

Constructivism in Arabic Language Pedagogy: An Exploration Through Islamic Higher Education Settings

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 <https://doi.org/10.58194/eloquence.v3i1.1495>

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Article History

Received:
13-03-2024
Accepted:
20-03-2024
Published:
04-04-2024

ABSTRACT

Background: Numerous studies have delved into the constructivist paradigm in the context of language learning. However, exploration of its application in Arabic language instruction, particularly within higher education settings, remains an intriguing area for further investigation.

Purpose: This research aims to conduct a thorough analysis of the implementation of Constructivist Theory in Arabic Language Education within Islamic Higher Education Institutions, through a review of relevant previous studies.

Method: The research methodology employed is a qualitative approach with a Literature Review design, utilizing documentation as the primary data collection method, subsequently analyzed using content analysis and interactive analysis techniques.

Results and Discussion: Findings reveal that the application of constructivist-based instructional models in Arabic language education at the higher education level significantly contributes to enhancing the quality of the learning process and outcomes. The development of instructional materials based on constructivism also yields significant positive impacts, enhancing students' Arabic language proficiency and fostering more meaningful learning experiences.

Conclusions and Implications: The conclusions affirm that the constructivist approach is effective in enhancing Arabic language education in the academic environment of higher education, particularly within the context of Arabic language education.

Constructivism Theory; Arabic Learning; Higher Education

Keywords:

ABSTRAK

Latar Belakang: Sejumlah penelitian telah mempelajari paradigma konstruktivis dalam konteks pembelajaran bahasa. Namun, eksplorasi penerapannya dalam pengajaran bahasa Arab, terutama dalam lingkungan pendidikan tinggi, tetap menjadi area yang menarik untuk diteliti lebih lanjut.

Tujuan: Penelitian ini bertujuan untuk melakukan analisis menyeluruh terhadap penerapan Teori Konstruktivis dalam Pendidikan Bahasa Arab di Perguruan Tinggi Islam, melalui tinjauan terhadap penelitian-penelitian terdahulu yang relevan.

Metode: Metodologi penelitian yang digunakan adalah pendekatan kualitatif dengan desain Kajian Pustaka, dengan menggunakan dokumentasi sebagai metode pengumpulan data utama. Data dianalisis menggunakan teknik analisis isi dan analisis interaktif.

Hasil dan Pembahasan: Temuan penelitian menunjukkan bahwa penerapan model instruksional berbasis konstruktivis dalam pendidikan bahasa Arab di tingkat perguruan tinggi memberikan kontribusi yang signifikan terhadap peningkatan kualitas proses dan hasil pembelajaran. Pengembangan materi pembelajaran berdasarkan konstruktivisme juga menghasilkan dampak positif yang signifikan, meningkatkan kemahiran bahasa Arab siswa dan menumbuhkan pengalaman belajar yang lebih bermakna.

Kesimpulan dan Implikasi: Kesimpulan menegaskan bahwa pendekatan konstruktivis efektif dalam meningkatkan pendidikan bahasa Arab di lingkungan akademis perguruan tinggi, khususnya dalam konteks pendidikan bahasa Arab.

Kata Kunci

Teori Konstruktivisme; Pembelajaran Bahasa Arab; Pendidikan Tinggi



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INTRODUCTION

The contextual dynamics related to educational discourse are subject to constant change in line with social shifts.[1] In efforts to enhance the nation's intellectual capacity, the quality of education can be elevated through various supporting elements that underpin the achievement of educational goals.[2] Educational institutions also bear the responsibility of creating environments and experiences for learners to acquire and construct knowledge.[3], [4], [5]

Higher education institutions share the same objectives and responsibilities in intellectual advancement. [6], [7] Students are expected to identify and resolve issues, with educators serving as guides and facilitators.[8] However, collaboration between students and educators is essential for effective learning. Various efforts are made to enhance the quality and learning experience of students in higher education.[9], [10]

