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The Effectiveness of the Humanistic Maslow Learning Model in Improving Arabic Language Learning Outcomes of Middle School Students

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Abstract

This research is motivated by the gap between the curriculum's desire for active and humanistic Arabic language learning and the reality in the field that shows low motivation and student learning outcomes due to conventional approaches. The purpose of this study is to analyze the effectiveness of the implementation of the Humanistic-Maslow learning model on improving students' Arabic language learning outcomes at Madrasah Tsanawiyah. The research method used is quantitative with a quasi-experimental design of the Non-Equivalent Control Group Design type. The research subjects consisted of eighth-grade students of MTs Negeri 5 Banyuwangi in the 2025/2026 academic year, with class VIII A as the treatment group and class VIII E as the comparison group. The results showed a significant increase in the experimental group with a significance value of 0.000 (p < 0.05) and an increase in the average score of 43,000 points (from a range of 44–52 to 86–95). The Independent Samples Test showed a mean difference between groups of 6.825 with a significance of 0.015. Furthermore, the N-Gain Score of 0.7786 (77.86%) places this model's effectiveness in the high category. The conclusion of this study confirms that regularly fulfilling Maslow's hierarchy of needs has been proven effective in improving Arabic language learning outcomes and can be an alternative solution for educators in creating higher-quality and more supportive learning.

***Keywords**: learning humanistic, theory, results Study , Arabic*

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INTRODUCTION

Arabic language learning in Islamic Junior High Schools (Madrasah Tsanawiyah) is directed at developing students' academic and religious abilities (Zakiah, 2021). However, the reality of learning in the field shows that there are still a number of obstacles, such as less than optimal student learning outcomes, students' limitations in using Arabic actively, and low learning motivation (Kholiq & Fadli, 2022). These problems cannot be separated from the application of conventional learning methods that are teacher-oriented and emphasize grammatical aspects, thus paying less attention to the psychological and emotional dimensions of students who play a crucial role in the process of language acquisition (Setiawan, 2025).

The humanistic psychology approach pioneered by Abraham Maslow (A.H. Maslow, 1943)and Carl Rogers offers a more holistic perspective on learning (Firmansyah & Khadijah, 2025). This perspective does not simply emphasize cognitive achievement, but rather recognizes the intertwined emotional, affective, and existential dimensions of student development (Siswadi, 2024). Individuals are viewed as active subjects with the capacity for continuous growth if the learning environment ensures the fulfillment of basic needs, a sense of security, self-esteem, and opportunities for actualizing personal potential (Marhamah & Zikriati, 2024). Maslow's hierarchy of needs theory views that individual behavioral and motivational drives are formed through the fulfillment of needs that are arranged in stages (Mu'arif & Priyatmono, 2025). These needs begin with basic aspects such as physiological needs, then develop into the need for security, the need for affection and social acceptance, the need for self-esteem, and finally reach the highest level of self-actualization (Calicchio, 2023). In the context of education, meaningful learning and fostering intrinsic motivation are essential to creating a psychologically safe learning environment, providing social acceptance, and recognizing student effort and achievement (Hanaris, 2023).

Based on this theoretical foundation, the application of the Maslow-based humanistic learning model is aimed at building an empathetic, friendly, and supportive classroom atmosphere. In this learning environment, students are given space to participate actively without fear of making mistakes, so they have more freedom to develop their potential (Kholiq & Khabibullah, 2021). The humanistic approach is very relevant in foreign language learning because it can reduce language anxiety and increase students' confidence in communicating, which is an important factor in successful language learning (Taubah & Hanun, 2024).

Ideally, Arabic language learning at the Madrasah Tsanawiyah level should not only focus on mastering vocabulary (mufradat) and grammar (qawaid), but also be able to create a learning atmosphere that humanizes students, where their psychological needs are met so that they have

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high self-confidence in communicating (Nadia, 2024). A humanistic learning model is expected to be a driving force for students to achieve optimal learning outcomes in accordance with the objectives of the madrasah curriculum.

