus on improving the ability to read and understand texts, speak, and compose sentences.

Deep learning-based vocabulary learning at SD IT Alam Talago uses active and student-centered learning methods. The dominant method used is Contextual Teaching and Learning (CTL), in which teachers relate vocabulary to students' direct experiences, such as observing the natural school environment or daily worship activities. In addition, the Discovery Learning method is also used, in which students are invited to discover the meaning of vocabulary through observing pictures, simple texts, and real situations before the teacher provides an explanation. The Problem-Based Learning method is also applied by presenting simple problems, such as how to name objects around the school in Arabic or composing short dialogues based on specific situations. Collaborative and reflective learning is also applied through small group discussions and simple reflection activities on the vocabulary that has been learned. These methods encourage active student involvement and build a deep understanding of vocabulary in accordance with the principles of deep learning.

The learning media used at SD IT Alam Talago are also tailored to the characteristics of nature schools and the needs of elementary school students. These media include visual media such as contextual images, vocabulary cards (flashcards), and mufradat concept maps; environmental media in the form of real objects around the school such as plants, animals, and school facilities; and simple digital media such as thematic videos and interactive vocabulary

learning applications. In addition, teachers also use simple authentic texts in the form of short dialogues and Arabic children's stories that are relevant to the students' lives. These media not only serve as tools for delivering material, but also as a means of building meaningful conceptual and applicative understanding of vocabulary.

The third stage in Arabic language learning planning based on the deep learning approach is known as the learning experience stage, which focuses on the actual implementation of the learning process in the classroom. At this stage, all of the plans that have been prepared previously are implemented through a series of systematic learning activities, including initial activities, core activities, and closing activities. The learning experience stage is designed not only to deliver material, but also to build active engagement among students in understanding, processing, and constructing meaningful Arabic knowledge. And the fourth stage is learning assessment. Learning evaluation is carried out comprehensively, covering cognitive, affective, and psychomotor aspects. The cognitive aspect is evaluated through tests of vocabulary comprehension and simple sentence structure, the affective aspect through assessment of attitude and motivation to learn, while the psychomotor aspect is evaluated through students' ability to speak, imitate pronunciation, and write Arabic letters and words correctly. With this design, Arabic language learning in elementary schools is expected to be in-depth, contextual, and meaningful in accordance with the principles of Deep Learning, which develops students' full potential.

Implementation of Deep Learning Approach-Based Mufradat Learning at Alam Talago Islamic Elementary School

The implementation of deep learning-based vocabulary learning is carried out through systematic learning stages, namely introductory activities, core activities, and concluding activities. This structure follows the general learning flow, but each stage integrates deep learning principles that emphasize active student involvement, real-world experiences, and reflection on the learning process.

Table 2. Deep Learning-Based Vocabulary Learning Activities

| Learning Stage | Methods & Media | Deep Learning Principles |
|--------------------|--|---|
| Initial Activities | Contextual lectures, images, short videos | Learning readiness and initial awareness |
| Core Activities | TPR, CLT, Inquiry-Based Learning, flashcards, real-world environments | Active, meaningful, and contextual learning |
| Closing Activities | Reflective discussion, question and answer session, simple assignments | Internalization of meaning and reflection |

Source: Interview Results

In the initial activities, teachers strive to create a conducive, enjoyable, and enthusiastic learning atmosphere. This is done by starting the lesson with greetings, prayers, and perceptions that connect the material to the students' real experiences. The learning theme is introduced contextually, for example, the topic of My School, with the help of media such as pictures, real objects, or short video clips. In addition, teachers also play a role in fostering motivation to learn by explaining the objectives and practical benefits of learning Arabic in everyday life so that students are mentally and emotionally prepared to participate in learning activities. Then, teachers explain the learning objectives to be achieved. Core activities are the most important part of providing an active and in-depth learning experience. At this stage, students are guided to explore new vocabulary and expressions using various communicative and context-based learning methods. In vocabulary learning at SD IT Alam Talago, there are four methods used,

namely the lecture method, Communicative Language Teaching (CLT) method, Total Physical Response (TPR), and Inquiry-Based Learning.

The observation results show that teachers apply the Total Physical Response (TPR) method to introduce vocabulary through movements, or Communicative Language Teaching (CLT) in paired conversation activities. Students are actively involved in activities such as imitating word pronunciation, role-playing, singing, and reading simple texts. The learning process also focuses on the integrated development of the four language skills (listening, speaking, reading, and writing). In addition, students are given the opportunity to discover the meaning of words and sentences based on context, pictures, and real situations, so that learning becomes more meaningful and in line with the essence of deep learning. For deep learning, students are taken to real-life situations, such as learning about the zoo, to understand the language and its meaning. Students are invited to communicate directly at the zoo, which will be a new experience for them in learning Arabic.