Efforts to improve student capabilities need to implicate various factors, including curriculum and teaching methods, which are fundamental components for effective and synchronized learning processes aligned with set objectives.[11] Various learning theories have been developed by experts to enhance learning quality.[12],[13] Theories such as behaviorism, cognitivism, and constructivism have been applied in social and natural science fields through numerous experiments.[14],[15],[16],[17],[18]

Arabic language learning in higher education has been an intriguing subject of study for years.[19],[20],[21],[22] Arabic language instruction, like that of other second languages, employs various approaches, methods, strategies, and media to create effective learning environments and experiences.[23],[24],[25],[26] Through this instruction, students are expected to attain adequate basic Arabic language proficiency.[27]

The application of constructivist learning theory can be an effective solution to enhance students' understanding of concepts.[28],[29],[30] Constructivist learning theory is not merely about passive knowledge acceptance but emphasizes creative, active, and productive processes in knowledge construction.[31],[32],[33] This process involves pre-existing knowledge and individual learning experiences. Implementing constructivist learning theory also encourages students to

develop critical and analytical thinking skills, essential aspects for deep concept understanding.[34],[35],[36]

Research on the implementation of constructivist theory in language learning has been ongoing for years.[37],[38],[39] This study aims to contribute to the development of research on the application of constructivist theory in Arabic language learning at the higher education level. By conducting in-depth analyses of previous research, this study aims to broaden our understanding of the effectiveness of constructivist-based learning models in the context of Arabic language instruction. The urgency of this research lies in enhancing the quality of Arabic language instruction in higher education, ensuring that the teaching methods used can accommodate students' learning needs more effectively, and assisting them in achieving desired competencies in Arabic language proficiency. The implications of this research include opportunities to develop more contextual and participatory learning strategies, enhance student engagement in the learning process, and strengthen the quality of Arabic language education in higher education.

LITERATURE REVIEW

Constructivism is a theory that elucidates how learners construct knowledge through engaging experiences, which are deemed unique to each individual. Vygotsky's perspective within constructivism emphasizes the role of culture in the learning process. According to him, higher mental functions develop through social interaction, with internalization as the transformation from external experiences to internal ones.[40] This occurs when individuals interact with others (inter-psychologically) while simultaneously processing information internally (intra-psychologically).

Constructivism, according to Piaget (1971), is an explanatory system of how students as individuals adapt and refine knowledge.[41] Constructivism represents a paradigm shift from behaviorism to cognitive theory. Behaviorist epistemology focuses on intelligence, goal domains, levels of knowledge, and reinforcement. [42], [43] Meanwhile, constructivist epistemology assumes that learners construct their own knowledge based on interactions with their environment.[44], [45]

Shymansky posits that constructivism is an active activity where learners construct their own knowledge, seek meaning from what they learn, and engage in the process of resolving new concepts and ideas within their existing cognitive frameworks.[46],[47],[48] According to Hill, constructivism is about producing something from what one learns, meaning integrating learning into one's life to be beneficial for the common good. [46],[49],[50],[51] Based on these perspectives, it can be concluded that constructivism is an active activity where learners generate new knowledge from their learning through various activities.

According to Fosnot, constructivists view knowledge as fundamentally self-constructed by learners based on pre-existing cognitive structures.[52] Teachers act as mediators and creative facilitators during the learning process.[53],[54] Learning in constructivism theory is the act of creating meaning from what one learns. Constructivism involves building or forming knowledge, attitudes, and skills that define an individual. This formative process never reaches an endpoint but continues to evolve.[55]

Based on the aforementioned opinions, it can be concluded that constructivist theory in the context of learning refers to the view that learners construct their own knowledge through active interaction with their environment and the experiences they undergo. From this perspective, learning is seen as an active effort to understand and make meaning from acquired information, rather than simply receiving knowledge passively. Constructivism emphasizes that learning occurs through social interaction, reflection, and active exploration, where learners actively construct their own knowledge by utilizing existing cognitive frameworks within themselves. Teachers serve as mediators and creative facilitators in the learning process, aiding learners in understanding new concepts and connecting them to existing knowledge.

