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Improving Arabic Speaking through Constructivism and Telegram: A Quasi-Experimental Study

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ABSTRACT

The low proficiency in Arabic conversation among Arabic Education students at UIN Kiai Haji Achmad Siddiq Jember is linked to limited use of active approaches and digital media in Muhawaroh instruction. This study aims to examine the effectiveness of integrating the constructivist approach with Telegram media to enhance students' Arabic conversation skills. A quasi experimental design was employed, with the experimental group implementing the constructivist approach supported by Telegram, while the control group followed conventional teaching methods. Data collection involved pre-test and post-test focused on conversation skills to measure students' progress, along with questionnaires to assess their perceptions of the applied approach and media. The data were analyzed using the N-Gain test in SPSS. The research findings revealed a notable enhancement in the Arabic conversation skills of the experimental group, demonstrated by an average score increase of 70.76%, categorized as a high level of improvement. Additionally, students responded positively to the integration of the constructivist approach and Telegram media in Muhawaroh learning. The findings suggest that the combination of the constructivist approach and Telegram effectively enhances students' Arabic speaking proficiency. Therefore, this study recommends adopting similar methods in other institutions to improve Arabic language learning outcomes through digital technology integration.

1. INTRODUCTION

Arabic holds an essential role in academia, religion, and culture, including in Indonesia (Zedan et al., 2013). However, many students struggle with oral Arabic communication despite studying it in their curriculum (Nasution & Zulheddi, 2018). Proficiency in speaking Arabic is crucial for academic, religious, and professional purposes (Hmoud et al., 2023). At UIN KHAS Jember, Arabic mastery is vital for deepening religious knowledge and preparing students for societal contributions. Difficulty in speaking Arabic limits access to Islamic sources and interaction with the global Arabic-speaking community (Aflisia F & Harahap, 2019). To address this, this study introduces an innovative learning approach combining constructivism and Telegram media. The constructivist approach encourages active student engagement in language learning (Raswan et al., 2022). This research aims to enhance Arabic conversation competence among UIN KHAS Jember students through a more interactive and effective method.

Research on Arabic language learning mainly relies on conventional methods, often lacking interactive elements vital for conversation, emphasizing the need for more active and communicative approaches (Arsyad, 2019). Many studies advocate for student-centered learning, enabling learners to construct their own knowledge while fostering critical and collaborative thinking (Salsabila & Setiyawan, 2024; Utami, 2020). The constructivist approach has been successfully applied in various educational contexts to enhance speaking skills (Qolbi & Shofiyani, 2021; Suoth et al., 2022). However, the integration of digital media in Arabic conversation learning remains limited (Hikmah Maulani et al., 2022). Some studies highlight the potential of social media platforms like Telegram in language instruction, yet their application in higher education is still underexplored (Kurniati, 2022; Wahyuni, 2022). Additionally, understanding students' perceptions and challenges in learning Arabic is essential (Susanto et al., 2022), particularly in Islamic educational institutions. Despite these findings, research on combining constructivist approach with Telegram media to improve Arabic conversation competence, especially at UIN KHAS Jember, remains scarce.

Various studies have highlighted the importance of the constructivist approach and the use of digital media in Arabic language learning; however, none have comprehensively integrated both—particularly the use of Telegram—to enhance speaking skills in the context of Islamic higher education. At the same time, previous research highlights that students' Arabic conversation skills, especially in daily communication, remain low. This issue necessitates efforts to enhance their speaking competence. Studies indicate that the constructivist approach effectively improves communication skills by promoting active engagement and knowledge construction. Additionally, online platforms like Telegram support language learning by facilitating student interaction and expanding conversation opportunities. Given these findings, this study aims to integrate the constructivist approach with Telegram media. This integration is expected to enhance Arabic conversation proficiency among students. This research aims to develop a more interactive and effective Arabic learning model for Arabic Education students at UIN KHAS Jember.

