

Reframing Arabic Language Learning through Peer Teaching: A Constructivist Case Study of Student Learning Experience

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Abstract:

Although peer teaching has been widely examined as a collaborative learning strategy, relatively few studies have explored how it shapes students' learning experiences from a constructivist perspective within intensive Arabic language programs. This study examines the implementation of peer teaching and interprets how it shapes students' learning experiences within a constructivist learning framework. The study employed a descriptive case study at the Arabic Intensive Program (PKPBA), UIN Maulana Malik Ibrahim Malang, integrating a student perception questionnaire completed by 50 students with classroom observations as contextual evidence. Questionnaire data were analyzed descriptively using mean scores, while classroom observations were used to support the interpretation of the findings. The questionnaire indicated consistently positive student perceptions across the five measured constructs, with mean scores ranging from 3.45 to 3.60 on a five-point Likert scale, covering learning motivation, psychological safety, collaborative interaction, confidence in using Arabic, and reflective learning strategies. Classroom observations corroborated these descriptive findings and demonstrated how peer interaction encouraged students to negotiate meaning, participate more actively, and gradually assume greater responsibility for their own learning. The findings suggest that peer teaching functions as a constructivist learning practice that supports students' gradual shift from passive recipients of knowledge toward active learning agents. These findings provide practical implications for integrating peer teaching into Arabic language instruction and may also inform constructivist learning design in other second-language (L2) contexts.

Keywords: Peer Teaching; Constructivist Learning; Student Learning Experiences; Student Agency; Arabic Language Learning.

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Rekonstruksi Pembelajaran Bahasa Arab melalui Peer Teaching: Studi Kasus Konstruktivistik atas Pengalaman Belajar Mahasiswa

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Abstrak:

Meskipun *peer teaching* telah banyak diteliti sebagai strategi pembelajaran kolaboratif, relatif sedikit studi yang mengeksplorasi bagaimana hal itu membentuk pengalaman belajar mahasiswa dari perspektif konstruktivis dalam program bahasa Arab intensif. Studi ini meneliti implementasi *peer teaching* dan menafsirkan bagaimana hal itu membentuk pengalaman belajar mahasiswa dalam kerangka pembelajaran konstruktivis. Studi ini menggunakan studi kasus deskriptif di Program Khusus Perkuliahan Bahasa Arab (PKPBA), UIN Maulana Malik Ibrahim Malang, dengan mengintegrasikan kuesioner persepsi mahasiswa yang diisi oleh 50 mahasiswa dengan observasi kelas sebagai bukti kontekstual. Data kuesioner dianalisis secara deskriptif menggunakan skor rata-rata, sementara observasi kelas digunakan untuk mendukung interpretasi temuan. Kuesioner menunjukkan persepsi siswa yang konsisten positif di kelima konstruk yang diukur, dengan skor rata-rata berkisar antara 3,45 hingga 3,60 pada skala Likert, yang mencakup motivasi belajar, keamanan psikologis, interaksi kolaboratif, kepercayaan diri dalam menggunakan bahasa Arab, dan strategi pembelajaran reflektif. Observasi kelas menguatkan temuan deskriptif ini dan menunjukkan bagaimana interaksi teman sebaya mendorong mahasiswa untuk menegosiasikan makna, berpartisipasi lebih aktif, dan secara bertahap memikul tanggung jawab yang lebih besar atas pembelajaran mereka sendiri. Temuan ini menunjukkan bahwa *peer teaching* berfungsi sebagai praktik pembelajaran konstruktivis yang mendukung pergeseran bertahap mahasiswa dari penerima pengetahuan pasif menuju agen pembelajaran aktif. Temuan ini memberikan implikasi praktis untuk mengintegrasikan pengajaran oleh teman sebaya ke dalam pengajaran bahasa Arab dan juga dapat memberikan informasi untuk desain pembelajaran konstruktivis dalam konteks bahasa kedua (L2) lainnya.

Kata Kunci: *Peer Teaching*; Pembelajaran Konstruktivistik; Pengalaman Belajar Mahasiswa; Peran Aktif Mahasiswa; Pembelajaran Bahasa Arab.