In the constructivist view, there are three main points that are the focus of learning [49]. First, knowledge is considered a human construction influenced by individual subjectivity, rather than merely an objective representation of an object or phenomenon. Second, knowledge is also seen as a product of social construction, formed within the context of specific social dimensions and influenced by various factors such as ideology, politics, religion, and group interests. Finally, knowledge is tentative, meaning that it is not absolute but can change over time, as evidenced throughout history where beliefs considered true at one point could be proven false in the future. [56],[57]

According to Von Glaserfeld, in the knowledge construction process, several abilities are required. First, individuals need the ability to remember and recall their experiences. Second, the ability to compare and make decisions about similarities and differences between various things is also crucial. Lastly, individuals also need the ability to prioritize and pay more attention to one experience over another (selective consciousness). [58]

Constructivist learning, according to some literature, has distinctive characteristics. First, knowledge is built based on prior experience or existing knowledge. Second, learning is seen as personal interpretation of the world. Third, learning is an active process where meaning is developed through experiences. Fourth, knowledge grows through negotiation of meaning with others. Fifth, learning should be situated in a realistic context, and assessment should be integrated with tasks. Lastly, learning is not a separate activity but should be connected to relevant contexts. [59],[60],[61]

METHOD

This study employs a literature review research design with the research objective being to explore the application of constructivist theory in Arabic language instruction at Islamic higher education institutions in Indonesia, focusing on research on the implementation of constructivist-based learning models. [62],[63] A qualitative approach provides space for researchers to delve deeper into the application of constructivist theory in Arabic language instruction at higher education institutions in Indonesia. Researchers utilize documentation data collection techniques. Documentation technique is used to analyze articles and related research published in scholarly journals, books, and other relevant literature. [64]

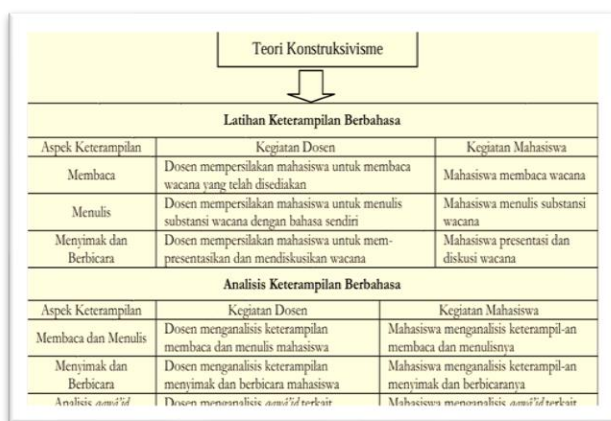
The data analysis process in the study employs content analysis involving several steps: [65] first, data collection from the two implemented techniques. Next, data are filtered by removing irrelevant information to the research focus, or termed as data condensation. [66] Subsequently, the condensed data are summarized and analyzed. Finally, data from both methods are juxtaposed, and a narrative is created to draw conclusions. This approach allows researchers to gain a comprehensive understanding of the application of constructivist theory in Arabic language instruction at Islamic higher education institutions in Indonesia.

RESULT AND DISCUSSION

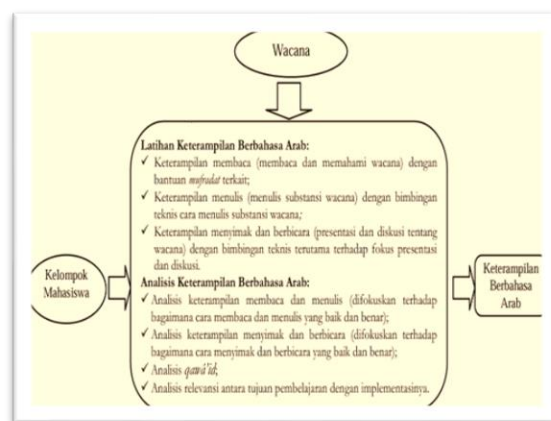
The first study analyzed in this research is the study conducted by Isop Syafi'e on the application of constructivist theory in Islamic higher education institutions in Indonesia. This research aimed to test and develop a constructivism-based learning model in the context of Arabic language instruction for Islamic higher education. The chosen research location was the State Islamic University (UIN) Sunan Gunung Djati in Bandung. This study adopted the Research and Development (R&D) research method. [67]

The Arabic language learning model developed at UIN Sunan Gunung Djati based on constructivist theory aims to enhance the quality of the learning process and outcomes of Arabic language skills. This theory emphasizes that language learning involves constructing one's language

knowledge from their own experiences.[68] This learning is focused on the success of students in organizing their experiences, rather than mere compliance with the instructions of the instructor.