Arabic conversation competence refers to an individual's ability to communicate orally in Arabic, including comprehension, expression, and fluency in various contexts (As'arie et al., 2022; Rachmawati & Liza, 2024). This skill is crucial for interpersonal communication, both formally and informally. Effective conversation enables active participation in discussions and clear expression of thoughts, enhancing interactions with others (Said & Ulwan, 2023). Fluent communication also requires understanding facial expressions, body language, and cultural contexts. Proficiency in Arabic speaking supports adaptation in different situations, from casual dialogue to professional presentations. It involves mastering vocabulary, grammar, pronunciation, and sentence construction for effective communication (Thuaimah & An-Naqoh, 2006). Additionally, strong listening skills are essential to understand messages accurately and respond appropriately. Mastering Arabic conversation competence enhances communication in social, academic, and professional settings.

The constructivist approach emphasizes that learning occurs through personal experiences, social interactions, and reflection (Behrens, 2021; Wilson et al., 2023). In Arabic language learning, this method encourages students to actively construct knowledge by engaging directly with learning materials and their environment (Muharam et al., 2023). Each student develops a unique understanding of language shaped by their experiences and interactions. Instead of passively receiving information, students explore, discuss, and solve problems to deepen comprehension (Petchtone, 2014). Interaction with texts, media, and language activities allows learners to build knowledge through direct experience (Do et al., 2023). Collaboration with teachers and peers is essential, as discussions facilitate the exchange of ideas (Sayaf, 2023). Reflection also plays a crucial role, enabling students to evaluate their learning and recognize patterns in their language development. This approach develops metacognitive skills that support long-term retention and practical language use, going beyond mere memorization.

Telegram is a messaging application that facilitates interaction through text, voice, and images (Conde et al., 2021; Ly & Ly, 2023). In education, it serves as a medium for communication between instructors and students, supporting discussions and material sharing (Zheng et al., 2023). Telegram groups enable collaborative learning, allowing students to engage in academic conversations and receive feedback. Features like polling and file sharing enhance learning experiences, making students more active and cooperative. Its accessibility and flexibility simplify communication and resource management. Telegram also supports distance learning by facilitating group discussions and material exchange (Dargahi Nobari et al., 2021; Mekonen et al., 2024). With the Telegram media, students can improve their Arabic learning by engaging in dialogues, sharing materials, and interacting, which enhances their participation and language skills.

Thus, the research questions are: How does the constructivist approach and Telegram media in arabic conversation learning affect the improvement of Arabic conversation competence among students at UIN KHAS Jember? What is the students' response to the implementation of constructivist approach and Telegram media in Arabic conversation teaching to enhance their Arabic conversation competence at UIN KHAS Jember? Meanwhile,

the hypothesis of this study is that the implementation of the constructivist approach and Telegram media can significantly improve students' Arabic conversation competence.

2. METHODS

This study employs a quasi-experimental design to objectively evaluate the effectiveness of the applied learning approach and media (Siregar et al., 2024; Tong et al., 2022). The study population includes second-year, fourth-semester B4 and B5 students from the Arabic Language Department at UIN KHAS Jember, totaling 56 students (28 per class). Class B4 serves as the control group, while Class B5 is the experimental group. The research took place from March 18 to June 3, 2024. Using purposive sampling, the study selected classes based on specific criteria to ensure a representative sample. The experimental group was taught using a constructivist approach with Telegram media, while the control group followed a traditional method. The independent variable is the constructivist approach with Telegram media, and the dependent variable is Arabic Conversation Competence, measured through pre- and post-tests.