However, in reality, the Arabic language learning process often faces significant obstacles. Field observations indicate that many students feel stressed, afraid of making mistakes, and lack motivation because the approach used is still conventional and teacher - centered (Astari & Mustakim, 2025). This gap between the curriculum's expectations of active students and the reality of students' tendency to be passive and anxious is a fundamental problem in Arabic language education today (Astari & Mustakim, 2025).

Various previous studies indicate that the humanistic approach contributes positively to the quality of the learning process and student learning outcomes. The findings of Wang, Derakhshan, and Zhang (Zhang, 2021)show that learning practices oriented towards students' psychological conditions can encourage increased active participation and strengthen internal learning motivation (Wang et al., 2021). In Indonesia, research by Karwadi and Indrawan also shows that learning that pays attention to students' psychological aspects contributes to improved learning outcomes and self-confidence (Karwadi & Indrawan, 2023). Although its theoretical basis has been widely discussed, field evidence examining the application of the humanistic approach rooted in Maslow's ideas in Arabic language learning at the Madrasah Tsanawiyah level is still inadequate (Ramadanti, 2025). Available findings tend to stop at the conceptual level or are directed at the context of other subjects, thus not providing a comprehensive empirical picture of its implementation in Islamic-based foreign language learning. This condition creates a significant research gap, particularly regarding the extent to which an approach that emphasizes meeting students' psychological needs can contribute to the quality of learning outcomes in the Madrasah context (Basith, 2021).

This research focuses on integrating Maslow's Humanistic learning model as the primary instrument for measuring Arabic language learning outcomes (Syafrizal, 2023). Unlike previous studies that may have focused solely on teaching methods, this study examines how meeting students' basic needs (such as safety and esteem) directly correlates with their cognitive learning outcomes in madrasas (Azzahrowaini & Ali, 2025). Using a Quasi-Experimental design , this study aims to empirically demonstrate whether this approach is more effective than conventional methods currently used.

Based on the gap in the study, this research is directed at the implementation of a learning approach based on humanistic principles in the Arabic language teaching process at the Madrasah

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Tsanawiyah level (Asfihani & Munidzar, 2025). The focus of the research is not placed solely on procedural aspects, but rather on the impact of its implementation on measurable changes in student learning outcomes. In line with this objective, the research problem is formulated to examine two main things, namely the existence of changes in student learning outcomes before and after the implementation of a learning approach that emphasizes the fulfillment of psychological needs in the classroom (Purwowidodo & Zaini, 2023).

METHOD

This research is placed within a quantitative approach framework with a quasi-experimental design that adapts to field conditions (Abraham & Supriyati, 2022). The research pattern used adopts the Non-Equivalent Control Group Design (Febriani et al., 2023), which involves two previously formed classes as study subjects without the application of individual randomization. The research was conducted at MTs Negeri 5 Banyuwangi in the odd semester of the 2025/2026 academic year. The study population coverage includes all class VIII students spread across five study groups. The determination of the research group was carried out through a purposive sampling technique, as stated by Subhaktiyasa (Subhaktiyasa, 2024), by considering certain characteristics relevant to the research objectives. Based on these considerations, VIII A, which consists of 27 students, was designated as the treatment group, while class VIII E, which consists of 28 students, served as the comparison group.

This study aimed to examine the relationship between the application of a Maslow-based humanistic learning approach as an explanatory factor and students' Arabic language learning outcomes as learning outcomes. Learning achievement measurements focused on two main dimensions: basic psychomotor skills reflected in the skill of constructing short sentences in Arabic; and cognitive aspects encompassing vocabulary comprehension and use, mastery of linguistic rules, and sentence structure accuracy. Data were collected through a learning outcome test composed of five descriptive questions and meeting the instrument's eligibility criteria. Prior to data collection, the instrument underwent expert review and empirical testing to ensure measurement accuracy and consistency. Reliability testing on the treatment group, comprising 27 students, yielded a Cronbach's Alpha coefficient of 0.85. This value indicates a high level of internal consistency, thus the instrument is considered stable and can be used as a measuring tool in this study (Prawita & Heryadi, 2023).