In applying deep learning to Arabic lessons, students are guided through real, relevant experiences. For example, when teaching a zoo theme, students not only learn vocabulary and sentence structures in the classroom but also experience the learning situation directly in the zoo environment, where they see, hear, and name animals in Arabic while interacting with their surroundings. Such activities connect language and meaning through concrete experience rather than memorization or theory, making learning livelier and more meaningful. Beyond improving language skills, these activities foster curiosity, communicative confidence, and sensitivity to language use in real-life contexts. Thus, deep learning is oriented not only toward vocabulary mastery but also toward authentic experiences that instill meaning, emotion, and cultural understanding. Direct zoo experiences serve as an effective means for students to build connections between language, meaning, and life realities, making Arabic learning more enjoyable, memorable, and sustainable.

The Inquiry-Based Learning method in Arabic vocabulary learning focuses on fostering students' critical thinking skills and curiosity through a process of discovering meaning gained from active and contextual learning experiences. In its application, teachers do not only act as conveyors of information, but also as facilitators who guide students to discover and understand the meaning of the vocabulary they are learning for themselves. Students are directed to explore, research, and relate vocabulary to real situations they experience in their daily lives.

The results of the teacher interviews confirmed that teachers used inquiry-based learning methods in food-themed lessons, linking the material to students' daily experiences, such as breakfast or lunch at school. Through these activities, students not only learn vocabulary such as bread, meat, or fruit, but also practice using it in simple sentences relevant to everyday conversation, such as "I want food" or "this food is delicious." This kind of learning experience encourages students to understand the function of Arabic not only as linguistic knowledge but also as a living and meaningful communication tool. The inquiry-based learning method allows vocabulary learning to be more interactive, meaningful, and applicable.

The in-depth learning steps in the core Arabic language learning activities are designed to create a meaningful, conscious, and enjoyable learning experience through a process that integrates thinking, feeling, and experiencing. In the initial stage, comprehension activities are carried out by introducing vocabulary using visual media such as flashcards. Teachers explain vocabulary contextually so that students can associate the meaning of words with concrete objects or situations. The use of flashcards helps students recognize Arabic writing,

pronunciation, and word meanings more easily. For example, in the theme “zoo,” students are introduced to vocabulary such as lion, elephant, or bird through attractive pictures and simple question and answer activities to reinforce their understanding of the meaning and context of use.

The learning activity proceeds through several stages. In the concept understanding stage, students’ group mufradat (vocabulary) into categories such as animal types, habitats, or physical characteristics, which trains analytical thinking and helps build a strong cognitive structure. In the application stage, students engage in contextual learning outside the classroom—for example, visiting a zoo—where they identify animals, relate them to previously learned vocabulary, and practice using Arabic in authentic situations (naming animals, describing shapes and colors, or asking simple questions). This hands-on experience reinforces the connection between language and the real world, enabling students to understand meaning through sensory experience and social interaction, not just memorization. Finally, in the reflection stage, students write individual journals about their zoo learning experience, reflecting on what they learned, new vocabulary discovered, and their feelings, thereby practicing critical thinking and communication skills in writing.

Through the implementation of these steps, Arabic language learning based on the deep learning approach not only emphasizes knowledge, but also builds awareness, emotional engagement, and curiosity among students about the world around them. Learning becomes collaborative and participatory, where students actively discuss, work together, and share ideas. Thus, one of the dimensions of the learner profile that is achieved is communication skills. Students are able to convey ideas and information both verbally and in writing in Arabic, and can interact effectively in various contexts of life. This shows that Arabic language learning with a deep learning approach is not only oriented towards academic results, but also towards character building and 21st century skills based on meaningful learning experiences.

In the closing activity, the teacher focused on reinforcement and reflection on the learning experiences that had been carried out. The teacher and students reviewed the material that had been learned through questions, discussions, or short quizzes as a form of evaluation of understanding. Students were given the opportunity to express their opinions, impressions, and the obstacles they faced during the learning process. The teacher then provided positive reinforcement by instilling enthusiasm and awareness of the importance of Arabic in everyday life. As a follow-up, the teacher could give simple assignments to reinforce understanding, and the activity ended with a prayer together as a calming conclusion.

Evaluation of Deep Learning-Based Mufradat Learning at SD IT Alam Talago, Indonesia



Figure 3. Deep Learning Vocabulary Evaluation Cycle

Based on the results of observations, interviews, and document analysis, the evaluation of vocabulary learning at SD IT Alam Talago was conducted continuously through three stages: initial assessment, assessment during the learning process, and final assessment. The evaluation was used not only to determine the extent to which students had mastered the vocabulary but also to understand how they used that vocabulary in simple situations, both orally and in writing. This study involved 28 students, and the number of students mentioned in each finding is used to support the description and provide a more realistic picture of the conditions in the field.

