

The Effect of Character-Based Learning in Education for Sustainable Development on Arabic Language Learning in Higher Education

Devy Aisyah¹, Melisa Rezi², Adam Mudinillah³, Abdul Aziz⁴

^{1,4}Pendidikan Bahasa Arab, Universitas Islam Negeri Mahmud Yunus Batusangkar

²Bahasa dan Sastra Arab, Universitas Islam Negeri Imam Bonjol Padang

³Pendidikan Agama Islam, Sekolah Tinggi Agama Islam Al-Hikmah Pariangan Batusangkar

Email: devyaisyah@uinmaybatusangkar.ac.id, melisarezi.fah@uinib.ac.id, adammudinillah@staialhikmahpariangan.ac.id, abdulazizanakmama98@gmail.com

Abstract

Because a person's character can be shaped at will according to his environment, friends, education, and so on. But the character of the attack cannot be seen from behavior alone but can also be seen from his words and the language he speaks. Currently there are many people who are highly educated but do not pay attention to their speech to those around them. The purpose of this study is to discuss how important character building is for a student who learns Arabic and has good speech, and the development of good speech. This method uses quantitative methods, data is processed using ANOVA. The results of this study show that character education from childhood is a good basis for the growth of a child. It also has a positive impact on learners who learn Arabic by not learning half and half and choose a good language. Character learning from an early age can form the character of a good child, paying attention to our speech in educating a child's character will also have a positive impact on their speech which becomes good when a child who is already in advanced level and he speaks with harsh words either using mother tongue or Arabic..

Keywords: Arabic Language Learning, Character-Based Learning, Sustainable Development

Abstrak

Karena karakter seseorang bisa dibentuk sesuka hati sesuai dengan lingkungannya, temannya, pendidikannya, dan lain sebagainya. Namun sifat penyerangnya tidak bisa dilihat dari tingkah lakunya saja, tetapi juga bisa dilihat dari perkataannya dan bahasa yang diucapkannya. Saat ini banyak sekali orang-orang yang berpendidikan tinggi namun kurang memperhatikan ucapannya kepada orang disekitarnya. Tujuan dari penelitian ini adalah untuk membahas betapa pentingnya pembentukan karakter bagi seorang siswa yang belajar bahasa Arab dan memiliki tuturan yang baik, serta perkembangan tuturan yang baik. Metode ini menggunakan metode kuantitatif, data diolah menggunakan ANOVA. Hasil penelitian ini menunjukkan bahwa pendidikan karakter sejak kecil merupakan landasan yang baik bagi tumbuh kembang seorang anak. Hal ini juga memberikan dampak positif bagi pembelajar yang belajar bahasa Arab dengan tidak belajar setengah-setengah dan memilih bahasa yang baik. Pembelajaran budi pekerti sejak dini dapat membentuk karakter anak yang baik, memperhatikan tutur kata kita dalam mendidik karakter anak juga akan berdampak positif pada tutur katanya yang menjadi

baik ketika anak yang sudah berada pada tingkat mahir dan dia berbicara dengan baik. kata-kata kasar baik menggunakan bahasa ibu ataupun bahasa arab.

Kata Kunci: *Pembelajaran Bahasa Arab, Pembelajaran Berbasis Karakter, Pembangunan Berkelanjutan*

Introductions

Character education is an effort to move one's heart and mind to be able to have the character and behave in accordance with the values of religion, culture, state fultsafah and the goals of national education. In line with the meaning of character education spoken by Solihin et al. That character education is a process of strength that leads to quality education and harmony development that is happy to teach, guide, and nurture every human being to have interesting intellectual competence, character, and skills. Character education is a system of instilling character values in every student which includes components of knowledge, awareness or will, and the desire to implement these values. Character education is the provision of views on various types of life values, such as honesty, intelligence, caring, responsibility, truth, beauty, goodness, and faith. Character-based learning is also very good for the continuation of one's Arabic language, with well-formed characters that can bring out good Arabic words.

Character education that we have learned can change the mindset towards learning that is only in the realm of cognitive or knowledge (Kim et al., 2021). Learning that only highlights material that is excluded ferbal (Dhama et al., 2020). The emergence of character education makes character one of the important aspects aimed at learning (Kozomara et al., 2019). In addition to the material presented, there are characters that are formed and expectations of students' behavior change for the better (Planck Collaboration et al., 2020). With good learning in every study, you can think of better speech in terms of fig language, to avoid unwanted things (Kim et al., 2021).

Forming the character of students from the basics can affect changes in higher education both in terms of civility, attitude, and speech (Ammar et al., 2020). Even so, there are still some students who do not have a good attitude, especially in terms of language (Tamura et al., 2021). Because of this, everyone must be able to shape our character well from childhood to being in high altitude (Chan et al., 2019).

There are things that have been learned in terms of character so that it can indirectly make every student develop and self-aware both in terms of attitude, practice, and words (Kozomara et al., 2019). With the cultivation of good character from the past, it can change a person's attitude and personality. With many problems that are well known in terms of language characters, many character values have been obtained from stepping on elementary school (Havik & Ingul, 2021). So as to build one's character well and from good character, every Arabic learner can bring out civilized behavior and good Arabic speech (Planck Collaboration et al., 2020).