The data collected includes quantitative data from pre-test and post-test and qualitative data from student feedback and experiences with the constructivist approach and Telegram media in Muhawaroh learning. The validity of the research instrument, such as the conversation competency test, is ensured by adapting a previously validated test to the research objectives. Its reliability is tested by confirming consistency between pre-test and post-test results and aligning qualitative data to ensure accuracy and relevance. The primary data source consists of Arabic Education Program students at UIN KHAS Jember. Data collection involves pre-test and post-test focused on conversation skills, along with student responses through questionnaires techniques (Hijriyah et al., 2022). Conversation test results provide direct insights into progress achieved after the intervention, while questionnaire feedback offers an enhanced comprehension of students' experiences and viewpoints concerning the learning approach that has been implemented. This combination of data provides a thorough understanding of The efficacy of the approach and teaching media.

Data analysis begins with processing quantitative data using statistical techniques, such as descriptive data analysis, normality test, homogeneity test, simple paired t-test, independent samples t-test, and the normalized gain test, to assess the effectiveness of the constructivist approach and Telegram media by comparing test scores before and after the intervention (Hestiyani, 2020). For qualitative data, thematic analysis is employed to identify common patterns in students' reactions regarding the adoption of constructivism and Telegram media in Arabic conversation teaching. This analysis is conducted iteratively to produce findings aligned with the research objectives.

In this study, the constructivist approach is operationalized through the use of Telegram as a medium to encourage active student engagement in building their understanding of Arabic conversation. This approach fosters collaboration through group discussions and direct conversation exercises, allowing students to interact with each other and the instructor in a socially supportive learning environment. Reflective activities, revealed

through feedback via questionnaires, also promote deeper understanding. Telegram is used to organize group discussions, enabling asynchronous interaction, where students can engage in conversations, access learning materials, and practice Arabic at their own convenience, offering flexibility in both time and location, thus enhancing the effectiveness of the learning process.

3. RESULTS AND DISCUSSION

Arabic instruction at UIN KHAS Jember struggles with speaking skills due to limited practice and grammar-focused methods. This study examines a constructivist approach using Telegram to boost fluency and confidence. Findings show technology-based learning enhances communication skills. Below are the research findings and discussion.

3.1 Results

Based on data collected from pre- and post-intervention Arabic conversation tests in the experimental group, which employed a constructivist approach and Telegram media, and the control group, which used conventional methods, the analysis is presented below:

A. Information obtained from the Arabic Conversation Pre-test

The pre-test results are presented in the table below:

Table 1. Pre-Test Score Calculation Results

Descriptive Data Analysis					
	N	Minimum	Maximum	Mean	Standar Deviation
Pre Test_Experimental	28	46	55	50.29	2.492
Pre Test_Control	28	50	59	54.29	2.492
Valid N (listwise)	28				

According to the data in Table 1, the results of the pre-test show that in the experimental group, the maximum score was 55, the least score was 46, and the average score was 50.29. In contrast, the control group had a maximum score of 59, a least score of 50, and an average score of 54.29. The variability measure in the experimental group was 2.492, while the group that was controlled had the same standard deviation of 2.492.

B. Arabic Conversation Post-test Data

The information regarding the Arabic Conversation post-test results is available in the table attached below:

Table 2. Post-Test Score Calculation Results

Descriptive Data Analysis					
	N	Minimum	Maximum	Mean	Standar Deviation
Pre Test_Experimental	28	81	90	85.46	2.659
Post Test_Control	28	73	80	77.14	2.050
Valid N (listwise)	28				

In light of the information presented in Table 2, the findings of the post-test for the treatment group demonstrate significant score variation, with the top score reaching 90, the poorest score at 81, and an average of 85.46. In contrast, the control group recorded the highest mark of 80, the smallest score of 73, and an average of 77.14. Additionally, the standard deviation in the treatment group was 2.659, compared to 2.050 in the control group.

Thus, on the basis of analysis using descriptive statistical tests, the average scores between the pre-test and the post-test differ results of students' Arabic conversation competence. The experimental group's pre-test average score was 50.29, In the post-test phase average score, after implementing the constructivist approach and Telegram media, rose to 85.46. These findings are supported by the use of parametric statistical tests.

