



Quantum Learning-Based Arabic Language Learning Innovation for Generation Z

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Abstract

Advances in science and technology have brought significant changes to the world of education. Quantum Learning presents itself as a learning approach capable of creating a more enjoyable, communicative, effective, and relevant learning environment for Generation Z (Gen Z) students, who are synonymous with digital technology. This approach emphasizes emotional engagement, experience, and real-world contexts to help students grasp material more quickly and meaningfully. Learning Arabic, which was often considered difficult and boring due to the dominant use of traditional methods, has become more innovative with the use of digital media in Arabic learning. This paper was conducted using literature analysis from various journals, books, and relevant sources. The results of the study indicate that the Quantum Learning approach can be used as a reference in practicing the four Arabic language skills (*maharah lughowiyah al-arba'ah*) for Gen Z students, increasing their motivation to learn Arabic because this approach refers to interactive learning and the integration of students' personal experiences. This Quantum Learning model is considered relevant for implementation as an innovation in Arabic language learning for students, especially Generation Z today.

Keywords: Quantum Learning, Arabic Language Learning, Generation Z (Gen Z)

Abstrak

Perkembangan ilmu pengetahuan dan teknologi membawa perubahan signifikan dalam dunia pendidikan. Quantum Learning hadir sebagai pendekatan pembelajaran yang mampu menciptakan suasana belajar lebih menyenangkan, komunikatif, efektif dan relevan bagi peserta didik generasi Z (gen Z) yang identik dengan teknologi digital. Pendekatan ini menekankan keterlibatan emosi, pengalaman dan konteks nyata untuk membantu peserta didik memahami materi secara lebih cepat dan bermakna. Pembelajaran Bahasa Arab yang tadinya sering dianggap sulit dan membosankan karena dominan menggunakan metode tradisional oleh peserta didik menjadi lebih berinovasi dengan pemanfaatan media digital dalam pembelajaran Bahasa Arab. Penulisan ini dilakukan dengan metode analisis literatur dari berbagai jurnal, buku dan sumber yang relevan. Hasil kajian menunjukkan bahwa model pendekatan dalam quantum learning dapat dijadikan acuan dalam mempraktikkan ketrampilan berbahasa Arab yang empat (*maharah lughowiyah al-arba'ah*) bagi peserta didik gen Z menjadikan mereka lebih termotivasi dalam mempelajari Bahasa Arab sebab pendekatan ini mengacu pada pembelajaran interaktif dan integrasi pengalaman personal peserta didik. Model quantum learning ini dinilai relevan diterapkan sebagai inovasi pembelajaran Bahasa Arab pada peserta didik khususnya generasi Z saat ini.

Kata Kunci : Quantum Learning, Pembelajaran Bahasa Arab, Generasi Z (gen Z)

Research Background

Education is an effort made to develop the abilities and personality of individuals through certain processes or activities (teaching, guidance/training) as well as the interaction of individuals with their environment to achieve a complete human being, effort is an action or deed that is done consciously and planned, while ability means potential both from the personality aspect concerning attitudes, talents, interests, motivations and values inherent in a person.

(Zainal Arifin, 2009). Learning is one of the most important elements in organizing education. The main activity in the world of education is learning, where learning is an element that should be taken into account because the learning process often determines the level of success of education. Knirk & Gustafson (2005) state that learning is any activity designed by a teacher to help someone learn a new skill and/or value in a systematic process through the design, implementation, And evaluation in context teaching and learning activities Arabic language learning has undergone significant developments along with technological advances and shifting educational paradigms. One generation affected by these changes is Generation Z (Gen Z), the cohort born between 1997 and 2012. Gen Z is known as a technology-savvy generation, adaptable to digital developments, and possessing different learning preferences than previous generations (Hakim and Yulia 2024).

Arabic, as one of the important subjects, especially in the context of Islamic education, faces its own challenges when faced with the learning characteristics of Gen Z. Despite having high strategic value both from a religious and global perspective, Arabic is still often associated with religious material alone, so it is less interesting for most Gen Z students. The learning method is still dominated by conventional approaches

such as memorization. and lectures are also considered not in line with the dynamic and visual character of Gen Z. Therefore, efforts are needed to understand more deeply how Gen Z learning, what their preferences are, and how the Arabic language learning approach can be adapted to be more effective and interesting. (Uluum, 2025) .