In practice, teachers do not rely solely on test scores but also use assessment rubrics to evaluate various aspects of students' abilities comprehensively. The aspects assessed include vocabulary mastery, sentence-building skills, pronunciation accuracy, and student engagement during lessons. This was explained by an Arabic teacher:

"Assessment isn't just about the final results, but also the process. We look at how the children understand vocabulary, how they pronounce words, how they construct sentences, and how they engage during the lesson." (Interview with an Arabic teacher, February 10, 2026)

In the initial stage, the teacher first identifies the students' basic skills. This is done through simple activities such as matching vocabulary words with pictures, pronouncing words, and constructing sentences. From these activities, the teacher gained an initial understanding of the students' abilities, which varied considerably. Of the 28 students, 9 were already able to recognize more than 10 basic vocabulary words, 11 fell into the intermediate category, and 8 still struggled to recognize vocabulary. Additionally, some students were still not pronouncing certain letters correctly. The teacher explained:

"Usually, at the beginning, I assess their abilities first who already knows a lot of vocabulary and who still needs guidance. From there, I can adjust my teaching methods." (Interview with an Arabic teacher, February 10, 2026)

Throughout the learning process, the teacher actively observed the students' progress through various activities, such as discussions, question-and-answer sessions, and vocabulary practice. Assessment was conducted in real time as students engaged in learning activities. The observations revealed that the majority of students demonstrated a fairly high level of engagement. A total of 22 students actively participated in the activities, 20 students were already able to use 5–8 vocabulary words in simple conversations, and 23 students were able to work together in groups. In practice, students began to get used to using vocabulary in simple sentences, such as "هَذَا كِتَابٌ" and "هَذَا فَصْلٌ". The teacher also emphasized that assessment throughout this process is important for tracking students' progress over time:

"I focus more on the process, because that's where you can see the children's progress. Some were quiet at first, but eventually began to feel confident enough to try using the vocabulary." (Interview with Arabic teacher, February 10, 2026)

In addition, through reflective assignments, students demonstrate a deeper understanding. One student wrote that it was easier to remember vocabulary by seeing the objects directly in the school environment, which demonstrates the connection between learning and real-world experiences.

In the final stage, the teacher conducts an assessment to determine the extent to which students are able to understand and use the vocabulary they have learned. The assessment methods used include dialogue practice, sentence construction, writing simple paragraphs, and

contextual tests. From the students' work, it is evident that most of them are already able to construct simple sentences quite well, such as "أَنَا طَالِبٌ فِي الْمَدْرَسَةِ" and "أَذْهَبُ إِلَى الْمَدْرَسَةِ فِي الصَّبَاحِ." Some students are also able to write simple paragraphs describing their classroom environment.

Based on the results of the assessment using the rubric, it was found that 19 out of 28 students were able to construct sentences correctly and in context, 6 students still made some mistakes, and 3 students still needed further guidance. The teacher also observed a significant improvement compared to the initial stage:

"Compared to the beginning, the children are now more confident and self-assured. They've started getting used to using Arabic, even if it's still simple." (Interview with Arabic Teacher, February 10, 2026)

Overall, the evaluation results indicate that most students have made progress in their mastery and use of vocabulary. Although there are still differences in ability among students, the learning process has had a positive impact on their Arabic language skills.

Table 3. Vocabulary Assessment Rubric

| Assessment | Aspect Criteria | Score |
|---------------------------|--|-------|
| Vocabulary Mastery | Mastery of >10 words accurately | 4 |
| | Mastery of 6–10 words | 3 |
| | Mastery of 3–5 words | 2 |
| | Mastery of <3 words | 1 |
| Usage in Sentences | Sentences are correct and contextually appropriate | 4 |
| | Sentences are correct but not quite contextually appropriate | 3 |
| | Sentences are not quite appropriate | 2 |
| | Unable to construct sentences | 1 |
| Pronunciation | Clear and accurate pronunciation | 4 |
| | Minor errors | 3 |
| | Many errors | 2 |
| | Unclear | 1 |
| Active | Participation Very active in learning | 4 |
| | Fairly active | 3 |
| | Less active | 2 |
| | Passive | 1 |

Source: Interviews, documentation, and research

DISCUSSION | مناقشة

Deep Learning-Based Vocabulary Instructional Planning at SD IT Alam Talago

The research findings indicate that vocabulary instructional planning at SD IT Alam Talago is carried out through the stages of identification, instructional design, learning experiences, and assessment. These stages reflect the characteristics of deep learning, which is oriented toward the construction of knowledge by students. From the perspective of Sociocultural Theory, learning must be adapted to the zone of proximal development (ZPD), which is the level of development that students can achieve with the help of a teacher or their social environment (Vygotsky, 1978). Therefore, the identification of learning needs conducted by teachers is crucial to ensure that vocabulary instruction aligns with students' abilities and characteristics.