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INTRODUCTION

Arabic language learning in Islamic universities is not only directed to achieve linguistic competence, but also to form meaningful, participatory, and sustainable learning experiences. In the context of UIN Maulana Malik Ibrahim Malang, the Arabic Intensive (PKPBA) is designed as an intensive learning program that demands simultaneous cognitive, affective, and social involvement of students. The character of learning that is dense and oriented towards accelerating language mastery makes learning motivation a crucial factor that determines the success of the learning process (Alfadda et al., 2022; Liu, 2024). However, various studies show that student learning motivation is fluctuating and vulnerable to decline when learning takes place repetitively and focuses on delivering material alone (F. Ahmad, 2019; H. et al., 2019).

Along with the development of contemporary learning paradigms, language learning is no longer understood as a linear process of knowledge transfer from teachers to students, but rather as an active process in which knowledge is built through experience, social interaction, and reflection. This perspective is in line with constructivism learning theory which asserts that understanding is formed through learners' direct engagement with their learning environment and social community (Pawan et al., 2021). In this framework, social interaction is not just a complement to learning, but the main medium for the process of meaning construction and the formation of learning attitudes.

One learning strategy that places social interaction at the core of the learning process is peer teaching. This strategy actively involves students in dual roles as learners and peer tutors, thus opening space for dialog, collaboration and exchange of learning experiences. A number of studies have shown that *peer teaching* contributes positively to increasing students' learning motivation, confidence, and active involvement in learning Arabic (D. A. F. Ahmad et al., 2022; Diab, 2022; Fatah et al., 2022). In addition, this strategy is also considered effective in reducing language anxiety and creating a more inclusive and collaborative classroom atmosphere (Kumar et al., 2023; Pai et al., 2024).

However, these studies generally position *peer teaching* as a social learning strategy measured by its impact on learning outcomes or motivation in quantitative terms. Most of the studies are based on social learning theory, which emphasizes observation, imitation and modeling as the main mechanisms of learning. Studies that place *peer teaching* as a constructivist learning practice, namely as a space where students construct meaning, understand their role, and construct learning motivation through direct experience, are still relatively limited, especially in the context of Arabic language learning in Indonesian Islamic universities.

In the context of PKPBA as an intensive learning program, these limitations become increasingly relevant. High learning intensity often leads to complex psychopedagogical dynamics, including boredom, language anxiety, and decreased motivation to learn in certain phases. In this situation, peer teaching has the potential to serve not only as a variation of learning methods, but as a pedagogical practice that allows students to reflect on their learning experiences, negotiate understanding, and build motivation to learn socially and contextually (Xu et al.,



2024). From a constructivist perspective, students' subjective experiences in *peer teaching* practices are key to understanding how learning takes place meaningfully.

Departing from this framework, this study positions peer teaching not merely as a social learning technique, but as a pedagogical practice that enables students to construct knowledge through social interaction and shared learning experience. Accordingly, this study places students' perceptions and classroom learning experiences at the center of analysis to examine how peer teaching shapes learning motivation, classroom interaction, confidence, and engagement within a constructivist learning environment. Within this perspective, student subjective experiences are understood as an epistemic foundation for the construction of learning meaning and motivation.

The contribution of this research lies in interpreting peer teaching as a constructivist learning practice by integrating students' perceptions with classroom observation to explain how peer teaching supports meaningful learning within an intensive Arabic language program. This research contributes by presenting an empirical understanding of students' perception of peer teaching and demonstrating how these perceptions, corroborated by classroom observation, explain the development of learning motivation within intensive Arabic language learning. Theoretically, this research is expected to enrich the discourse of constructivism-based Arabic language learning, while practically it can be a reference in designing learning that is more participatory, reflective, and centered on student learning experiences in higher education.

METHOD

This study employed a descriptive case study to examine the implementation of peer teaching within a constructivist learning framework at the Arabic Intensive Program (PKPBA), UIN Maulana Malik Ibrahim Malang. Following Yin's (2018) case study approach, the study integrated two sources of evidence: a student perception questionnaire and classroom observation. Rather than constituting a mixed-methods design, classroom observation was used as contextual evidence to support the interpretation of the questionnaire findings. This article forms part of the author's broader doctoral research on constructivist learning, focusing specifically on peer teaching as one manifestation of constructivist practices.

A case study design was selected because it enables an in-depth examination of peer teaching within its authentic educational context. PKPBA was chosen as the research setting because of its distinctive characteristics as an intensive Arabic language program that emphasizes active student participation, collaborative learning, and continuous classroom interaction, making it an appropriate context for examining constructivist learning practices (Tisdell et al., 2025; Yin, 2018).