After the entire research series was completed, the obtained data were processed using IBM SPSS Statistics software version 26. The analysis stage began with a review of the

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characteristics of the data distribution to ensure its conformity with the required statistical assumptions. Next, a test of the uniformity of variance between groups was conducted as a basis for the feasibility of comparing learning outcomes. Changes in learning outcomes within the same group were analyzed by testing the difference in scores before and after treatment, thus obtaining an empirical picture of the dynamics of student ability development. In the next stage, hypothesis testing focused on comparing final achievement between groups to assess the significance of the differences in results obtained. This analysis was directed at identifying the meaningfulness of the difference in average learning achievement between the group that received the learning treatment and the comparison group (Indriani & Noordyana, 2021). With this analytical flow, this study not only describes internal changes in each group but also provides a strong inferential basis regarding the superiority of the learning outcomes achieved. In addition, the improvement in learning outcomes for each group was analyzed using a normalized N-Gain score to classify the level of learning effectiveness into high, medium, and low categories (Febrianti, 2021).

RESULT AND DISCUSSION

RESEARCH FINDINGS

Normality test

Testing normality done For ensure pattern distribution of achievement data Study students on both group research, good before and after treatment, being within the limits of distribution that can be accepted. Fulfillment assumptions This become base important before implementation technique analysis parametric. In study this, assessment characteristics data distribution is carried out through Kolmogorov Smirnov and Shapiro Wilk procedures with support device SPSS software. Remembering amount subject in each group is under fifty people, the results Shapiro Wilk test is used reference main in withdrawal conclusion. The data is stated fulfil assumptions normal distribution if mark significance obtained exceeds the limit of 0.05.

Table 1. Normality test

Tests of Normality							
		Kolmogorov-Smirnov [a]			Shapiro-Wilk		
	Class	Statistics	df	Sig.	Statistics	df	Sig.
Results	Pretest A (Experiment)	.125	27	.200 *	.968	27	.552
	Posttest A (Experiment)	.134	27	.200 *	.945	27	.166
	Pretest B (Control)	.143	28	.147	.942	28	.125

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	Posttest B (Control)	.101	28	.200 *	.974	28	.703
*. This is a lower bound of the true significance.							
a. Lilliefors Significance Correction							

SPSS 26 processed source

Referring to the results testing assumptions distribution of the listed data in Tests of Normality table, scores early in class A positioned as group treatment show mark Shapiro Wilk's significance value is 0.552. This figure be on top threshold acceptance of 0.05, so that can confirmed that characteristics distribution score beginning No deviate from pattern normal distribution 97. Conditions the show that the initial data worthy used as base analysis advanced without cause statistical bias. Consistency findings are also seen in the results measurement end in the same class. Post -treatment scores produce mark Shapiro Wilk significance of 0.166, which again exceeds the established significance limit. With Thus, the distribution score end still is at in corridor distribution of norms. Alignment pattern distribution between initial data and final data This confirm that change achievements learning that occurs No affected by anomalies data distribution, but rather reflect dynamics ongoing learning in a way reasonable and can analyzed validly use approach statistics inferential.

Data At Stage next, score early in class B positioned as group comparator show mark Shapiro Wilk significance of 0.125. This value is above the acceptance limit of 0.05, so character initial data distribution can stated No deviate from normal distribution. Conditions the indicates that ability beginning participant educate in groups comparator served in pattern reasonable and representative distribution. Testing to score end in the same group show mark significance of 0.703. This figure return exceeds the established significance limits, so that post-treatment data distribution is also located in normal category. With fulfillment assumptions this, both on initial data and final data, can confirmed that all data from second group study fulfil condition normal distribution. Condition This give strong foundation for use analysis statistics inferential , at the same time ensure that interpretation difference achievements Study based on valid and reliable data accountable in a way scientific.