Picture 1. Constructivism Theory



Picture 2. Discourse Theory

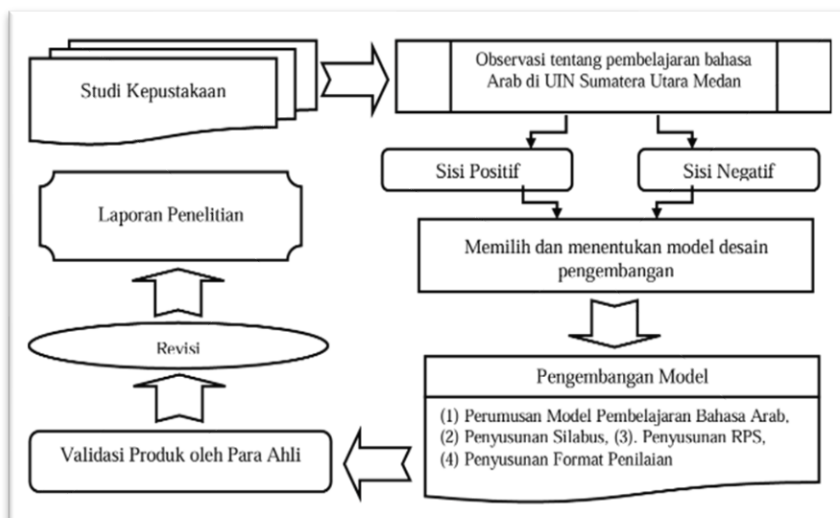
In instructional design, the developed aspects encompass objectives, content, procedures, and learning evaluation. Learning objectives are centered on enhancing the quality of the process and outcomes of Arabic language skills acquisition among students. Meanwhile, learning content is developed with a focus on discourse writing and *qawā'id* development on the discussed topics. The learning process is concentrated on developing Arabic language skills exercises and their analysis. Learning evaluation is conducted through the development of assessment instruments involving self-assessment, peer assessment, and instructor assessment.

The implementation of the Arabic language learning model based on constructivism theory at UIN Sunan Gunung Djati involves two main stages: the Arabic language skills training stage and the Arabic language skills analysis stage. In the training stage, students are focused on four Arabic language skills: reading, writing, listening, and speaking, with technical guidance and emphasis on understanding and producing written discourse. Meanwhile, in the analysis stage, the focus is on sharpening reading, writing, listening, and speaking skills with an emphasis on correct techniques and relevance to the learning content. This learning process concludes with a learning outcome exam to assess student achievements.

The constructivism-based learning model has proven to be more effective than previous Arabic language learning methods. The effectiveness of this model can be seen from the validation test results involving two groups of students: the experimental group receiving treatment using the learning model developed in this research, and the control group not receiving such treatment. The developed learning model is implemented through two stages, namely the training and analysis stages, during one learning activity. This model was piloted three times and validated three times. Based on the implementation and validation test results, this learning model has been proven to be quite effective in improving the performance of instructors and motivating students in the Arabic language learning process.

The second study on the implementation of constructivism theory in Islamic universities in Indonesia was conducted by Zulheddi and Sakholid Nasution. The objectives of this research encompassed describing the reality of Arabic language learning at the State Islamic University (UIN) of North Sumatra in Medan, developing a constructivism-based Arabic language learning model, and assessing the level of validity of the Arabic language learning model. The research

focused on the State Islamic University (UIN) of North Sumatra in Medan. The research method adopted in this study was Research and Development (R&D). [69]



Picture 2. RnD Research Flow

The development stages of the Constructivist-based Arabic Language Learning Model begin with conducting a comprehensive literature review on Arabic language instruction and the characteristics of constructivist-based learning. Subsequently, an observation of the Arabic language learning process at UIN Sumatera Utara Medan is conducted to evaluate its potential for model development. The observation results serve as the basis for determining the appropriate type and design of development. In this regard, the Four-D's design is employed, consisting of Define, Design, Development, and Dissemination steps, each with its own stages.[70],[71] The final stage involves developing the Constructivist-based Arabic Language Learning Model according to the pre-formulated plan.