The study was conducted in two *Tamhidi* (basic-level) classes of the Arabic Intensive Program during the second semester of the 2025/2026 academic year. Classroom observations covered learning activities involving approximately 75 students. The questionnaire was completed by 50 students who voluntarily participated and submitted complete responses, and these responses constituted the primary dataset analysed in this study.



Participants were selected purposively because both classes consistently implemented peer teaching activities throughout the observed learning period. The participants were second-semester undergraduate students from the faculty of psychology and Faculty of Tarbiyah and Teacher Training who were enrolled in two *tamhidi* (basic-level) classes of the Arabic Intensive Program. Active involvement referred to students' participation in peer teaching sessions through collaborative discussion, explanation of learning materials, peer assistance, and joint problem-solving activities. The *Tamhidi* level was selected because students at this stage are in the initial phase of Arabic language learning and represent varied prior experiences in learning Arabic, making their learning experiences particularly relevant to the objectives of this study (Creswell & Poth, 2017).

Data were collected through two complementary techniques: a student perception questionnaire and classroom observation. The questionnaire employed a five-point Likert scale ranging from 1 (Strongly Disagree) to 5 (Strongly Agree). The questionnaire comprised five conceptual components: intrinsic motivation, extrinsic motivation, learning strategies, self-regulation, and students' perceptions of peer teaching. The internal consistency of the questionnaire was assessed using Cronbach's alpha. The questionnaire demonstrated excellent internal consistency overall ($\alpha=0.926$), while its five conceptual components showed acceptable to good internal consistency ($\alpha=0.744-0.847$). Mean scores were calculated for each component to summarize students' perceptions. During the interpretation stage, these descriptive findings were integrated with classroom observation data to develop broader interpretive themes reflecting constructivist learning experiences (Cohen, 2018).

To complement these data, classroom observations were conducted throughout peer teaching activities to document classroom interactions, patterns of student participation, collaborative learning behaviour, and the implementation of peer teaching in authentic instructional settings. Classroom observation provides contextual evidence that complements self-reported data by capturing naturally occurring learning interactions (Creswell & Poth, 2017; Tisdell et al., 2025).

Questionnaire data were analyzed descriptively using mean scores to identify general patterns of students' perceptions toward peer teaching, while observation notes were analysed inductively to identify classroom interaction patterns (Cohen, 2018; Creswell & Poth, 2017). Two datasets were subsequently integrated to generate broader interpretive themes concerning students' constructivist learning experiences.

To enhance the credibility of the findings, methodological triangulation was employed by comparing questionnaire results with classroom observation. This integration strengthened the interpretation by combining students' self-reported perceptions with direct evidence from classroom learning activities (Lincoln & Guba, 1985).

RESULTS AND DISCUSSION

Based on the analysis of data collected through questionnaires and classroom observations, the study identified generally positive student perception across the five measured constructs. The following sections interpret these constructs by integrating descriptive questionnaire result with contextual evidence from classroom observations. In general, the results show that the application of peer teaching provides significant support to the learning objectives of Arabic,



especially in building learning motivation and creating an affective conducive learning environment (Sato, 2021). This finding supports the research's initial assumption that language learning that places students as active subjects and involves intense social interaction has great potential to produce more meaningful learning experiences than learning that is oriented towards material transmission alone.

To provide an overview of the tendency of students' perceptions of Arabic language learning through peer teaching strategies, Table 1 presents a summary of the results of the student questionnaire.

Aspects Studied	Number of Items	Average Student Response
Learning motivation	4	± 3,50
Psychological comfort and safety	3	± 3,60
Learning interaction and participation	4	± 3,55
Confidence in using Arabic	3	± 3,45
Learning strategy and reflection	3	± 3,60

Table 1. Descriptive statistic of student perception of peer teaching across the five measured constructs

Note. Responses were measured using a five-point Likert scale (1 = Strongly Disagree, 2 = Disagree, 3 = Neutral, 4 = Agree, 5 = Strongly Agree). Mean scores summarize students' perceptions for each measured construct.