The number of things that have been experienced and experiences that have been faced can build a very good social spirit for each student and also build good syllables and from one syllable that has been obtained can be divided into several good sentences and in accordance with the syllables that have been learned (Klok et al., 2020). In college, every student who studies in it must have felt the name character education so that it can shape the character of each teacher

(Sung et al., 2021). Arabic learning can be associated with character learning to build good language characters, most people who have studied the character of language characters can be included in very good things to develop because it can be included in one of the reasons researchers discuss this (Saeedi et al., 2019).

In college, someone who already has good character in language can improve good understanding and speak good Arabic and has his own character and characteristics so it is very good to be developed with good attitudes and behaviors in accordance with lessons that have been understood, or that have been given from the past (By the 2019 American Geriatrics Society Beers Criteria® Update Expert Panel, 2019). The gaps that can be faced according to what has been experienced by each person and each group. Thus, it is a very good thing to deal with the gap that has been obtained (Snyder, 2019).

To integrate each individual in college it all depends on the nature of each person. With the existence of good character, it can build a foundation for each individual so it is very easy to combine it all (Sung et al., 2021). Because even though most students who are in college can develop their character to be better and better, so that it can make it easier for each student to get along and share knowledge with others. And communicate with each other using good Arabic, so that it can indirectly develop the Arabic language of each individual with their own characters (Huang et al., 2020).

With the designs that researchers have obtained from researchers before before, researchers so as to get a good picture for improving the character of each individual with these plans, researchers indirectly develop existing systems to be better than the previous system (Chen et al., 2020). With what researchers have found in terms of character education that can develop Arabic language learning in higher education can build a person's language character with (Ammar et al., 2020, p. 1). That is by communicating with each other so that they can build a good language and can develop language quickly (Thompson et al., 2022). The character of each student in higher education can be adjusted to one another regardless of status and age. So that it can form language characters from one another (Grimme, 2019).

With the many things that everyone has experienced from the beginning to stepping on education in this higher education can broaden the views of every student because the various kinds of characters of a person in Arabic language education must be united with one another (Brunner et al., 2020). With the developments that have been found, it raises many questions related to things that are newly obtained in this high school (Snyder, 2019).

From the questions that have been conveyed and things that have been found, so that they can step into the purpose of this research (Firmansyah et al., 2019). To see the impact of character in education to build character in Arabic in higher education (Roberts et al., 2020). Every difference in character found in high levies, greetings in high school requires certain characters. Hope for the next researcher to be even better in developing this research and can be a guideline for future researchers.

This Community Partnership Program (PkM) aims to enhance the quality of Arabic language learning in higher education by applying character-based learning in Education for Sustainable Development (ESD). The main objective of this program is to develop students' competence in Arabic through an integrative and contextual approach that incorporates values of character and sustainability. Additionally, the program aims to shape students' character with environmental,

social, and economic awareness through learning based on sustainability values, as well as to provide an innovative and applicable model of Arabic language learning that can be adopted by other higher education institutions.

The benefits that partners will gain from this program are diverse. Firstly, partners will experience an increase in teaching capacity through training and mentoring in implementing character-based and ESD-based learning in Arabic language teaching. This will enhance their teaching capacity and quality. Moreover, academic collaboration between higher education institutions and partners will be strengthened, particularly in curriculum development and more effective and relevant teaching methods. Partners will also gain access to teaching materials developed based on the character-based and ESD approach, which can be used to improve Arabic language learning.

Students participating in this program will have better competencies in Arabic and higher awareness of sustainability issues, which is an added value for partners in producing quality graduates. Additionally, partners will receive innovative models and techniques in Arabic language teaching that can be applied in various contexts, thus enhancing the competitiveness and reputation of the institution. This program will also help disseminate best practices in character-based and ESD-based learning to the broader educational community, thereby contributing positively to the overall improvement of education quality.

Method

Research Design

This study aims to investigate the effect of character-based learning within the framework of Education for Sustainable Development (ESD) on the effectiveness of Arabic language learning in higher education. This approach was chosen because strong character and moral values are considered essential in language learning, which not only shapes students' linguistic abilities but also their attitudes and cross-cultural understanding.

The steps for implementing the Community Partnership Program (PkM) begin with a needs and context analysis to understand the initial conditions of Arabic language learning and the relevance of character values and sustainability in the higher education environment. Following this, the curriculum and teaching materials that integrate character values and ESD principles into Arabic language learning are developed. These materials will cover linguistic, cultural, as well as environmental, social, and economic issues.

Training and mentoring for lecturers and educators are conducted to implement the character-based and ESD approach in Arabic language teaching, including teaching methods, evaluation, and material development. This model of learning is then applied in Arabic language classes in higher education, involving learning activities focused on character development and sustainability awareness.

Regular evaluations and monitoring are conducted to measure the effectiveness of this approach in improving Arabic language proficiency and students' understanding of sustainability issues. These evaluations can be carried out through tests, observations, and interviews. The results and best practices from the implementation of this PkM are then documented and disseminated through seminars, scientific publications, and workshops to reach the broader educational community.