Homogeneity test

Testing homogeneity directed For ensure level uniformity variance between group treatment and group comparator. Fulfillment assumptions This become prerequisite important in implementation analysis parametric so that the conclusions produced own base strong scientific. In study this, inspection uniformity variance done through Levene's procedure with support device

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SPSS software. Data is stated fulfil criteria homogeneous if mark significance obtained is above the 0.05 limit.

Table 2. Homogeneity test

Test of Homogeneity of Variance					
		Levene Statistics	df1	df2	Sig.
Mark	Based on Mean	1,563	1	53	.217
	Based on Median	1,711	1	53	.197
	Based on Median and with adjusted df	1,711	1	48,898	.197
	Based on trimmed mean	1,625	1	53	.208

SPSS 26 processed source

Test results uniformity variance reviewed from mark evenly show level significance of 0.27. Achievement the exceeds the 0.05 limit, so that variance of data in both group study stated equivalent. Tests based on median values also yield level significance of 0.197, which indicates condition comparable variance between groups. Findings similar obtained in the median test with adjustment degrees freedom, which shows mark significance identical and constant be on top the set threshold. In addition, the results testing based on the trimmed mean results mark significance of 0.208, so that the more confirm that the data on both group fulfil assumptions uniformity variance.

Paired samples test

Testing hypothesis in research This directed For examine change achievements Study student before and after implementation treatment in the group that received intervention learning. Considering the data analyzed originate from two results mutual measurements related in the same group, namely achievements beginning and achievements end, analysis difference done use Paired Samples Test procedure . Testing process implemented with help device SPSS software, with criteria taking decision that mark significance below the 0.05 limit indicates existence meaningful differences in a way statistics .

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Table 3 . Test paired samples test

Paired Samples Test

		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviation	Std. Error Mean	95% Confidence Interval of the Difference Lower	Upper			
Pair 1	Pretest - Postest	-43.000	8.422	1.621	-46.331	-39.669	-26.531	26	.000

SPSS 26 processed source

Analysis comparison in pairs show existence shift very strong achievement between condition beginning and conditions end learning. Calculation show difference average as big as negative 43,000, which reflects surge achievements Study after intervention implemented. The resulting test statistic value reach negative 26,531 with degrees freedom 26, signifying intensity very high difference between two points measurement. The level of probability obtained is at 0.000 and far away beyond criteria strict significance of 0.05, so that change achievements that occurred No can viewed as as it happens solely. Confidence interval estimation at 95 percent level show range between negative 46,331 to negative 39.669. Range This fully be outside point zero, which confirms that difference achievements before and after treatment nature real, consistent, and has strength very convincing statistics. With Thus, the increase achievements identified learning reflect effect substantial and actionable learning accountable in a way scientific.

Independent samples test

Analysis comparison intergroup done For examine difference achievements Study between the group that received treatment learning and groups comparison. Testing objectives This is evaluate whether treatment applied capable produce difference achievements meaningful learning if aligned with ongoing learning in a way general. Considering that the data comes from of the two groups standing alone and not each other related, procedure analysis used is an Independent Samples Test with support device SPSS software version 26. Withdrawal conclusion based on criteria that mark significance that is below the 0.05 limit indicates existence significant difference statistically.