Figure 1. Mean scores of student perceptions across the five measured constructs

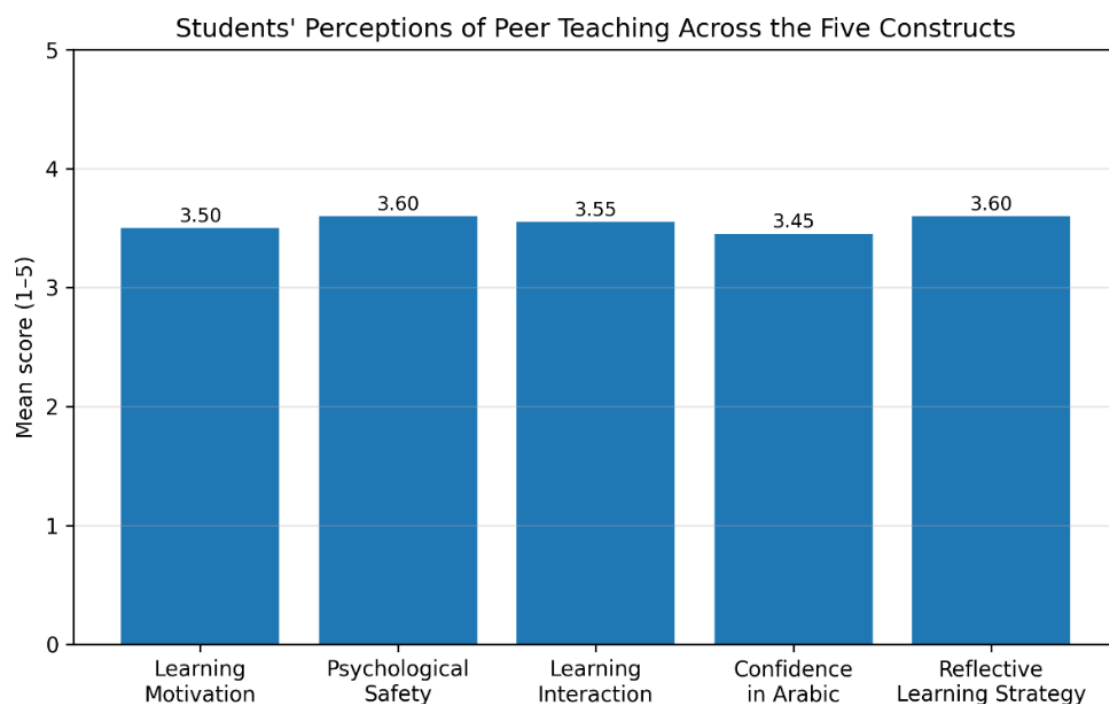




Table 1 and Figure 1 summarize students descriptive response tendencies across the five constructs measured by the instrument. The mean scores ranged from 3.45 to 3.60 on the five-point scale, indicating a generally positive tendency in students' responses across all constructs. These figures are purely descriptive and are not treated as emergent analytical themes. In accordance with the research design, each construct is subsequently interpreted together with classroom observation data collected from the two *Tamhidi* classes involved in this study (referred to below as Class 1 and Class 2), to explain how peer teaching functioned as a constructivist learning practice within the PKPBA context. Classroom observation is used here as contextual evidence illustrating how each construct was reflected in actual classroom practice, rather than as an independent source of new themes.

Peer teaching and the Construction of Students' Learning Motivation

The questionnaire indicated that students predominantly perceived peer teaching as a strategy that increased their motivation to learn Arabic ($M \pm 3.50$). This motivation was reflected not only in students' interest in the learning material, but also in their willingness to participate in classroom activities, to practice actively, and to face the relatively demanding pace of learning Arabic within the intensive program.

Classroom observations in Class 1 further showed that when the lecturer posed a question, a considerable number of students were eager to respond, competing for the opportunity to answer before the lecturer selected one student to do so (*Quite a lot of students wanted to answer, but the lecturer asked for a clear answer, then 1 student raised her hand to answer it, OBS-K1*)¹. In Class 2, students who were initially relatively passive became more active and evenly participative once the lecturer converted the activity into a language game (*"Students who were previously relatively passive in class activities, became more active and evenly distributed (all actively learning, in turns) when the lecturer changed class activities into language games," OBS-K2*)².

Taken together, these findings suggest that students' motivation in peer teaching was expressed not merely as a reported attitude, but also as an observable eagerness to respond and to sustain engagement across classroom activities. From a constructivistic perspective, learning motivation is understood not as a static individual trait, but as a dynamic process constructed through learning experience. Students' interaction with peer tutors allows for a more personalized learning experience, in which motivation grows through gradual success, social support, and a developing sense of belonging to the learning community.

This finding is in line with the results of previous research which confirms that collaborative learning and peer teaching contribute positively to students' motivation and learning engagement (Ennis et al., 2021; Oportus-Torres et al.,

¹ Quite a few students wanted to answer, but the lecturer asked for a clear response; then, a female student raised her hand to answer.