The process of developing the Constructivist-based Arabic Language Learning Model in this research is divided into several stages. The first stage involves formulating a model designed to guide the preparation of Semester Lesson Plans (RPS). This formulation refers to the fundamental elements of language learning and language skills utilizing constructivist learning principles, such as Orientation, Elicitation, Ideational Restructuring, Idea Utilization, and Review/Evaluation.[72] The social constructivist perspective emphasizes the interdependence between social processes and individuals in knowledge construction, addressing contemporary issues such as skill acquisition, assessment, educational equity, and reform.[73],[74] Based on these principles, several typical constructivist learning models are selected, including Cooperative Learning, Contextual Teaching and Learning, Inquiry Learning, and Problem-Based Learning.

The second step in the development process involves the compilation of the Arabic Language Course syllabus. The syllabus is developed with reference to the language elements (*anasir al-lughah*) and language skills (*maharat al-lughah*) in the context of Arabic language learning. Constructivist characteristics reflected in this syllabus include contextual, situational, applicative, inductive, and skill-oriented features.

The third step in this model development process entails the preparation of Semester Lesson Plans (RPS) for Arabic Language courses. Characteristics emphasized in the formulation of these RPS include the disclosure of alternative constructivist-based learning strategies and methods in the column dedicated to learning methods.[75] Furthermore, within the column describing student learning experiences, all constructivist learning steps are elaborated comprehensively and in detail.

The fourth step in developing the Constructivist-based Arabic Language Learning Model involves the preparation of assessment formats. One type of assessment adopted in this context is authentic assessment, which encompasses affective, cognitive, and skills aspects of student evaluation.[76],[77] The purpose of authentic assessment is to provide a comprehensive overview of student learning outcomes, motivation levels, learning processes, and attitudes toward relevant learning activities. In the context of constructivist-based Arabic language learning, two types of authentic assessment used are process assessment and portfolio assessment.[78] Process assessment focuses on evaluating students' learning processes, aligning with the constructivist approach that emphasizes the importance of process in learning. Process assessment can be conducted through peer assessment or peer evaluation methods.[80] Meanwhile, portfolio assessment refers to evaluation based on a collection of student works demonstrating their development throughout the learning period.[79]

The third study on the application of constructivist theory in Islamic higher education institutions in Indonesia was conducted by Hamid and colleagues. The aim of this research was to develop Arabic language teaching materials for students in Islamic Higher Education Institutions based on constructivist theory, thus not relying on books originating from Arab countries containing different cultural values from the local culture. A book should ideally reflect local wisdom values that are in line with the target audience.[81] The location of this research was at the State Islamic University (UIN) Maulana Malik Ibrahim in Malang. The research method adopted in this study was the Research and Development. [82]

This research adopted a developmental research approach, as reflected through the Research and Development (R&D) type of research. This choice was based on the need to address challenges at the State Islamic Higher Education Institutions (PTKIN) level, particularly regarding the low abilities of students or graduates in obtaining ideal competencies, especially in mastering the Arabic language, which is a prerequisite for accessing and conducting Islamic religious studies. This stage indicates the conduct of needs and problem analysis before the development of a new product innovation. [83] The needs analysis stage is crucial in the R&D research process. The instructional design model used refers to the model developed by Dick and Carey,[84],[85] which includes several steps ranging from identifying learning objectives to revising learning materials to ensure their effectiveness, with learning objectives structured based on the curriculum used and formulated into more operational competency achievement indicators.[86],[87],[88]