C. Normality Test, Homogeneity Test, and T-test

Before conducting parametric statistical tests, the researcher must first test for normality and homogeneity to ensure that the data is normally distributed and homogeneous. Normality testing determines whether the sample represents a normally distributed population. A sample is considered normally distributed if its values originate from a population that follows a gaussian distribution.

Table 3. Results of the Normality Test Calculation

Normality Evaluations							
	Group	Kolmogorov-Smirnov ^a			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Arabic Conversation Competence	Experiment Pre-Test	.117	28	.200*	.962	28	.398
	Experiment Post-Test	.111	28	.200*	.959	28	.339
	Control Pre-Test	.117	28	.200*	.962	28	.398
	Control Post-Test	.126	28	.200*	.943	28	.135

*. This represents a lower limit for the true significance.

a. Lilliefors Adjustment for Significance

According to Table 3, the results of the pre-test from both the experimental group and the control group demonstrated a significant distribution at 0.20. Both groups were considered normal since the Sig. value of the distribution was greater than 0.05. The researcher then performed the same procedure on the post-test results. The post-test results were as well considered to have a bell curve distribution, as the experimental group had a Sig. value of 0.20, and the same was true for the control group.

The researcher then conducted a homogeneity test to determine whether the

data from two or more groups had consistent or different levels of variation. This homogeneity test is necessary as a prerequisite before conducting hypothesis testing.

Table 4. Results of Homogeneity Test Calculation

Test for Equality of Variance					
		Levene Statistic	df1	df2	Sig.
Arabic Conversation Competence	According to the mean	.996	3	108	.398
	According to the median	.926	3	108	.431
	According to the median with adjusted degrees of freedom	.926	3	105.368	.431
	According to the trimmed mean	.967	3	108	.411

In light of the data presented in Table 4, the researcher obtained a (Sig.) value of 0.398 from the consequences of the pre-test and post-test in both the intervention and non-intervention groups. Therefore, the conclusion can be drawn that the test results indicate homogeneity, as the value of importance distribution is larger than 0.05.

After confirming that the data is normal and homogeneous, the next step is to evaluate the hypothesis to determine whether there is a difference in the Arabic conversation competence of students between the outcomes of the initial and final tests in the experimental group, which received intervention using the constructivist approach and Telegram media. In testing this hypothesis, the researcher used the Simple Paired T-test.

Table 5. Results of the Simple Paired T-test Calculation

Paired Samples Test									
		Paired Differences					t	df	Sig. (2-tailed)
		Mean	Std. Deviati on	Std. Error Mean	Confidence Interval of the Difference at 95% level				
					Lower	Upper			
Pair 1	Experi ment Group	-35.179	3.044	.575	-36.359	-33.998	-61.161	27	.000

Drawing from the analysis findings presented in Table 5, the Simple Paired T-test revealed that the Sig (2-tailed) for the experimental group was 0.000, which is less significant than value of 0.05. This suggests that there was a change in the Arabic conversation competence of students after being given the intervention using the constructivist approach and Telegram media.

Then, the researcher performed an Independent Samples T-test to check whether there was a distinction in Arabic conversation competence between the two unpaired sample groups.

Table 6. Results of The T-test for independent samples Calculation

The Two-Sample T-test										
		Levene's Test to Assess Variance Equality		t-test for Equivalence of Resources						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Interval of Confidence for the Difference at 95% level	
									Lower	Upper
Arabic Conversation Competence	Equal variances assumes	3.128	.083	13.114	54	.000	8.321	.635	9.594	7.049
	Equal variances not assumed			13.114	50.710	.000	8.321	.635	9.595	7.047

According to Table 6, the research results show a significance value (Sig. 2-tailed) with the assumption of equal variances of 0.000. From the post-test results, this significance value indicates that 0.000 is less than 0.05. This suggests a significant difference in the average Arabic conversation competence among the experimental group, which used the constructivist approach and Telegram media, and the group that was not exposed to implement these methods.