During the instructional design phase, vocabulary materials were organized thematically and contextually by linking vocabulary to students' daily lives. This approach aligns with the principle of meaningful learning; whereby new knowledge is more easily understood when

connected to students' prior experiences. Furthermore, the learning experiences designed in the instructional process align with Experiential Learning theory, which posits that learning occurs through concrete experiences, reflection, conceptualization, and application. Thus, instructional planning focuses not only on content delivery but also on how students experience and interpret the learning process.

Assessment planning that encompasses cognitive, affective, and psychomotor aspects indicates that language learning is viewed as a holistic process. This is important because in Arabic language learning, mastery of vocabulary is not limited to knowledge of words but also includes the ability to use the language in real-world communication contexts.

Implementation of Vocabulary Instruction Based on the Deep Learning Approach at SD IT Alam Talago

Vocabulary instruction is carried out through introductory, core, and concluding activities by integrating various active learning methods such as Total Physical Response (TPR), Communicative Language Teaching (CLT), and Inquiry-Based Learning. The use of communicative methods such as CLT demonstrates that language learning is not merely focused on memorization but on the use of language in real-life situations. This aligns with the view of H. Douglas Brown, who states that language learning must emphasize authentic communication practices so that students can use the language functionally (Brown, 2007).

The use of the TPR method in vocabulary instruction also reinforces students' understanding through physical engagement. The movement activities that accompany vocabulary introduction aid the process of storing information in long-term memory because they engage multiple senses. Additionally, the implementation of Inquiry-Based Learning enables students to discover the meaning of vocabulary independently through observation and direct experience. From the perspective of Sociocultural Theory, this process strengthens learning through social interaction, where students learn through discussion, collaboration, and guidance from teachers and peers (Vygotsky, 1978).

Learning activities involving direct experiences in real-world environments, such as outdoor learning, constitute an implementation of Experiential Learning theory. These concrete experiences allow students to associate vocabulary with real objects, making learning more meaningful (Kolb, 1984a). Thus, this approach to learning is effective because it integrates cognitive, social, and experiential aspects in a unified manner, which leads to increased student engagement and communication skills.

Evaluation of Vocabulary Learning Using a Deep Learning Approach at SD IT Alam Talago

Vocabulary learning is evaluated on an ongoing basis through pre-tests, formative assessments, and post-tests, using a rubric that covers vocabulary mastery, sentence usage, pronunciation, and student engagement. This approach reflects the principle of authentic assessment, which evaluates students' abilities comprehensively. According to Suharsimi Arikunto, good assessment must have clear criteria so that the results are objective and accountable (Arikunto, 2013). Therefore, the use of rubrics in this study helps teachers assess students' abilities systematically and measurably.

Furthermore, in language learning, evaluation focuses not only on final outcomes but also on the process of language use. This aligns with H. Douglas Brown's view that language assessment should encompass various aspects such as vocabulary, pronunciation, and contextual usage (Brown, 2004). Thus, the evaluation conducted in this study reflects a comprehensive

assessment. The ongoing evaluation also demonstrates the application of assessment for learning, in which assessment is used to support the learning process: teachers not only assess outcomes but also monitor students' progress throughout learning, enabling them to adjust teaching strategies according to students' needs.

CONCLUSSION | خاتمة

Based on the research findings, it can be concluded that vocabulary instruction using a deep learning approach at SD IT Alam Talago demonstrates a learning process that encourages active student engagement and helps them understand Arabic vocabulary in a more contextual and meaningful way. Learning does not focus solely on memorization but also leads to the understanding and use of vocabulary in simple situations. These findings also indicate that lesson planning tailored to students' characteristics, implementation involving hands-on learning experiences, and continuous assessment contribute to creating a more varied and relevant learning experience for students.

Based on this, several recommendations can be made: (1) teachers can develop deep learning-based vocabulary learning modules that include contextual activities such as language games, simple projects, and the utilization of the surrounding environment; (2) schools can provide support by strengthening policies on direct-experience-based learning as part of curriculum development; (3) there is a need for ongoing training for teachers in designing creative and collaborative learning; and (4) future research can examine the application of this approach in different educational contexts and levels to enrich the findings.

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