It is expected that students will show significant improvement in Arabic language proficiency, both orally and in writing, and will develop strong character

traits such as responsibility, cooperation, and environmental awareness. Students are also expected to have a high awareness of sustainability issues and demonstrate a commitment to contributing to solving sustainability problems. Additionally, the availability of innovative and applicable Arabic language learning models that can be adopted by other higher education institutions, as well as the increased capacity of educators in teaching Arabic with a character-based and ESD approach, are expected outcomes of this research. By following these steps, this PkM research is expected to make a tangible contribution to improving the quality of Arabic language education in higher education and supporting sustainable development through education.

After analyzing the data using a one-way anova test, the researcher will interpret the results obtained. This is done to find out whether there are differences in student opinions between one another. These results will make an important contribution to the development of effective learning methods in the future (Sung et al., 2021). In addition, researchers also examine the sustainability aspects of the application of character education to build character education in the future. Thus, research not only has academic value but also has practical meaning that can improve the quality of majasiswa teaching at State Islamic University Mahmud Yunus Batusangkar.

Research Procedure

This research has several stages that begin with the distribution of questionnaires, are well designed and the questions are arranged in a structured manner and contain questions that can produce relevant and specific information related to character education in building future language development. The spread through whatsapp, which will be filled by students of Mahmud Yunus Batusangkar Islamic University which will make the subject Arabic language education students because they will have a department that is in accordance with the context of the research being made, namely about character education to build language civilization in higher education (Chakraborty & Maity, 2020). From the answers that Sunjek gives will become a reference to draw conclusions for the research that researchers are looking for. In this way, subjects can answer questions quickly, which makes it easier for researchers to find out what Sunjek thinks about this.

In addition, to ensure the validity and reliability of research results, the research team also supervises and monitors the filling process. Every step of this research is carried out with great care and precision to ensure that the data obtained is of high quality and precise. Therefore, this study not only prioritizes ethical and privacy aspects, but also about the impact of research, which can be researched.

Subjects of study

In this study, the subject will be Arabic language education students, who will be the sample, namely seventh semester Arabic language education students. In the hope that this subject selection can provide deeper insight into how character learning influences in building Arabic language education. The selection of Arabic language education students because they want to see if character education can build Arabic language education itself. Both in making assignments and even in daily conversations, and also students of Arabic language education also have a relationship with character education that will form a character that is

easy to communicate with others and is adapted to a language environment (Elnagar et al., 2020). Thus, the findings of this study will be more relevant and useful for the character building of these students, if the research findings show that character education in learning Arabic can build a child's language in his daily life in college. The data obtained will be analysed using descriptive statistics to describe the characteristics of the sample. Furthermore, inferential analyses, such as independent t-test, will be used to determine whether or not there is a significant difference between the control and experimental groups in terms of Arabic language proficiency and character development. Regression analysis may also be used to assess how much influence character-based learning has on Arabic learning outcomes.

Research Ethics

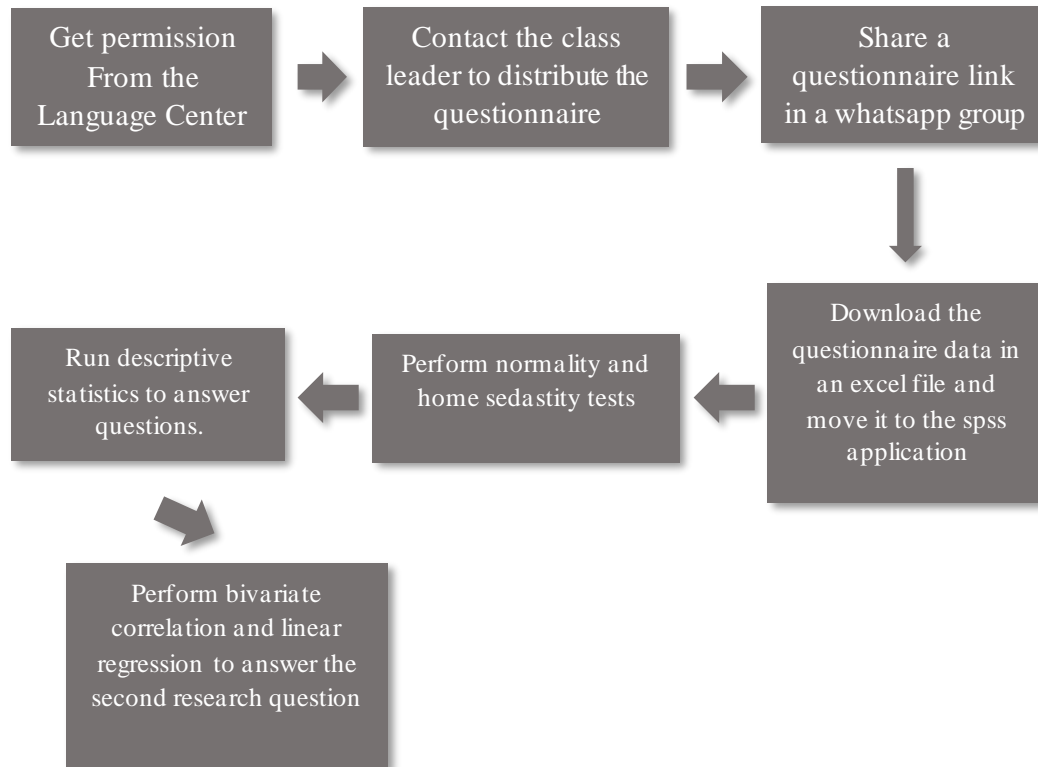
This research highly upholds research ethics. First, there is no mandatory element to fill out the form created by the researcher. This learning also shapes the character of education in Arabic, also upholds the value of politeness in the research conducted, and this research is carried out honestly. In addition, during this study, researchers also ensure that all data obtained from participation is kept confidential. All information contained in the questionnaire is stored securely, and used for research purposes only. This is intended to ensure the integrity and reliability of the entire research process. Therefore, this study not only prioritizes ethical aspects but also maintains the confidentiality and security of information, all participants in this study. The number of students studying Arabic was forty-two people, with only twenty students filling out questionnaires distributed by researchers, and twenty students who participated in this study consisting of class A and class B aged twenty to twenty-five years.