² Students who were initially relatively passive in class activities became more active and evenly engaged—with everyone actively learning in turn—when the lecturer transformed the class activities into language games.



2024). The broader literature suggests that the effectiveness of peer teaching is contingent upon several pedagogical conditions rather than automatic consequences of collaborative learning. Studies have shown that unequal participation, limited individual accountability, and insufficient instructional guidance may reduce the motivational benefits of collaborative activities (Le et al., 2018; Rittschof & Griffin, 2001). In contrast, the present findings indicate that peer teaching and PKPBA was supported by structured lecturer scaffolding and continuous classroom facilitation, allowing students to participate more actively and sustain their engagement. From a social constructivist perspective, this suggests that motivation emerged through guided social participation and collaborative meaning-making rather than through peer interaction alone.

Psychological Safety as the Foundation of Language Learning

The questionnaire indicated that students perceived a strong sense of psychological comfort and safety during peer teaching activities ($M \pm 3.60$), describing the learning atmosphere as more relaxed, less stressful, and relatively free from the fear of making mistakes.

Classroom observations in Class 1 further showed that the class proceeded in a relaxed and easygoing manner, with the lecturer explicitly encouraging students not to fear making mistakes before a speaking practice began ("*The class ran in a relaxed manner... the lecturer motivated all students not to be afraid of the possibility of making mistakes,*" OBS-K1)³. A comparable atmosphere was recorded in Class 2, where the overall classroom mood was similarly described as relatively relaxed ("*The class atmosphere is relatively relaxed,*" OBS-K2)⁴.

Collectively, these findings suggest that psychological safety was not only a reported perception but a consistently observable classroom condition across both classes. This finding can be understood from a constructivist perspective; psychological safety is a fundamental prerequisite for knowledge construction. Learners need a safe space to express initial understanding, test personal hypotheses, and revise errors through social interaction without fear of negative judgment (Alamer & Alrabai, 2023; Illeris, 2018). The consistency of this relaxed classroom condition across two different classes and skills (Kalam in Class 1, and a general classroom atmosphere in Class 2) suggests that psychological safety in this setting was not incidental to a single lecturer or session, but reflected a broader, deliberately maintained pedagogical stance toward error-tolerant participation.

The broader literature also suggests that psychological safety is not an automatic consequence of collaborative learning but depends on how peer interaction is organized. Kochis et al. (2021) found that balanced participation, shared accountability, and explicit group norms are essential for creating psychologically safe learning environments, whereas dysfunctional group dynamics may inhibit students willingness to contribute. The present findings indicate that these enabling conditions were consistently supported through lecturer scaffolding

³ The class proceeded in a relaxed and casual atmosphere... the lecturer encouraged all the students not to be afraid of the possibility of making mistakes.

⁴ The atmosphere in the classroom was relatively relaxed



and an error-tolerant classroom climate. From a social constructivist perspective, this suggests that psychological safety was socially constructed through shared participation and dialogue rather than arising from peer interaction alone.

Social Interaction as a Medium of Knowledge Construction

The questionnaire indicated that students perceived a high level of learning interaction and participation during peer teaching activities ($M \pm 3.55$). Students reported that interaction with peer tutors and classmates created a more open space for dialogue, allowing for the exchange of understanding, clarification of concepts, and shared learning through collaborative discussion and exercises.

Classroom observations in Class 1 further showed that students worked in small, flexible groups of two to three during reading (*qiroah*) exercises, with roughly half the class engaged in intense discussion and interaction shifting freely between group members rather than remaining fixed (*"About half the class was actively discussing... Several pairs of students were seen having intense discussions... The groups were not rigid, interactions sometimes shifted between one student and another,"* OBS-K1)⁵. In Class 2, students given a descriptive task were heard holding small discussions to confirm points they did not understand and to search collaboratively for the correct answer (*"They were heard having small discussions to confirm things they didn't understand or to look for the right answer,"* OBS-K2)⁶. One classroom episode further illustrated how student negotiated meaning during peer interaction. While working in small groups on a translation task, students took turns reading the text aloud and jointly discussing unfamiliar vocabulary. They were heard questioning whether the Arabic word *fustan* should be translated as skirt or dress, exchanging arguments before eventually reaching a shared interpretation (OBS-K2). This interaction demonstrates that students did not simply exchange answers but collaboratively constructed meaning through dialogue and mutual reasoning.

Observation further indicates these findings indicate that peer interaction functioned as a regular feature of classroom learning rather than as an occasional instructional technique. The observed negotiation of the meaning of *fustan* illustrates how students actively constructed understanding by questioning, comparing alternatives, and reaching shared interpretations through dialogue.