Several previous studies have shown that learning processes involving emotion, motivation, and personal experience have been shown to increase the effectiveness of foreign language learning. Traditional teacher-centered learning models are considered less effective in fostering active student engagement and creativity. Therefore, the development of more humanistic and participatory methods is essential for Arabic language learning. (Chairul Fadli 2025) One learning approach considered suitable for Generation Z is Quantum Learning. One of the main characteristics of quantum learning, as described by Bobby Depotter in his book, is Accelerated Learning. Learning. Generation Z, accustomed to fast-paced visual stimulation and technology, resonates with Quantum Learning's interactive approach.

The difference between this paper and previous research lies in the integrative analysis of the characteristics of Arabic language learning with the principles of quantum learning, adapted to the learning style of Generation Z. Furthermore, this paper can provide a practical strategy mapping for educators in implementing the Quantum Learning model in Arabic language learning. It is hoped that this paper can contribute and innovate towards the development of Arabic language that is in line with the needs of students, especially Generation Z today.

Research methods

Study This use method descriptive qualitative with the type of *library research*. Library research is a research approach which relies on a study of various written sources relevant to The study topic. This method was chosen because the main objective of the research is to explore, analyze, and synthesize various thoughts, theories, and previous research results related to the theme of Arabic language learning based on existing theories in the Quantum Learning approach among Generation Z (Gen Z).

In this study, the researcher did not conduct direct observations of objects in the field, but instead explored data from existing documents to gain a deeper understanding. The data collection technique used in this study was to identify, collect, and analyze various sources. source reading, Good primary and secondary. Sources These include scientific articles, academic journals, reference books, research reports, and other scientific works relevant to the topics of learning, generation Z, and Arabic. The inclusion criteria in the literature selection were relevant publications. with a research theme, using Indonesian, Arabic, or English, and published between 1900 and 2025.

This year span was chosen so that researchers could review historical developments as well as contemporary trends related to Arabic language learning and the characteristics of generation Z. Keywords used In the data search, among others: *learning*, *Quantum Learning*, *Generation Z*, *Arabic*, *learning methods*, and *digital education*. The data obtained was then analyzed using a content analysis approach, namely by identifying important themes, concepts, and patterns that emerge from various literature sources. Researchers compare various views and findings from

these sources to obtain a complete picture of the relationship between the Arabic language learning approach, Quantum Learning and the characteristics of generation Z. The analysis process was carried out descriptively qualitatively with an emphasis on understanding the context and interpretation. the meaning of the content of the literature being studied. (Rijali, 2019)

Results and Discussion

A. Quantum Learning Concept

Quantum Learning is a learning approach rooted in the theory of *Accelerated Learning*, a learning concept that emphasizes accelerating the learning process by utilizing the full potential of the brain. This approach is based on the assumption that learning involves not only cognitive abilities but also the emotions, moods, motivations, and personal experiences of students. Dr. Geoegi Lazanov, a Bulgarian scientist, conducted experiments on the Quantum Learning method and produced "Suggestology" or "Suggestopedia", which has the principle Suggestion can and does influence the outcome of a learning situation, and every detail provides positive or negative suggestions. Another term interchangeable with suggestology is *Accelerated Learning*, which is learning at an impressive speed with normal effort and accompanied by joy. Quantum Learning encompasses important aspects of Neuro-Linguistic Programming (NLP), the study of how the brain organizes information.

Quantum Learning combines *Suggestology*, *Accelerated Learning*, *Neuro Linguistic Programming* with belief theory and various key concepts from various learning strategy theories, including the right/left brain theory, Triune brain theory (3 in 1), modality choices (visual, auditory, and kinesthetic), multiple intelligence theory,

holistic education, experiential learning, learning with symbols (Metaphonic Learning), and simulation or games. The term Quantum is taken from the terminology of physics, namely quantum physics, so quantum is defined as "interactions that convert energy into light." The famous formula in quantum physics is $E = mc^2$, meaning energy is equal to mass times the speed of light squared. Our bodies are physically matter.

As a Learner, the main goal is to achieve as much light as possible (interactions, relationships, etc.) to produce light energy, so Quantum Learning is a set of learning methods and philosophies that are proven effective for all ages with the benefits of instilling positive values, increasing motivation, providing lifelong learning skills, increasing self-confidence, and achieving success. Thus, Quantum Learning is a comprehensive, effective, and relevant approach in creating a fun and meaningful learning experience for all ages of students.