Research techniques

The techniques used by researchers in collecting data and information will then be carefully calculated using the google form format made by researchers at an early stage. A total of twenty students of the Arabic language program, data collection starts on October 25, 2023 to October 27, 2023. This process will take place in the 2023/2024 school year. The link will be shared through the whatsapp group. Processing is done when the number of responses is sufficient. Then the functional data is perises to the export data and exported into the data in the SPSS application. Experiments were then used to measure this data using the anova test.

Picture 1.

Data collection and analysis flowchart



In the process above, the researcher divided the process into seven steps. First, the researcher asked permission from the language center, the researcher then gave the questionnaire and then the researcher contacted the class leader to distribute the questionnaire through the WhatdApp group, then researched downloading the questionnaire data into an excel file and transferring it into the SPSS application. After downloading the data, researchers conducted descriptive statistics and performed normality and sedation tests at home. After completing the test, the examiner performed bivariate correlation and linear regression to answer the second research question.

The application of quantitative methods with a quasi-experimental design in this study provides a good basis for objectively measuring and comparing Arabic language learning progress and achievement between the experimental and control groups. Firstly, the quasi-experimental design facilitates observation of the effects of character-based learning interventions in natural contexts without the need for total randomization, which often represents a challenge in educational contexts. This approach allows direct evaluation of the effect of the independent variable (character-based learning method) on the dependent variable (Arabic learning outcomes). Secondly, quantitative methodology advocates excellence in the generation of data that is quantifiable and can be analyzed statistically, providing reliable evidence regarding the effectiveness of the learning method being tested. Thus, this method not only strengthens the internal validity of the research through the restricted experimental control, but also develops the practical relevance of the findings as it is conducted under conditions similar to the real world.

Results and Discussion

Character-based learning in higher education

Every major in college has their own character and how to educate them. Character learning is also one of the lessons taught to step on college, which can be seen from each student who has their own language characteristics learned from previous schools. Character education provided in higher education is education that depends on each individual. Where every difference in character collected into one will form a group that will build the language soul of each student. When their characters are collected in a context to share understanding with one another, it will build students' confidence. And thus can build the individual character and Arabic character of each learner as the data that the researcher gets.

To obtain valid data, the researcher distributed a questionnaire made through google form. The questionnaire will be filled in by students majoring in Arabic language education in higher education. The questionnaire contains the influence of character-based learning in education for sustainable development on Arabic language learning in higher education. The main purpose of using questionnaires in the study was to evaluate the effectiveness of this method in improving students' linguistic ability and cultural understanding. In addition, the questionnaire aims to understand how students assess the learning experience, including aspects of satisfaction and perceptions of challenges faced during the learning process. It is also important to measure the effect of character-based education on the development of positive values and attitudes, which are key to education for sustainable development.

Table 1.

Interval of all answers from google form from all categories

No	Assessment Categories	Value interval
1	Totally agree	25,9% - 44,4%
2	Agree	55,6% - 70,4%
3	Disagree less	3,7% - 11%
4	Disagree	3,7% - 7,4%
5	Strongly disagree	0% - 3,7%
Total		100%

Table 2.

Sample details

No	class	Sum
1	Class A	15
2	Class B	15
Total		30

Table 3.

Based on questions and answers from google form

No	Question	SS	S	KS	TS	STS
1	Character-based learning has an influence on education	44,4%	56,6%			
2	Character learning has an important role in education	33,3%	63%	3,7%		
3	Character learning has an important	40,7%	55,6%	3,7%		

	relevance to education					
4	Character learning can build ongoing education	37%	51,9%	7,4%	3,7%	
5	Character learning can build education in Arabic	33,3%	59,3%	7,4%		
6	Character learning is related to sustainable educational development	29,6%	70,4%			
7	Character learning has an influence on Arabic language learning	37%	55,6%	7,4%		
8	The Role of Character Learning in Building Education in Higher Education	33,3%	63%	3,7%		
9	Character learning is used in universities in building Arabic language education	29,6%	63%	3,7%	3,7%	
10	Education really needs character learning to build a good foundation in college	25,9%	70,4%	3,7%		

Information

SS: Totally agree

S: Agree

KS: Disagree

TS: Disagree

STS: Strongly disagree

The results obtained from the table above can be seen that, the highest value is number 6. Those who obtained the highest score in the affirmative category 70.4% with character learning questions were related to sustainable educational development. It can be concluded that character learning is related to education in higher education. Then the one who gets the next highest score is number 10, the highest score in the agree category with a value of 70.4%. With the question, education really needs character learning to build a good foundation in higher education. And from the results obtained from some of the questions above, it can be concluded that character learning is very useful in higher education.