This sustained interaction is also closely related to a shift in how students positioned themselves within the learning process. Rather than remaining recipients of material from the lecturer, students increasingly took on active. Within social constructivism, this shift is an important indicator of meaningful learning, since knowledge is no longer transmitted in a one-way manner but co-constructed through social interaction and negotiation of meaning (Almsbhiien et al., 2023; Dippenaar et al., 2024; Hunt et al., 2025). In the context of PKPBA, this role shift is particularly relevant given the high demands for sustained student engagement; it

⁵ *About half the class was actively discussing... Some pairs of students appeared to be engaged in intense discussion... The groups were not rigid; interactions sometimes shifted from one student to another.*

⁶ *They could be heard having a brief discussion to clarify things they didn't understand or to find the right answers.*



is treated here as an interpretive extension of the interaction construct rather than as an independently measured construct, since it was not represented by a separate set of questionnaire items.

Global studies likewise indicate that peer interaction does not necessarily lead to meaningful knowledge construction. Collaborative activities may become limited to task completion or division of labour when students exchange answers without critically negotiating ideas (McClintock et al., 2021). In contrast, the classroom observations in this study showed that students jointly questioned, justified, and refined their understanding, for example when negotiating the meaning of *fustān* before reaching a shared interpretation. From a social constructivist perspective, this process reflects negotiation of meaning, through which knowledge is co-constructed via dialogue rather than merely shared among peers.

Self-confidence as an Affective Impact of Constructivistic Learning

The questionnaire indicated that students experienced increased confidence in using Arabic through peer teaching ($M \pm 3.45$), reporting greater courage to speak, to practice, and to participate actively in classroom discussion.

Classroom observations in Class 1 further showed that a student who had previously been quiet or less active was asked to come forward and write an answer on the board, and was met with appreciation and praise from classmates (*"A student who had previously been quiet or less active was asked to come forward to write down the answers to the given exercises. As the student wrote down the answers, the other students expressed their appreciation with several compliments,"* OBS-K1)⁷. A comparable pattern was even more clearly visible in Class 2, where a student who had initially seemed hesitant to speak became noticeably more confident once presenting a conversation together with their group in front of the lecturer, appearing braver and more self-assured than when speaking individually (*"A student who previously seemed hesitant to speak verbally, when he came forward with his group to practice speaking in front of the lecturer, he looked braver... the students looked braver and more confident than when they spoke individually,"* OBS-K2)⁸.

Together, these findings suggest that students' self-reported confidence was reinforced through concrete, low-risk opportunities to present in front of others, and that this confidence-building effect was strengthened specifically by group-based presentation, as students in both classes appeared visibly braver when supported by peers than when responding individually. From a constructivist perspective, confidence is not a fixed personal trait but a result of social interaction and positive learning experience (Illeris, 2018; Li et al., 2024). Peer teaching, complemented by peer appreciation and group-based presentation observed in the classroom, provided a space for students to build confidence gradually through

⁷ *A student who had previously been quiet or less active was asked to come forward to write down the answer to the assigned exercise. As the student wrote the answer, the other students showed their appreciation with words of praise.*

⁸ *A student who initially appeared hesitant to speak orally seemed bolder when stepping forward with their group to practice a conversation in front of the lecturer... the students appeared bolder and more confident than when speaking individually.*



collaborative experience and social reinforcement, with direct implications for the quality and frequency of their active participation in using Arabic.

Variation of Learning Strategies and Students' Metacognitive Awareness

The questionnaire indicated that students developed more varied and reflective learning strategies through peer teaching ($M \pm 3.60$). Students reported that they no longer relied solely on the lecturer's explanation, but increasingly turned to peer discussion, joint practice, and other learning resources to deepen their understanding of Arabic.

Classroom observations in Class 1 further showed that while preparing their answers, students shared their answers aloud with one another to make an initial correction before their work was checked by the lecturer (*"Students listen to each other's answers to the questions provided to other friends to ensure their assignments and also to make initial corrections before being checked by the lecturer,"* OBS-K1)⁹. A similar self-monitoring behavior was recorded in Class 2, where one student confirmed and then corrected the translation produced by a peer (*"There was one student who confirmed and then corrected the translation results made by his friend,"* OBS-K2)¹⁰.