B. Characteristics Learning about Gen Z and its Relationships with Quantum Learning .

Generation Z, often referred to as Gen Z, is a generation that grew up in the digital age, making them highly familiar with technology. They are adept at using various digital devices and applications to support both their learning and personal lives. From an early age, Gen Z children are exposed to technology, even before they understand the basic concepts of conventional communication. Furthermore, multitasking is a hallmark of Gen Z's learning. They are accustomed to working on various activities simultaneously, such as studying while playing music or browsing social media, without significant distractions. Gen Z also strongly prefers collaborative and social learning; they feel more comfortable

studying in groups, discussing, and completing assignments together. Furthermore, they possess a high level of independence and are accustomed to searching for information online, demonstrating strong independent and personal learning skills. They tend to desire learning experiences that can be tailored to their individual interests and needs .

Gen Z prefers learning with clear objectives and prompt feedback from instructors. They want to know from the outset the benefits of the material they're learning and how their learning is being responded to. Prompt and specific feedback will help them quickly learn. do repair And development self. Besides That, Gene Z Also Gen Z tends to prefer learning concepts packaged as games (gamification) because it makes the learning process more enjoyable and motivating. They are more interested in critical thinking and solving real-world problems than simply memorizing material. Therefore, a contextual learning approach is highly effective for Gen Z because it allows them to directly connect theory to everyday life. (Supriadi & Bogor, 2025) . From several theories that have been explained previously, the following is the relationship between Gen Z's learning style and the learning principles in quantum learning:

1. Visual and Text-Based Learning Technology

Generation Z is more digital *natives* fast understand information through visual, audio, and video elements rather than long texts. Quantum learning use principle Plant (Grow , Experience , Name , Demonstrate , Repeat and Celebrate).

2. Contextual and Relevant

Generation Z needs clear reason (why should I learn this?). Quantum Learning applies importance give meaning in each learning .

3. Characteristic Participatory and Interactive

Gen Z tends to easy bored with the one-way lecture method, the quantum method changes students from recipients of information passive become participant active in learning .

4. Value Creativity and Expression Self

In quantum learning there is " Celebrate " is a program that recognizes every student's efforts and success. This validates Gen Z's need for creative expression through videos, presentations, and other digital platforms.

D. Innovation Arabic Language Learning and Its Integration with Quantum Learning for Participants Educate Gen Z

In the middle current globalization and development rapid technology , Arabic remains be one of Language important to have mark strategic high . This language No only used in context religious , but also becoming Language official in more from 20 countries. Therefore , educators sued For innovate in teaching this language , so that the assumption that Arabic is the language used For just religious matters can denied . Because of the language Arab is Language knowledge , culture , and communication that has give contribution big to world civilization . Its important value learning Arabic is what you have to do made aware to participant educate them so that they more motivated to learn Language This .

The main objective of learning Arabic is to develop four basic language skills, namely *istima* (listening), *kalimah* (speaking), *qira'ah* (reading), and *kitab* (writing). Fourth skills This become One unity For taught , so that participants educate capable communicate and understand literature speak Arabic. In addition to basic skills, language learning Arabic also focuses on mastering language components such as *mufradat* (vocabulary), *nahwu* (syntactic

rules), and *sharaf* (morphological patterns) . component This become support in understanding and compiling sentence speak Arabic Correct and directed . However, the reality on the ground shows that Arabic language learning is often trapped in a traditional approach that emphasizes memorization and practicing grammatical patterns. Methods such as lectures and repetitive exercises still dominate teaching and learning activities.

To overcome these problems and challenges, innovation is needed in Arabic language learning by implementing more interactive and contextual methods using a quantum learning approach integrated with modern technology that suits the characteristics of today's students.

The integration of Quantum Learning into Arabic language learning provides a more dynamic and enjoyable learning process. This approach utilizes the principle that learning is more effective when conducted in a relaxed, positive, and engaging atmosphere. all over potential brain. By Because That, class Language Arab No only focus in delivering material theoretically, but also paying attention to the emotional and psychological atmosphere of students so that they feel comfortable and ready to receive the lesson. (Chairul Fadli: 2025). One of the One form implementation Quantum Learning is linking material Language Arabic with students' everyday experiences.