And then question number 8 with the question is the role of character learning in building education in college. With a score of 33.3% in the strongly agreeing category, 63% in the category agree, 3.7% disagree. From the above, it can be concluded that many students recognize that character learning has an important role in education in higher education. In question number 1 got the highest score in the strongly agreed category, with a score of 44.4% and 56% in the category with the question character-based learning has an influence on character-based learning. Thus it can be concluded that character learning has a high influence on education in higher education.

In question number 3 obtained a fairly high score in the very setu category, with a score of 40.7%, 55.6% in the agree category, 3.7 in the category of disagreeing less with the question character learning has an important relationship to education. Thus, it can be concluded that character learning has a relationship with education. On question number 4 with a score of 37% of categories strongly agree, 51% of categories agree, 7.4% of categories disagree, and 3.7% of categories disagree. With the question, character learning can build a sustainable

education in college. From these data, it can be concluded that character learning can build sustainable education in higher education.

Question number 5 with character learning questions can build Arabic language education. 33.3% strongly agree, 3.7% disagree less. In question 7 with the question character learning has an influence on character learning. Scored 37% strongly agree, 55.6% agree and 7.45% disagree, the 9th question with the question Character learning is used in universities in building Arabic language education. Those who scored 29.6% strongly agreed, 63% agreed, 3.7% disagreed 3.7 disagreed.

Character-based learning in Arabic language learning in college.

Character learning in college is often found. Character learning can be learned to shape a person’s character whether it is good, bad, evil, and others. However, at this time researchers want to link character learning and Arabic language learning. From some of the words above, it can be said that there is no connection when seen from the outside, but we are dissected more deeply, character learning also has a headache for learning Arabic. As which researchers get from researchers who before him. Those related to character learning can be included in Arabic language learning.

Character learning to build one’s education in Arabic can be well formed and can support one another as has been researched. As often heard and also known, everyone has their own character. But each of these character differences can be put together to complement one character with another. Similarly, in Arabic language learning (Oueslati et al., 2020). There are characters of people who have little word power but dare to pronounce it so that the longer it makes the Arabic language develop by itself. There are also students who have a lot of word power and are smart but do not want to use it in everyday life so that when spoken to they cannot reply to their words (Fares et al., 2021).

From some of the results above, both from what researchers got from previous researchers, here are some data that researchers get from Arabic language department students, who use google from and disseminated through WhatsApp groups of Arabic language majors in 2020 who are sitting in semester 7. This data discusses character-based learning in Arabic language learning in universities.

Table 4.

Based on the questionnaires distributed and answers from respondents

No	Question	SS	S	KS	TS	STS
1	Character learning has something to do with Arabic language learning	29,6%	59,3%	11,1%		
2	Character learning can build a person’s characteristics in Arabic	33,3%	63%		3,7%	
3	Character learning has a role to play in Arabic language education	29,6%	63%	7,4%		
4	Character learning can familiarize a person in designing speech in Arabic	37%	55,6%	3,7%	3,7%	
5	Character learning can make it easier for someone to commune using Arabic	33,3%	66,7%			

6	Character learning can build Arabic language	33,3%	59,3%	3,7%	3,7%	
7	Character learning can make someone who is shy in language become accustomed to language	40,7%	59,3%			
8	The continuous use of Arabic can shape a person's character in the language	33,3%	59,3%	3,7%	3,7%	
9	Character education can build Arabic language education in higher education	37%	59,3%	3,7%		
10	Character learning can build a person's confidence in Arabic	37%	55,6%	7,4%		

From the table above, it can be described that on question number 1 get a result of 29.6% strongly agree. 11.1% disagreed, with character learning questions related to Arabic learning. At number 2 with character learning questions can build a person's character in Arabic. 33.3% strongly agreed, 63% agreed, and 3.7% disagreed. In conclusion, character learning can build a person's characteristics in Arabic. In question number 3 where the question is character learning has a role in Arabic language education. With the results of the answers 29.6% strongly agreed, 63% agreed, and 7.4% disagreed. Thus, it can be concluded that character learning has a role in Arabic language learning.

In number 4 with the question character learning can design a person's speech in Arabic. Those who got the answer results 37% strongly agreed, 55.6% agreed, and 3.7% in the column disagreed and disagreed. With this answer, it can be concluded that character learning can design a person's speech in Arabic. In question number 5 where the content of the question is character learning can make it easier for someone to communicate in Arabic. The result of the answer was that 33.3% agreed, and 66.7% agreed. Thus, it can be concluded that character learning can make it easier for someone to speak Arabic. In question number 6 where the question is character learning can build Arabic bi'ah. Those who got the results 33.3% strongly agreed, 59.3% agreed, and 3.7% disagreed and disagreed. From the results above, it can be concluded that character learning can build Arabic bi'ah.