D. N-Gain Test (Improvement)

After applying the constructivist approach and using Telegram media in Arabic conversation learning, students obtained gain data, as shown in the table description below:

Table 7. Overview of N-Gain Score Test Results

Descriptives						
	Class			Statistic	Std. Error	
N- Gain_Per cent	Experiment	Mean		70.7659	.97839	
		95% Confidence Interval for the Mean	Lower Limit	68.7584		
			Upper Limit	72.7734		
		5% Trimmed Mean			70.8643	
		Median			70.2941	
		Variance			26.803	
		Standard Deviation			5.17714	
		Minimum			59.57	
		Maximum			80.39	
		Range			20.82	
		Interquartile Range			7.19	
		Skewness			-.238	.441

	Control	Kurtosis		-.055	.858
		Mean		49.8976	.92204
		95% Confidence Interval for the Mean	Lower Limit	48.0057	
			Upper Limit	51.7895	
		5% Trimmed Mean		50.1591	
		Median		50.0000	
		Variance		23.804	
		Standard Deviation		4.87898	
		Minimum		37.21	
		Maximum		57.45	
		Range		20.24	
		Interquartile Range		6.54	
		Skewness		-.791	.441
		Kurtosis		.870	.858

In table 7, it is possible to be seen which represents the mean score of the experimental group's 70.7659 or 70.76%, with a range of N-gain scores from 59.57% to 80.39%. From another perspective, the mean score of the comparison group is 49.8976 or 49.89%, with an N-gain score range between 37.21% and 57.45%.

According to Hake (Wahab et al., 2021), the following is an explanation of how to interpret the modified Normalized Gain (g) index:

Table 8. Interpretation of the Interpreted Gain Index

Normalized Gain Score	Explanation
$-1,00 < g < 0,00$	Reduction
$G = 0,00$	Consistent
$0,00 < g < 0,30$	Minimal
$0,30 < g < 0,70$	Moderate
$0,70 < g < 1,00$	Elevated

According to the interpretation, the mean N-Gain increase in the group that underwent the experiment was classified as high with a range of gain scores is $0.70 < g < 1.00$, while the control group was classified as moderate with a range of gain scores is $0.30 < g < 0.70$.

E. The findings from the survey on students' perspectives

Meanwhile, the results of the questionnaire on students' views regarding the use of the constructivist approach and Telegram media in Arabic conversation learning revealed diverse opinions, categorized into positive and negative views.

1) Positive Perception

Based on the survey, students noted several benefits from learning Arabic conversation with the constructivist approach and using Telegram. They reported an improvement in critical thinking skills as the approach encouraged active involvement in learning and knowledge construction. Telegram provided an interactive platform for participation, discussion, and collaboration, enhancing student engagement. Students also found creating videos from conversation

concepts helpful in deepening their understanding and developing practical skills like speaking, listening, and communication in Arabic. Additionally, producing creative content like videos could attract social media users, increasing both their creativity and the promotion of Arabic language learning.

The following table presents student quotes that reflect their experiences with the integration of constructivist learning principles and Telegram media in enhancing Arabic conversation skills.

Table 9. Student Perspectives on Constructivist Learning and Telegram in Arabic Conversation