Together, these findings suggest that students' reflective strategies were expressed through observable acts of comparing, confirming, and correcting answers with peers in both classes, indicating an emerging metacognitive awareness that extended beyond what was captured in the questionnaire responses alone. In the framework of constructivism, metacognitive awareness is an important indicator of meaningful learning, encompassing students' ability to recognize their learning needs, monitor their understanding, and adjust their strategies accordingly (Moranski et al., 2024). Peer teaching acts as a trigger that opens the space for such reflection, as students are actively involved in the process of explaining, listening, and evaluating shared understanding with peers before submitting their work to the lecturer.

This developing reflective capacity is also connected to how students began to perceive themselves as learners. Through sustained social interaction and reflective practice, students appeared to construct a self-image as increasingly capable and competent users of Arabic, rather than as passive recipients of instruction. In the constructivist perspective, this sense of learning identity is formed through active participation in the social practice of learning; in this study it is treated as an interpretive outcome of students' reflective learning strategies rather than as a separately measured construct, since it was not represented by a distinct set of questionnaire items.

Critical Evaluation and Research Limitations

Although the findings provide strong support for the constructivist value of peer teaching. First, the questionnaire served as the primary source of evidence and

⁹ Students share their answers to the provided questions with one another to verify their work and make preliminary corrections before the lecturer reviews it.

¹⁰ There was one student who confirmed and subsequently corrected the translation done by their classmate.

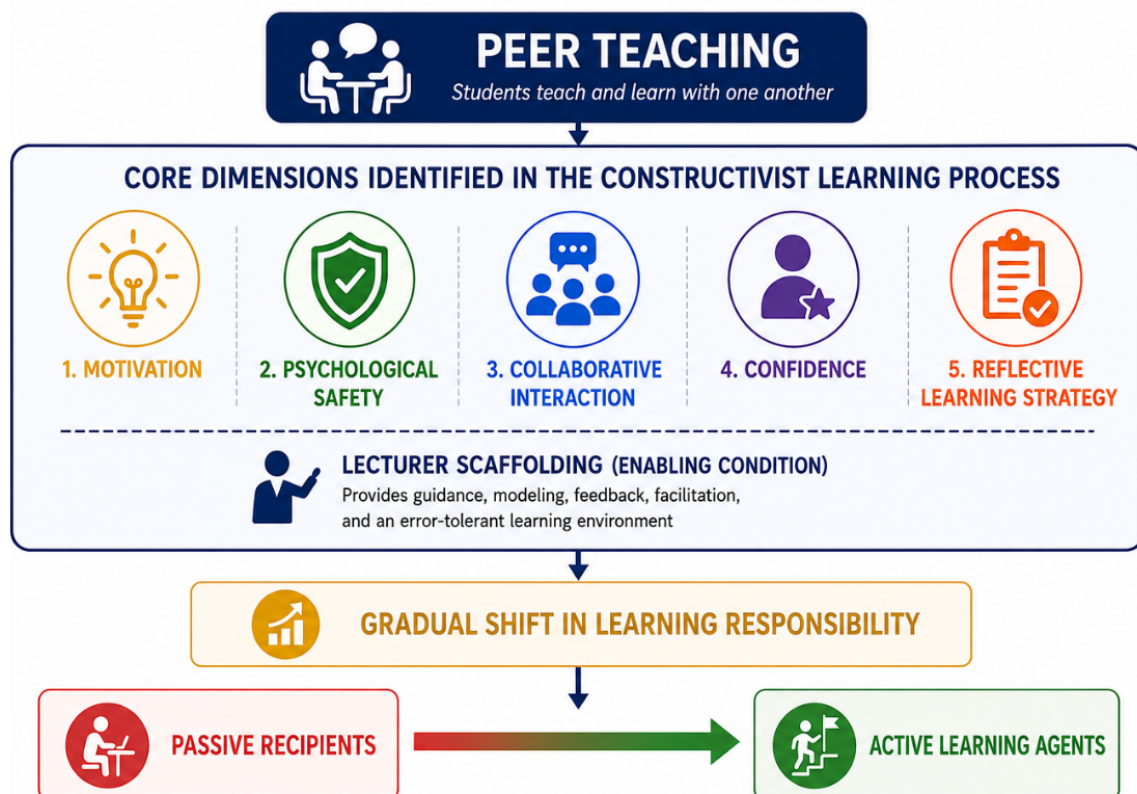


therefore reflects student self-reported perceptions, which may be influenced by social desirability or other response biases. Consequently, student perceptions may not always fully represent actual classroom practices.