At number 7 with the question character learning can make someone who is shy in language become accustomed to Arabic. 40.7% agreed, with 59.3% agreeing, with the simulated that character learning can make a shy person speak Arabic. In number 8 with the question the use of Arabic can shape the character of a person's language. Those who got the answer 33.3% strongly agreed, 59.3% agreed, and 3.7% disagreed and disagreed thus the use of Arabic can continuously shape a person's character in Arabic. Question number 9 character education can build Arabic language education in college. 37% strongly agreed, 59.3% agreed, and 3.7% disagreed. In conclusion, character education can build Arabic language education. At number 10 with character learning questions can build confidence in Arabic. With 37 percent strongly agreeing, 55.6 percent agreeing and 7.4 percent disagreeing less. In conclusion, character learning can build a person's confidence in Arabic.

Table 5.

Test one way anova class A

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
An X.1	Class A	6,833	8	,854	26,906	,000
	Class A	,667	21	,032		
	Total	7,500	29			
X.2	Class A	7,800	8	,975	17,550	,000
	Class A	1,167	21	,056		
	Total	8,967	29			
X.3	Class A	9,367	8	1,171	.	.
	Class A	,000	21	,000		
	Total	9,367	29			
X.4	Class A	15,800	8	1,975	82,950	,000
	Class A	,500	21	,024		
	Total	16,300	29			
X.5	Class A	8,000	8	1,000	7,875	,000
	Class A	2,667	21	,127		
	Total	10,667	29			
X.6	Class A	6,167	8	,771	32,375	,000
	Class A	,500	21	,024		
	Total	6,667	29			
X.7	Class A	9,500	8	1,188	21,375	,000
	Class A	1,167	21	,056		
	Total	10,667	29			
X.8	Class A	8,000	8	1,000	31,500	,000
	Class A	,667	21	,032		
	Total	8,667	29			
X.9	Class A	13,367	8	1,671	70,175	,000
	Class A	,500	21	,024		
	Total	13,867	29			
X.10	Class A	7,800	8	,975	40,950	,000
	Class A	,500	21	,024		
	Total	8,300	29			

Table 6.
Test one way anova class B

ANOVA						
		Sum of Squares	df	Mean Square	F	Sig.
Y.1	Class B	11,367	8	1,421	59,675	,000
	Class B	,500	21	,024		
	Total	11,867	29			
Y.2	Class B	12,667	8	1,583	.	.
	Class B	,000	21	,000		
	Total	12,667	29			
Y.3	Class B	9,867	8	1,233	.	.
	Class B	,000	21	,000		
	Total	9,867	29			
Y.4	Class B	14,667	8	1,833	.	.
	Class B	,000	21	,000		

	Total	14,667	29			
Y.5	Class B	6,700	8	,837	35,175	,000
	Class B	,500	21	,024		
	Total	7,200	29			
Y.6	Class B	13,800	8	1,725	72,450	,000
	Class B	,500	21	,024		
	Total	14,300	29			
Y.7	Class B	1369,800	8	171,225	7191,450	,000
	Class B	,500	21	,024		
	Total	1370,300	29			
Y.8	Class B	14,300	8	1,787	.	.
	Class B	,000	21	,000		
	Total	14,300	29			
Y.9	Class B	12,967	8	1,621	.	.
	Class B	,000	21	,000		
	Total	12,967	29			
Y.10	Class B	10,967	8	1,371	.	.
	Class B	,000	21	,000		
	Total	10,967	29			

The table above shows that the total square Sum of (ss) shows that this number of thousands of values is obtained from class A, which has 6,833 which is the difference given by the researcher. Next, researchers compared the results obtained with the Way Anova test. A value of 6.833 indicates a group difference. Furthermore, df is also known as degrees of freedom which is indicated in statistical formulas. The table above also shows df, which also shows the mean square, which results in the number 854. Based on the results of this study, researchers tried to produce a comparison of each group using ANOVA test statistics, with the results of $f = 6833$. The value obtained, which is the result of dividing the total square by the number of degrees of freedom, is the result obtained from comparing the results of researchers with diverse or diverse groups. A value of 6.833 indicates a group difference.

Furthermore, df is also known as the progress of freedom with the number 21 indicating the sum of the progress of freedom shown in the statistic analysis formula. The table above also shows df which also shows men of square which results in the number 854. Based on the results of this study, researchers tried to produce a comparison of each group using ANOVA test statistics, with results $f = 6.833$. The value obtained, which is the result of dividing the total square and the number of degrees of freedom. Are the results obtained from the comparison of the results of researchers with diverse or varied groups. After that the 0 sign which has no number, indicates that there are several different levels of achievement and it is still not relevant to achieve the currently acceptable.

From the results of character learning research data on education to build sustainable Arabic language learning in higher education. The results of the one-way anova test as shown in question number 4 rabel 3, show that the intention $f =$ character learning of Arabic language education is 15,800, which shows that character learning can build Arabic language learning.

This research shows that character-based learning in higher education is great for building ideal educational character. With a good character, every

student can make their character even higher or better. With a strong character, someone can shape their mentality in doing something, and can be responsible if there is a mistake. With the formation of strong character and a good educational environment, each student can develop continuously and run their respective activities better. Character learning not only builds a person's character but can also shape them into good educators in the future.