No	Student Quote	Narrative Context
1	<i>"Learning Arabic conversation with a constructivist approach improved my critical thinking skills"</i>	Students recognized that active, hands-on learning through the constructivist approach helped enhance their critical thinking skills
2	<i>"Using Telegram made it easier for me to participate actively in Arabic conversation learning"</i>	Students appreciated how Telegram facilitated easier and more consistent participation, improving interaction outside the classroom.
3	<i>"Discussions and collaborations via Telegram enhanced my engagement in learning Arabic"</i>	Collaborative discussions on Telegram boosted student involvement, making the learning process more engaging and motivating.
4	<i>"Creating videos based on conversation topics helped me better understand Arabic conversation concepts"</i>	Creating videos helped students better understand complex Arabic conversation concepts, making learning more practical.
5	<i>"I improved my Arabic speaking skills through making and sharing videos"</i>	Many students reported that making and sharing videos helped them improve their speaking skills through active practice.
6	<i>"Producing videos helped me strengthen my Arabic listening skills"</i>	Producing and reviewing videos improved students' listening skills by making them more aware of the nuances in speech.
7	<i>"The activities during the program enhanced my communication skills in Arabic"</i>	Students felt the program's diverse activities helped enhance their overall ability to communicate effectively in Arabic.
8	<i>"Creating creative content for social media increased my motivation to learn Arabic"</i>	The chance to create and share content on social media motivated students, making learning more enjoyable and relevant.
9	<i>"Sharing Arabic videos on social media helped promote Arabic language learning among others"</i>	Students valued how their video projects not only improved their own skills but also helped promote Arabic learning to others.
10	<i>"The combination of constructivist learning and Telegram media made Arabic conversation learning more enjoyable"</i>	The combination of constructivist learning and Telegram media made the learning experience more engaging and enjoyable for students..

2) Negative Awareness

Some students encountered challenges when it came to editing video content, primarily due to their limited technical knowledge and a lack of access to appropriate devices. Video editing often requires substantial memory capacity and sufficient RAM, which not all students had available on their personal devices. As a

result, those with insufficient resources or expertise found it difficult to engage effectively in the editing process, leading to frustration and potential delays in completing their assignments. This technological barrier highlighted disparities among students in terms of their ability to fully participate in video-based learning activities.

The following table presents student quotes and their narrative contexts, highlighting the technological difficulties encountered during video editing activities.

Table 10. Student Reflections on Technological Challenges in Video-Based Learning

No	Student Quote	Narrative Context
1	<i>"I faced difficulties in editing videos due to limited technical skills"</i>	This quote reflects students' self-assessment of their technical ability, highlighting a common barrier to completing video assignments effectively.
2	<i>"The lack of access to suitable devices (such as laptops or smartphones) affected my ability to edit videos effectively"</i>	This statement reveals the impact of device availability on students' capacity to participate in video editing tasks.
3	<i>"My personal device did not have enough memory or RAM to support video editing activities".</i>	Here, students point out specific hardware limitations that hindered their ability to engage in video-based learning activities.
4	<i>"I felt frustrated when I encountered technical problems while editing videos".</i>	This quote captures students' emotional responses, showing how technical challenges led to feelings of frustration during the learning process.
5	<i>"The difficulty in accessing technology caused delays in submitting my video assignments".</i>	This reflects how technological barriers directly influenced the timeliness of students' assignment submissions.

3.2 Discussion

A. Effectiveness of the Constructivist Approach and Telegram Media

From a broader perspective, it can be inferred that the Arabic conversation instruction by lecturers has had a favorable impact. The learning approach, emphasizing creativity and idea development in line with constructivist theory, has encouraged critical thinking (Ainjärv & Laas, 2024). This aligns with the constructivist theory, which is an impactful approach to learning in the current century, focusing on active participation and creativity. As society evolves, teaching methods promoting active involvement and creativity are increasingly relevant. The theory acknowledges that learning is not passive but involves active engagement in constructing understanding through interaction with material and experiences (Suwannaphisit et al., 2021). By emphasizing creativity and activity, this course of action enables students to enhance critical thinking, problem-solving abilities, and a more profound comprehension applicable in various life situations.

Thus, applying the constructivist approach with Telegram media has significant implications. Students become more active in participating, improving their

conversation skills, and gaining more confidence in speaking Arabic. It also increases their learning motivation. Moreover, Telegram enables continuous learning outside the classroom, offering more opportunities for practice and interaction in Arabic. This study shows that strategies focusing on social interaction and technology use can effectively improve Arabic communication skills. Therefore, this approach is recommended for Arabic learning contexts at other institutions.