Furthermore, the instructional development guidelines proposed by several experts, including Dick and Carey,[85] Degeng,[89] and Suparman,[90] emphasize the importance of fulfilling relevant instructional components to the needs of the teaching-learning process. These components include instructions for using instructional materials, general and specific learning objectives, content frameworks, material descriptions, illustrations or graphics, summaries, exercise questions along with answer keys and feedback, as well as assignments. The instructional material development stages require feasibility testing conducted by experts, followed by a revision process to ensure the quality and relevance of the material.[91],[92],[93] Integrated observations during the learning process are essential to ensure cooperation, appreciation for others' opinions, and self-discipline. To evaluate the final results and ensure accurate measurement of student learning achievements, the use of validated tests, especially in relation to the test substance itself, is crucial. [94],[95]

The Arabic language book based on constructivist theory produced in this research was named *Al Arabiyah lil Hayah*, abbreviated as ALH. The development of this book was based on the needs analysis conducted by researchers on students at Maulana Malik Ibrahim State Islamic University Malang in the Special Arabic Language Lecture Program (PKPBA). ALH was designed based on the principles of constructivist learning theory, which emphasizes active student participation in dialogue or discussion, learning experiences in real-world situations, emphasis on learning context, and knowledge construction based on real experiences.[96],[97]

This book was specifically designed for students in Islamic Higher Education Institution environments (PTKIN), such as UIN/IAIN/STAIN, as well as Private Islamic Higher Education Institutions, taking into account the needs analysis and development experiences of Arabic language learning at Maulana Malik Ibrahim State Islamic University Malang over 20 years and the socio-cultural conditions of the learners. The primary goal of Arabic language learning with ALH is to empower students with active proficiency in fushha Arabic, both orally and in writing, and to prepare them for Islamic studies in PTKIN and Private Islamic Higher Education Institutions. Providing a basis in Arabic language for PTKIN students in Indonesia is important to strengthen academic foundations and support deeper understanding of Islamic materials. [98],[99],[100],[101]

ALH consists of eight units (wihdah), each consisting of components such as al hiwar, al mufrodat, al tarakib, al istima', al kalam, al qira'ah, and al kitabah. Each of these components is supplemented with exercises aimed at helping students achieve specific learning outcomes or competencies in mastering the Arabic language. Every aspect of the material arranged in this book is designed to achieve clear learning objectives and assist students in mastering Arabic language effectively.

The development of Arabic language teaching materials has undergone a series of trials, including testing by experts and field testing on students at various proficiency levels. Based on the analysis of field data, it can be concluded that the use of constructivism-based instructional books significantly improves student learning outcomes. The data analysis results show a significant increase from pre-test scores (39.53) to post-test scores (82.5), as well as a strong correlation between the use of instructional books and the improvement of students' Arabic language abilities. Hypothesis testing also confirms that the use of instructional books significantly impacts student learning outcomes. Thus, it can be concluded that the use of Arabic language instructional materials generally has a positive effect on improving students' Arabic language.

The fourth study on the application of constructivist theory in Islamic higher education institutions in Indonesia was conducted by Nasution and Walad. The objectives of this study encompass three main aspects: first, to elucidate the specifications of the Constructivism-based Arabic Language Textbook; second, to explain the Arabic language learning process using the Constructivism-based Arabic Language Textbook; and third, to elucidate the effectiveness of the use of the Constructivism-based Arabic Language Textbook in writing skills (mahârah kitâbah). This research was conducted at the State Islamic University (UIN) of North Sumatra in Medan. The research method applied was quasi-experimental.

The textbook is entitled: "العربية لمهارة الكتابة على ضوء النظرية البنائية" (Arabic for Writing Skills Based on Constructivism). This title reflects the specificity of the book, which aims to enhance students' writing skills. Constructivism-based theory is applied in this book. Constructivism is a theory that emphasizes students' autonomy in constructing their understanding of the learning material. [102] The textbook consists of 12 Dars (Sessions), and each Dars contains the following topics. Firstly, Learning Objectives consist of (a) the ability to read examples of Arabic sentences according to the structure of each Dars, (b) the ability to analyze the structure of Arabic sentences as examples of Arabic sentences according to the structure of each Dars, (c) the ability to write Arabic sentences, paragraphs, and phrases according to the structure of each Dars.