Second, classroom observation were limited to two *Tamhidi* classes and were intended to provide contextual evidence supporting the interpretation of questionnaire findings rather than comprehensive documentation of all peer teaching practices within PKPBA. Consequently, the findings should be interpreted as a contextual understanding of peer teaching within one intensive Arabic language program rather than as a universal generalizable model.

Further research employing longitudinal qualitative inquiry or mixed sources of classroom evidence may provide a deeper understanding of the mechanisms through which peer teaching shapes students learning experiences over time. Nevertheless, the convergence of questionnaire findings, classroom observations, and constructivist interpretation provides a coherent explanation of how peer teaching supports students gradual shift from passive recipients of knowledge toward active learning agents. This conceptual relationship is synthesized in figure 2. This conceptual relationship is synthesized in Figure 2.

Figure 2. Conceptual Synthesis of the Constructivist Learning Process Through Peer Teaching: from passive recipients to active learning agents



Theoretical and Practical Implications

Theoretically, this study reinforces constructivism as an appropriate framework for understanding Arabic language learning in higher education (Cao et al., 2022). By integrating descriptive questionnaire findings with classroom



observation, the study demonstrates that the five measured constructs collectively represent interconnected dimensions of a constructivist learning process rather than isolated learning outcomes. The resulting conceptual synthesis extends current understandings of peer teaching by showing how collaborative interaction, supported by lecturer scaffolding, facilitates students gradual shift from passive recipients of knowledge toward active learning agents.

Practically, these findings provide an empirical basis for designing more participatory and student-centered Arabic language instructions. The collaborative learning process identified in this study is consistent with the learner-centered orientation of outcome-based education (OBE), in which meaningful learning is demonstrated through students active participation, shared responsibility, and engagement in knowledge construction (Chotimah et al., 2025). Accordingly, peer teaching should be systematically integrated into intensive Arabic language program through structured lecturer scaffolding, collaborative learning tasks, and purposeful management of classroom interaction to foster meaningful and sustainable language learning.

Overall, the findings demonstrate that peer teaching functions as a constructivist learning practice that shapes students cognitive, social, and affective learning experiences. The five dimensions identified in this study were consistently corroborated by classroom observations, while the interpretive extensions of role shifting and learning identity illustrate students evolving agency as Arabic language learners. Collectively, these findings support a shift from teacher-centered instruction toward student-centered constructivist learning in intensive Arabic language program.

CONCLUSION

This study demonstrates that peer teaching function as a constructivist learning practice that extends beyond improving classroom participation. The findings indicate that peer teaching creates a learning environment in which motivation, psychological safety, collaborative interaction, confidence, and reflective learning strategies collectively support students gradual shift from passive recipients of knowledge toward active learning agents. These dimensions, reinforced through lecturer scaffolding, illustrate how meaningful learning emerges from social interaction and shared knowledge construction rather than from one-way transmission of information.

From a theoretical perspective, these findings reinforce constructivism as an appropriate framework for understanding Arabic language learning in intensive higher education contexts. Rather than positioning peer teaching merely as an instructional technique, this study conceptualizes it as a constructivist learning practice that facilitates students cognitive, affective, and social development through collaborative meaning-making and progressively greater learning responsibility.

The study contributes to the literature by demonstrating that the five measured constructs should not be interpreted as isolated learning outcomes but as interconnected dimensions of a constructivist learning process. The integration of



descriptive questionnaire data with classroom observations further illustrates how peer teaching supports students' gradual transition from passive recipients of knowledge to active learning agents.

Although developed within an intensive Arabic language program in Indonesia, the conceptual model proposed in this study may also inform the design of constructivist learning environments in other second-language (L2) contexts. By combining structured peer interaction with lecturer scaffolding, this approach has the potential to reduce language anxiety, strengthen learner agency, and encourage more active participation across diverse foreign language classroom.

Practically, the findings suggest that peer teaching should be systematically integrated into intensive Arabic language instruction through structured lecturer scaffolding, collaborative learning activities, and purposeful peer interaction. Future studies should extend this work using longitudinal and in-depth qualitative approaches to further explain the mechanism through which peer teaching shapes students learning experiences across different educational contexts.

Overall, this study suggests that meaningful language learning is achieved not only through exposure to linguistic input but through active participation in socially mediated learning experience. In this sense, peer teaching represents a constructivist learning practice capable of supporting more participatory, reflective, an sustainable language learning both Arabic language education and wider foreign language (L2) contexts.

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