B. Student Perceptions

The research findings indicate that the constructivist approach and Telegram media are effective in improving Arabic conversation competence among students at UIN KHAS Jember. Students involved in learning through Telegram media showed significant improvement in their Arabic conversation skills. Discussion activities, practical exercises, and interactions within the Telegram group provided opportunities for students to build knowledge collaboratively. Positive student responses to this learning approach suggest that constructivism can motivate them to be more active in their studies. The level of student participation in Telegram group interactions was positively correlated with improvements in their conversation skills. Students also felt more confident and motivated to communicate in Arabic after participating in learning through the constructivist approach and Telegram media. Telegram-based learning offers flexibility in time and space, making it easier for students to participate and collaborate (Al Fraidan & Al-Harazi, 2023). The results of this research confirm that integrating technology in Arabic language teaching can positively contribute to learning outcomes. Collaborative and interactive learning through Telegram can help students gain a better understanding of the material. Overall, this study shows that the combination of constructivism and Telegram media is an effective approach to improving Arabic conversation skills among students at UIN KHAS Jember.

C. Theoretical Implications

The application of Telegram media in Arabic teaching has a significant favorable effect on students' conversation skills. This is because students are more actively involved in discussions and exercises due to the comfort and familiarity of using the platform. The constructivist approach allows students to independently build knowledge through active interaction with learning materials and peers, boosting their confidence in speaking Arabic in real conversations (Nurbayan et al., 2024; Wang et al., 2024). Telegram-based learning provides flexibility in time and space, motivating students to practice more frequently outside formal learning hours. Direct interaction between students and instructors within the Telegram group can enhance learning motivation and correct mistakes quickly (Zheng et al., 2023). Interaction-based and collaborative learning, like through Telegram media, is more effective in improving Arabic conversation skills than traditional approaches. Student motivation influences learning outcomes, with more motivated students showing greater improvements. Sufficient and consistent learning time is a key factor in achieving better conversation

skills. This study shows that integrating technology and the constructivist approach has the potential to enhance Arabic learning at UIN KHAS Jember, although further research is needed for optimization of this approach.

To better understand how Telegram media and the constructivist approach can be effectively applied, it is crucial to examine the theory of constructivism, particularly from Vygotsky's socio-cultural perspective. Vygotsky emphasized that social interaction is essential for cognitive development, as learning happens through communication with others in a social context (Suleman et al., 2024), which aligns with the collaborative nature of Telegram, where students engage in discussions and activities that help them build their understanding of Arabic. Additionally, Vygotsky's concept of the zone of proximal development (ZPD) highlights that learners can achieve tasks they cannot complete alone with the support of more knowledgeable peers or instructors, reflecting the supportive environment that Telegram media provides. Constructivism also has important implications for task design in foreign language learning, suggesting that tasks should be interactive, collaborative, and suited to students' abilities. This is central to the use of Telegram, where tasks encourage problem-solving, peer feedback, and real-world application, enhancing students' speaking skills. By applying Vygotsky's socio-cultural theory and ZPD to the design of Arabic language tasks via Telegram, educators can create more effective, student-centered learning experiences. Thus, using constructivism not just descriptively but as an analytical framework can significantly improve Arabic learning strategies, especially with the integration of digital media like Telegram.

D. Practical Implications

This study shows that the implementation of the constructivist approach in Arabic conversation teaching encourages active participation from students. The use of Telegram media facilitates interaction between students and lecturers, boosting their confidence in speaking everyday Arabic. A notable enhancement was observed in students' understanding and response to Arabic conversation after using the constructivist approach. Intensive dialogues on Telegram also enriched students' vocabulary and sentence structure mastery. Students showed greater interest in learning Arabic due to their active involvement in discussions and practical exercises. They became more self-assured in daily communication, presentations, and group discussions in Arabic. Additionally, they reported an improvement in understanding nuances and idiomatic expressions in Arabic. Learning through the constructivist approach and Telegram media encouraged students to seek additional learning resources and interact with Arabic outside the classroom. However, attention is needed to manage time and the quality of interactions on Telegram to maintain effective learning. In conclusion, the combination of constructivism and Telegram media leads to beneficial results on improving the Arabic conversation skills of UIN KHAS Jember students.