The constructivist-based Arabic language learning process at the State Islamic University of North Sumatra was conducted online due to the COVID-19 pandemic. The use of Zoom and WhatsApp media was unavoidable as they were considered the simplest yet most efficient ways of online learning. [103] However, online learning is not recommended as the primary option due to its high limitations, such as the inability to observe students' activities directly except through the screen of the devices used. [104] Particularly in Arabic language writing instruction, direct supervision by teachers or lecturers over students' Arabic writing activities is necessary to ensure

that the sentences written are the students' own work. Additionally, poor internet connectivity poses a serious challenge, often disrupting the online learning process. [105],[106] To address these limitations, researchers provided modules or complete textbooks for students to study outside of class hours, allowing inadequate material explanations due to time constraints to be addressed by implementing self-directed and group learning.

The effectiveness of the Constructivism-based Arabic Language Textbook was highly rated by experts or validators, as seen from the assessments provided. The results of hypothesis testing indicate that there was a mean difference between pretest and posttest results, indicating the influence of using the Constructivism-based Arabic Language Textbook on the improvement of students' Arabic writing skills. The negative t count value indicates that the pretest results were lower than the posttest results, implying a positive impact on skill improvement. The findings of this research are consistent with previous studies showing the effectiveness of using Constructivism theory in developing learning elements. The implications of this research support theories demonstrating the effectiveness of using Constructivism theory for learning.

The above research findings indicate that the application of constructivist theory in Arabic language learning at Islamic higher education institutions in Indonesia has a significant positive impact on enhancing students' skills. With the constructivist approach, students not only become recipients of information but also actively engage in building their own understanding through interaction with learning materials and peers. This reflects a paradigm shift in education that places students as active learners responsible for their learning process.[107],[108] Furthermore, the development of constructivism-based learning models and teaching materials also responds to contextual challenges in Arabic language learning, such as cultural and social differences between Indonesia and Arab countries, by incorporating local values and relevant content into students' realities. [109]

Moreover, this research provides a foundation for the development of more contextual and effective learning strategies to enhance the quality of Arabic language education in Islamic higher education institutions in Indonesia. Considering the characteristics of constructivism, learning approaches can be more focused on developing students' skills in contexts relevant to their needs, both academically and practically. Additionally, the findings of this research provide a basis for further research into the effectiveness of various teaching methods and the development of teaching materials that are more suitable for students' characteristics and learning contexts in Indonesia. Thus, sustained efforts in implementing constructivism theory can strengthen the quality of Arabic language education in Islamic higher education institutions and make a significant contribution to the development of sustainable curriculum and learning strategies.

CONCLUSION AND IMPLICATIONS

The results of research on the implementation of constructivist-based learning models for Arabic language instruction in higher education indicate that this approach significantly contributes to enhancing the quality of the learning process and outcomes. By adopting constructivist principles, the developed learning model is able to accommodate students' needs in organizing their own experiences in Arabic language learning. Various stages in the model development, such as formulation, syllabus development, Course Syllabus Outline (CSO), and assessment formats, adhere to constructivist principles to create a contextual, applicable, and skill-oriented learning environment. Furthermore, the testing and validation of this model through various trial stages demonstrate its effectiveness in enhancing the performance of educators and students' motivation in the Arabic language learning process. Thus, the implementation of constructivist-based learning models can serve as an effective guide in enhancing Arabic language instruction in higher education settings in general.

Additionally, the development of teaching materials based on constructivist theory in Arabic language instruction within Islamic higher education institutions in Indonesia has brought significant positive impacts. Learning design models that refer to constructivist theory provide a solid foundation for developing relevant teaching materials tailored to students' needs. The produced textbooks take into account learners' characteristics and relevant socio-cultural contexts, thus providing a more meaningful learning experience. Consistent use of constructivism-based textbooks has been proven to enhance students' Arabic language proficiency, as reflected in significant improvements in evaluation results and learning achievements. Therefore, this approach can serve as an effective guide in developing Arabic language teaching materials in Islamic higher education settings to achieve optimal learning goals.

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