In addition, this study also emphasizes the importance of character learning to build education in higher education. Although it is often heard that everyone has their own character (Alshalan & Al-Khalifa, 2020). However, each person's character can be collected somewhere or in a group as perceived in class division in college. With their different characters, inevitably they have to unite. Whether it's to make group tasks, organizational demands, and others. Thus, over time, the character of each of them will change (Elgeldawi et al., 2021). As before, he was quiet so often talked, from those who had no friends to many friends, from those who were not used to leading to getting used to it and many positive things were obtained from character learning in this college (Bazaid et al., 2020).

And from analysts, the data that researchers get also proves that character learning in education is also felt by every individual who studies in college. So that over time, their character development will develop naturally (Alsuwaidi et al., 2020). Even though the person is just silent, but with the task given each they will definitely feel changes to their respective characteristics. And build a higher sense of confidence to talk to each other, between them with class members, or between them and members of the organization, and between them and the wider community (Alotaibi et al., 2020).

So that with the data that researchers can get from character learning in education is very good to learn and develop. So that it can build a better character in education and an example for the wider community. In education, both educators and learners must have good character (Abu Farha & Magdy, 2021). The existence of character learning in education can make a person understand each other and improve each person's ethics both in acting, learning, and others. The existence of characters that can unite each individual is very necessary for everyone because humans cannot live alone (Alomari et al., 2021).

With the existence of character learning to form good individuals and easily communicate with others, now researchers want to link character learning and Arabic language learning in college. As what researchers have obtained from the results of research either that researchers get themselves or that researchers find from researchers who are before, character learning is also good when associated with Arabic language learning. Every character learning that combines one with another so that they greet each other and talk to each other.

From unintentional communication can lead to an Arabic-speaking environment that accidentally occurs when ready they are forced to speak Arabic (Abdel-Hamid, 2020). With character learning they can communicate with each other to become friends and can be developed to use Arabic as what is done in class. When educators tell one of their students to speak Arabic in front of the class, it makes them thirsty to ask questions between one another. And get the Arabic they ask (Oussous et al., 2020). This is also a process of character learning, which previously they were quiet because they were forced to ask questions and speak in language. And over time it will get used to it.

The use of character learning to develop Arabic language learning can be used in universities because their characters have been formed and only need to

develop their own characters. In learning Arabic for children who have the character of knowing the habit of speaking Arabic, they will use Arabic to communicate with others (Aljameel et al., 2020). And for students who lack Arabic because of pressure or invitation from children who use the language indirectly they will force themselves to speak Arabic. And this all happens because of character or curiosity and trying. So as to build high self-confidence.

There are several important things that must be considered in character learning in Arabic language learning. Everyone has their own character, but even so the character can be combined with others. So as to form a unique character in learning Arabic. In combining characters in the form of groups there must also be several things that must be considered. The most important thing to pay attention to is the character of each child. To form a good Arabic speaking group, it would be nice if the character of a lazy child, combined with the character of a diligent child, the character of an active child combined with the character in Arabic combined with the character of a passive child in Arabic, and the character of a good child combined with the character of a child who is not good. So that indirectly the character of the child can develop even wider.

Based on the questions and responses in the research table, most children agree to say that character learning has an influence on Arabic language learning and higher education (Kamruzzaman, 2020). And with character learning in Arabic learning can build one's confidence in speaking Arabic, understand how to respond to shortcomings in Arabic, dare to ask others, and want to develop the language that has been obtained with others.

A child's character can also be formed when they practice teaching using Arabic. Which at that time for those who felt that their Arabic was lacking, would ask their friends to teach them Arabic and pay attention to it. So that from the process, it can form characters who dare to speak in front of others and can raise their confidence in teaching (Elbarougy et al., 2020). And with the delivery of material from the students themselves can also shape their character indirectly. And many more things are used to develop character or awaken the character of a student in learning Arabic.



Figure 1. Character-based learning in education on arabic language learning

Feedback and evaluation from the activities conducted in the research titled the effect of character-based learning in education for sustainable development on

Arabic language learning in higher education reveal various positive responses and some areas needing improvement. In general, both lecturers and students welcomed the character-based and ESD approach. Lecturers felt that this method helped them teach Arabic more holistically, combining linguistic aspects with character values and sustainability. Students also reported feeling more engaged and motivated in the learning process, as the material presented was more relevant to real life and taught them the importance of sustainability.

However, there were some challenges identified during the implementation of this program. Some lecturers expressed difficulties in integrating ESD concepts with the existing Arabic curriculum, particularly in terms of time and limited materials. Additionally, more training and mentoring are needed to ensure that all lecturers have a deep understanding of this approach and can implement it effectively. On the student side, although many felt benefited by this approach, some still needed adjustment in understanding the sustainability concepts taught alongside Arabic lessons.

The evaluation also indicated a need for the development of more interactive and contextual teaching materials that can help students connect theory with practice. Furthermore, the evaluation methods also need to be adjusted to assess students' competencies not only from the linguistic aspect but also from their understanding and application of sustainability values.