This study underscores the importance of the constructivist approach in

promoting active student involvement in the learning process, contrasting with traditional methods that prioritize passive knowledge reception. While prior research generally highlighted Telegram's role in increasing student engagement and learning flexibility, this study presents a novel contribution by integrating Telegram with the constructivist approach specifically in Arabic conversation learning. The findings reveal a significant improvement in students' speaking competence, confidence, and motivation through socially interactive tasks delivered via Telegram. This approach aligns with constructivist principles, emphasizing social engagement and holistic oral communication rather than isolated grammar or vocabulary drills. Moreover, the flexibility of Telegram in terms of time and location suits the growing needs of distance learning. Nevertheless, challenges such as unequal digital literacy levels, fluctuating engagement in asynchronous interactions, and technological limitations—especially at UIN KHAS Jember where access to native speakers is minimal—highlight the need for more structured support and infrastructure development.

In light of these findings, this research provides practical insight into the synergy between pedagogy and technology in Arabic language instruction. Unlike earlier studies that addressed either tools or methods in isolation, this research illustrates the integrated impact of both elements on communicative competence. To build on these outcomes, future studies are encouraged to explore the application of social constructivism and other learning theories in promoting student interaction. Further investigation could also compare Telegram with other digital platforms to evaluate their effectiveness in Arabic learning. Institutional and policy-level support—such as lecturer training and curriculum integration—is crucial to fully implement this approach at UIN KHAS Jember and potentially expand its benefits to other educational institutions in Indonesia. Ultimately, the study advocates for the development of more adaptive and interactive Arabic learning modules that foster greater student participation and accelerate conversational skill development.

4. CONCLUSION

The findings reveal that the constructivist approach and Telegram media are effective to enhance the Arabic conversation skills of students enrolled in the Arabic Language Education Program at UIN Kiai Haji Achmad Siddiq Jember. Interactive and participatory learning allows students to develop better speaking skills, with the help of Telegram media that facilitates interaction outside the classroom. Students showed significant improvement in vocabulary, grammar, and confidence in speaking Arabic. The results support the importance of interactive and constructivist-based learning approaches in enhancing Arabic communication skills. The use of Telegram media also holds great capability to enhance the effectiveness of Arabic language education.

This study highlights the value of constructivism in Arabic language instruction by emphasizing students' active knowledge construction through social interaction, particularly via Telegram media. By integrating constructivist principles with digital platforms, the

research demonstrates improved Arabic conversational skills and offers a foundation for more effective, interactive teaching strategies. Methodologically, it affirms the benefits of combining constructivism with Telegram in enhancing communicative competence, providing practical insights for Arabic educators and contributing significantly to instructional innovation at UIN KHAS Jember.

However, this study has several limitations. First, data on the success of implementing Telegram media does not cover all aspects comprehensively. Second, the study does not consider individual differences in students' responses and success with the constructivist approach. Third, there is potential bias in assessing progress in conversation competence due to the limited number of participants and the research timeline. Fourth, other variables such as motivation or prior experience have not been fully controlled. Fifth, there is no control study comparing the effectiveness of Telegram media with other learning methods. Therefore, additional research is required to tackle these issues limitations and produce different findings and conclusions.

To address these challenges and improve future studies and practices, several concrete recommendations are proposed. First, lecturer training in utilizing Telegram should be developed to ensure instructors are equipped with the necessary skills to maximize the benefits of this digital tool. Additionally, preparing interactive, digital-based muhawaroh modules will further enhance students' conversation skills and provide a more structured approach to learning. Moreover, institutional support is crucial in providing technology access for students, ensuring that all learners have the tools they need to fully participate in digital learning environments and make the most of platforms like Telegram. These steps will strengthen the integration of technology in language education and help address the challenges identified in this study.

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