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Table 4 . Test independent samples test

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					
								95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Nama	Equal variances assumed	1.563	.217	2.526	53	.015	6.825	2.702	1.405	12.246
	Equal variances not assumed			2.538	50.289	.014	6.825	2.689	1.425	12.226

SPSS 26 processed source

Testing equality of variety shows mark probability of 0.217, which is above the critical limit of 0.05. This result confirm that distribution data variation in both group is at in condition comparable, so that analysis advanced can done with assumptions similarities variance . Based on condition said, evaluation difference average between group produce t value of 2.526 with degrees freedom 53, which shows existence difference measurable achievements. Significance values obtained reached 0.015 and is below criteria testing, so that difference achievements Study between second group No nature coincidence . Difference average of 6,825 reflects superiority achievements participant educate the group that receives treatment compared to group comparator. Range estimate confidence at the 95 percent level is at between 1,405 to 12,246 and completely located outside zero point. Condition This confirm that observed differences nature real, consistent, and has base strong statistics For interpreted in a way scientific.

N-Gain score test

Besides analysis inferential, research this also includes study descriptive For give description about level improvement achievements Study student after implementation treatment learning. Assessment improvement the obtained through N Gain calculation, which works For reflect effectiveness learning with compare achievements beginning and achievements end students. Next, the N Gain value is analyzed in a way descriptive to identify range mark lowest and highest, tendency average, and level reflected data distribution through deviation standard.

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Table 5. N-Gain score test

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Standard Deviation
NGain_Score	27	.50	1.00	.7786	.14181
NGain_Percent	27	50.00	100.00	77.8618	14.18082
Valid N (listwise)	27				

SPSS 26 processed source

Based on Based on data mapping descriptive, quantity participants involved in the analysis process recorded as many as twenty seven participant students. Calculation results level progress show that achievements lowest is in the range of 0.50, while mark maximum reached the optimal limit of 1.00. The average index progress made of 0.7786 describes existence development achievements learning that is in categories high. Condition This signify that approach applied learning capable facilitate growth competence participant educate in a way meaningful and sustainable. If examined through approach percentage, level progress is in the fifty range until one hundred percent, with trend mark middle amounting to 77.8618 percent. Distribution achievements the show that the learning process is taking place No only produce improvement, but also shows Power strong push in optimize potential Study participant educate. With Thus, the implementation learning can viewed own quality high implementation in support achievements academic. Meanwhile that, value deviation standard of 0.14181 on the index progress and 14,18082 in form percentage indicates that variation achievements between individual relatively limited. This is show that improvement ability No only experienced by some small participant educate, but rather happen in a way Enough evenly throughout group.

DISCUSSION

Effectiveness of Maslow's Humanistic Learning Model

The results of this study confirm that the application of a learning approach based on humanistic psychology, as formulated by Maslow, has a significant impact on improving students' Arabic language learning outcomes at the Madrasah Tsanawiyah level. This conclusion obtained through series analysis quantitative research conducted in a way systematic, starting from inspection assumptions base until testing hypothesis research. Stage beginning analysis show that all achievement data Study students, both those from from group treatment and group

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comparator and in measurements beginning and end, have pattern distribution that meets criteria normal distribution. Conditions the show that the research data has fulfill one of the prerequisite important in implementation analysis parametric. The distribution pattern that is in normal range reflects distribution mark proportional and non- proportional students show deviation extreme.

Test results uniformity variance show that the data on both group is at in comparable conditions. Equality variance the reflect that condition beginning participant educate each other group relatively equal. Therefore that, the difference achievements emergent learning after implementation treatment can understood as consequence from the learning process that is applied, not as impact from difference characteristics beginning between group.

Next, analysis comparison paired in the group that gets treatment show existence change achievements meaningful learning between measurement initial and measurement end. Magnitude difference the average shows direction increase, accompanied by with level significance that is below the specified limit, indicates that approach learning that emphasizes dimensions humanity capable push improvement achievements Study Arabic students in a way significant. Transformation achievements learning the signify that participant educate experience deepening understanding after undergoing a learning process that is not solely aspect - oriented cognitive, but also giving space in condition inner and affective they. In a way theoretical, findings This appropriate with framework humanistic view individual learners as subject central in construction experience study, not just recipient information.