Mufradat is introduced through real objects, pictures, games card, or activity Which demand interaction direct, so that words new, easier to understand and remember. In the material of *nahwu* and *sharaf*, teachers can use simulations, dialog contextual, as well as analogies simple Which help student understand grammatical patterns

without feeling burdened by complicated theories.

As for Language skills such as listening can be taught through internet-based Arabic video and audio. To directly hear native Arabic speakers, internet media can be used to practice listening skills. This is in accordance with the learning principle in Quantum Learning, which is to link language learning with real-life practice in students. This suggests that native Arabic speakers tend to be more fluent and use *the* original Arabic intonation, which is certainly different from non-native speakers. This is what makes learning Arabic more real enter to life participant educate .

Besides those games Educational activities in Arabic language learning can be an alternative to foster a more interactive and enjoyable language classroom atmosphere, such as the implementation of role play, language puzzles , and others . By implementing these strategies , Quantum Learning makes Arabic language learning more engaging, interactive, and effective. Students not only learn a set of language rules in the grammar and syntax, but also learn language as a tool for active communication and interaction. with experience life participant educate .

Implementation The principle of "TANDUR" (Grow, Experience , Name , Demonstrate, Repeat, Celebrate) in Quantum Learning is considered relevant for Arabic language learning. In the Grow stage, teachers build emotional connections by connecting vocabulary, simple dialogues, or conversation themes to students' personal experiences, thus fostering curiosity. The Natural Stage provides students with the opportunity to interact directly with the language through practice, game role, or simulation based context. Stage Name used For give label draft linguistics like noun, verb, dharaf, or tashr pattern i f. Next, in the Demonstrate stage, students practice using

language in presentation activities, dialogues, or language games. The Repeat stage is carried out through structured review to strengthen long-term memory, while the Celebrate stage is a moment of appreciation to foster students' intrinsic motivation. (Chairul Fadli: 2025).

Quantum Learning has also proven to be effective in teaching nahwu and sharaf materials. during This considered difficult. Draft abstract like i'rab, pattern verb tsulathi, or Word form changes can be explained through concrete analogies, grammar games, or visualization techniques such as mind mapping and word transformation cards. According to Sulaiman, visualization and activity contextual help student understand structure Language without have to depend on memorization. With thus, approach This give alternative from method traditional methods tend to be monotonous and make students quickly bored.

Referring to the presentation theory and analysis writer , then The application of learning principles in Quantum Learning can make Arabic language learning more effective, enjoyable, and increase student motivation. For Gen Z students who are familiar with the digital world, the use of digital media and the internet is essential. This is evident in the practice of the first four language skills, namely *Maharah (Recitation)*. *Istima'* (listening) can be done through *tadrib (practice)* by practicing audio-visuals directly from native Arabic speakers on YouTube. Once students are accustomed to listening to Arabic, they can then practice the second skill, namely *maharoh kalam (recitation of Arabic)* . by learning to *interpret* or narrate what has been heard or by practicing Arabic language muhadatsah through digital media, this is related to the principle of "celebrate" in the concept of quantum learning as well as identical with style learning gen z. As for the

skills that three, namely *Maharah Qiro'ah* (reading) can be trained by getting used to reading Arabic literature which is adapted to the concept of "naming" in the principle of quantum learning, namely naming or identifying linguistic concepts such as *isim*, *fi'il*, letters, patterns *tahrif* and others.

Skills to four that is *dowry Writing* can be practiced by applying the concept of mind *mapping* in quantum learning theory. *Mind mapping* is a method of taking comprehensive notes on one page. *mapping* use visual and sensory reminders in a pattern of related ideas. Mind maps *essentially* use visual images and other graphical tools to create impressions in the brain.¹This concept can be applied to Arabic writing training, particularly in basic Arabic writing, on perfect sentences. By implementing the methods mentioned above, Quantum Learning-based Arabic language learning is highly effective and relevant to learning characteristics. participant educate generation Z today This.

Conclusion

The application of learning methods and strategies in Quantum Learning has been proven to have a significant positive impact on the Arabic language learning process by creating a fun, communicative, and relevant learning atmosphere for the learning experience of Generation Z students, oriented towards the use of digital technology. Teachers no longer act as the main source of knowledge, but as facilitators and designers of engaging learning experiences. The Quantum Learning approach is also considered capable of helping students understand Arabic material more quickly and is able to apply the four *maharah lughowiyah* (language skills) interactively, thus creating a lively Arabic

language learning that suits the learning experience of today's Generation Z students.

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