Fulfillment need psychological basic, such as a sense of security, acceptance in interaction class, and confession to existence and potential oneself , contributing to the growth of internal drive to Study as explained in hierarchy Maslow's needs. When the factors the fulfilled, learning process No Again perceived as pressure, but rather as room meaningful actualization for participant educate. A more psychological climate stable and supportive allows more involvement intense in activity learning. Trust developing self in a way gradually play a role in lower trend anxiety to error, so that participant educate pushed For involved in a way active without fear will evaluation negative. In context learning Language foreign, condition This open more opportunities wide for participant educate For use Language target in a way spontaneous and brave. The situation the reflect existence relatedness close between comfort emotional and success academic. Environment learning that values dimensions humanity participant educate No only strengthen participation, but also contribute to the achievement results more optimal and sustainable learning.

Strength findings study This the more seen through results analysis comparative between

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group. Differences achievements significant academic appear between the group that gets treatment learning certain and groups comparison, with trend higher average value excel in the group that follows approach oriented humanistic. The results confirm that learning strategies are based on appreciation to aspect humanity participant educate own greater effectiveness tall compared to practice learning that has been going on This general applied in space class. Learning patterns conventional, which tends to put educator as center activity as well as focuses on mastery structure language, often limiting chance participant educate For participate in a way active. Narrow focus on aspects technical without balanced attention to condition psychological potential pressing encouragement intrinsic and inhibiting courage participant educate in express abilities possessed. Situation kind of This cause potential Study No develop in a way maximum. On the other hand, learning that takes into account dimensions psychological and emotional create more atmosphere safe and supportive. In environment such learning, participants educate pushed For involved in a way more intense, showing trust a better self stable, and develop ability speaking in a way more effective. Involvement active that appears No just results from demands academic, but rather grow from the feeling of comfort and acceptance felt during the learning process ongoing.

Difference achievements results Study the hinting that implementation environment learning based humanistic capable build atmosphere higher class support the learning process Arabic. Decline level anxiety in speaking as well as improvement trust self participant educate become factor crucial that drives success mastery Language foreign. In situation more learning safe and comfortable in a way psychological, students No solely mastery - oriented vocabulary and grammar rules, but also encouraged For apply ability speaking in a way contextual and meaningful. By comprehensive, results study This confirm findings previously confirmed that approach learning that focuses on fulfillment need psychological participant educate contribute positive to improvement results Study.

Based on overall results analysis, can concluded that implementation approach grounded learning principle humanistic and hierarchical Maslow's needs are able give contribution real to improvement achievements academic participant education. Indication success the reflected Good from progress experienced by the group treatment and from superiority demonstrated achievements when compared to with group comparison. Findings This strengthen argument that learning that gives space for fulfillment need psychological participant educate own Power push harder strong in support success Study Language foreigners at the level education medium.

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Improving Arabic Learning Outcomes

Pretest and posttest value table

No	Student	Pretest Score	Posttest Score	Difference in Value	Improvement Description
1	Alya	45	90	45	Rising high
2	Anggraini	50	92	42	Rising high
3	Son	48	88	40	Rising high
4	Ayu	52	94	42	Rising high
5	Ferdinand	46	89	43	Rising high
6	Azka	49	91	42	Rising high
7	Mathori	47	87	40	Rising high
8	Zaki	51	93	42	Rising high
9	Daughter	44	86	42	Rising high
10	Sari	50	95	45	Rising high

Based on the increase data results Study Arabic language listed in table, all participant educate experience surge achievements real value between pretest and posttest stages after implementation of learning models Humanistic based hierarchy Maslow's needs. At this stage initial, student pretest scores is in the range of 44 to 52, while after treatment learning, scores posttest increase in a way significant until is in the range of 86 to 95. The increase the show existence development ability meaningful learning as results from the learning process that places aspect humanity student as focus main. Difference mark between the pretest and posttest which is in the range of 40 to 45 points indicates level high and relative increase uniform. Consistency improvement This confirm that change results Study No nature coincidence, but rather is consequence direct from application of learning models that emphasize fulfillment need psychological participant educate. All student in sample study including in category improvement high, which reflects that effectiveness learning ongoing in a way evenly distributed in each individual.

Results of the study to index improvement show that achievements Study is in the category high, which indicates that potential development ability participant educate has utilized optimally. Conditions the show that the learning process is applied capable present experience valuable learning , all at once push participant educate reach performance maximum academic success. This No let go from atmosphere built learning with emphasizes a sense of security, care, and

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attention to individual needs of participants educate, so that allows more involvement active in every stages learning. Environment learning like that participate contribute to the growth trust self and courage participant educate in practice ability speak Arabic during the learning process ongoing. Increased participation No just response to demands academic, but rather is reflection from condition more psychological stable and supportive. In other words, the learning process ongoing in climate that encourages actualization potential participant educate in a way natural. More further, improvement achievements experienced in a way consistent across all participant educate reflect stability utility of the approach applied learning. Not found participant educate with level improvement low and currently show that approach This own character inclusive and adaptive. Learning process capable facilitate development ability in a way evenly, without depending on the difference ability early, so that every participant educate get equal opportunity For reach results optimal learning.

Research result This own relatedness conceptual with framework hierarchy needs formulated by Maslow, who views fulfillment need base individual as prerequisite main for development potential self in activity learning. Sense of security, acceptance in environment social, as well as confession to mark self functioning as runway psychological factors that allow participant educate move going to stage actualization self optimally. When conditions the fulfilled, encouragement sourced learning from in self participant educate tend strengthen and play a role significant in support achievement academic. Strengthening motivation intrinsic that appears from condition psychologically stable implications straight to quality involvement participant educate in the learning process Language foreign. More participation active, courage For express themselves, and readiness face challenge Study become indicator that the learning process ongoing in supportive climate growth ability in a way comprehensive. With Thus, the achievement Study No only influenced by aspects technical teaching, but also by the quality experience perceived learning participant educate. Based on results calculation index improvements presented in table, can confirmed that approach fulfillment - oriented learning need psychological participant educate show optimal performance. The level of improvement is in the category tall indicates that the learning process is applied capable push achievement results Study in a way significant at the Madrasah Tsanawiyah level, as well as strengthen relevance approach humanistic in context learning Arabic.

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CONCLUSION

Based on the findings from the research results and discussion, it can be concluded that the peer language community plays an important role in the development of Arabic speaking skills among female students at Darussalam Blokagung Islamic Boarding School, particularly in the Darul Lughoh Dormitory. This community has become a safe space that facilitates students to practice Arabic freely, without hierarchical pressure or fear of the consequences of speaking incorrectly. Horizontal interaction between individuals contributes to the creation of psychological comfort, making students more willing to experiment with new utterances, practice language structures, and consistently cultivate language practices outside of formal learning.

Additionally, the peer community serves as an effective medium for social learning thru observation, imitation, and the negotiation of meaning. Students learn by observing how their peers speak, imitating the expressions used by their classmates, and accepting any feedback and subtle corrections they receive directly from daily interactions. This process is considered capable of improving speaking fluency, enriching vocabulary, and situationally maturing students' pragmatic communicative competence. This finding confirms that learning Arabic does not solely rely on formal instruction, but rather grows thru the active participation of students in authentic and sustainable social practices within the community environment.

Furthermore, the peer language community also plays a significant role in the psychological development of students, particularly in terms of self-confidence and reducing language anxiety. With emotional support, group solidarity, and positive reinforcement, students can overcome their shyness and fear of speaking Arabic. Thus, it can be concluded that the success of developing female students' speaking skills is not only determined by mastery of technical linguistic aspects, but also by a supportive and conducive social environment. Peer language communities function as social mediators that integrate cognitive, linguistic, and psychological aspects, making Arabic language learning more meaningful, contextual, and sustainable.

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