Overall, this activity has provided valuable insights into how character-based learning and ESD can be applied in Arabic language learning in higher education. Despite some challenges, the feedback received shows that this approach has great potential to improve the quality of Arabic language education and sustainability awareness among students. With further improvement and development, this approach is expected to become an effective and inspiring model for other educational institutions.

From the results that researchers can do and the research that researchers do, researchers get a conclusion, that although character learning is not learned in college, character learning to build Arabic is in college and every day when we enter or study in college character learning flows in Arabic language education, although rarely people realize it.

Conclusion

Based on the discussion and findings above, it can be concluded that character learning can build a sustainable Arabic language. And researchers also found that character learning to form a person's language has existed for a long time, although it is not visible, but character learning can form a good Arabic language environment and can make a child more skilled and smart in using Arabic. And also character learning is also a very important basis in education, because when an educator is able to bring his students and bring out the characteristics that are in him, that's where an educator is said to be a soul. Because when a person who has a hard character, and does not give up easily, it will invite people around him to imitate him and get very good results for himself and those around him both in terms of language and education.

Hopefully this research can be useful for those who read and also for researchers themselves. Where character learning can build a person's character in Arabic, with the presence of people who have character in good language and are able to provoke others in this language can make new characters for others, and develop their own character. There are differences in character in education to

complement one another. It is conceivable that if an educator has a hard character, all of that can cause saturation for students. Therefore, every teacher has a soft, funny, firm, and hard character that is all for the character education of a student in the future. And how characterist a person is depends on the person himself. With a strong character foundation it can allow someone to build their own characteristics. Especially for those who take Arabic, whether they want it or not, ready or not they must dare to speak Arabic. Whether in solitude, with friends, or with their own teachers. With the Arabic characters formed, it can build a good language environment. Although previously it required compulsion to become a habit..

References

- Abdel-Hamid, L. (2020). Egyptian Arabic speech emotion recognition using prosodic, spectral and wavelet features. *Speech Communication, 122*, 19–30. <https://doi.org/10.1016/j.specom.2020.04.005>
- Abu Farha, I., & Magdy, W. (2021). A comparative study of effective approaches for Arabic sentiment analysis. *Information Processing & Management, 58*(2), 102438. <https://doi.org/10.1016/j.ipm.2020.102438>
- Aljameel, S. S., Alabbad, D. A., Alzahrani, N. A., Alqarni, S. M., Alamoudi, F. A., Babili, L. M., Aljaafary, S. K., & Alshamrani, F. M. (2020). A Sentiment Analysis Approach to Predict an Individual's Awareness of the Precautionary Procedures to Prevent COVID-19 Outbreaks in Saudi Arabia. *International Journal of Environmental Research and Public Health, 18*(1), 218. <https://doi.org/10.3390/ijerph18010218>
- Alomari, E., Katib, I., Albeshri, A., & Mehmood, R. (2021). COVID-19: Detecting Government Pandemic Measures and Public Concerns from Twitter Arabic Data Using Distributed Machine Learning. *International Journal of Environmental Research and Public Health, 18*(1), 282. <https://doi.org/10.3390/ijerph18010282>
- Alotaibi, S., Mehmood, R., Katib, I., Rana, O., & Albeshri, A. (2020). Sehaa: A Big Data Analytics Tool for Healthcare Symptoms and Diseases Detection Using Twitter, Apache Spark, and Machine Learning. *Applied Sciences, 10*(4), 1398. <https://doi.org/10.3390/app10041398>
- Alshalan, R., & Al-Khalifa, H. (2020). A Deep Learning Approach for Automatic Hate Speech Detection in the Saudi Twittersphere. *Applied Sciences, 10*(23), 8614. <https://doi.org/10.3390/app10238614>
- Alsuwaidi, A. R., Elbarazi, I., Al-Hamad, S., Aldhaheri, R., Sheek-Hussein, M., & Narchi, H. (2020). Vaccine hesitancy and its determinants among Arab parents: A cross-sectional survey in the United Arab Emirates. *Human Vaccines & Immunotherapeutics, 16*(12), 3163–3169. <https://doi.org/10.1080/21645515.2020.1753439>
- Ammar, A., Brach, M., Trabelsi, K., Chtourou, H., Boukhris, O., Masmoudi, L., Bouaziz, B., Bentlage, E., How, D., Ahmed, M., Müller, P., Müller, N., Aloui, A., Hammouda, O., Paineiras-Domingos, L., Braakman-Jansen, A., Wrede, C., Bastoni, S., Pernambuco, C., ... On Behalf of the ECLB-

- COVID19 Consortium. (2020). Effects of COVID-19 Home Confinement on Eating Behaviour and Physical Activity: Results of the ECLB-COVID19 International Online Survey. *Nutrients*, 12(6), 1583. <https://doi.org/10.3390/nu12061583>
- Bazaid, A. S., Aldarhami, A., Binsaleh, N. K., Sherwani, S., & Althomali, O. W. (2020). Knowledge and practice of personal protective measures during the COVID-19 pandemic: A cross-sectional study in Saudi Arabia. *PLOS ONE*, 15(12), e0243695. <https://doi.org/10.1371/journal.pone.0243695>
- By the 2019 American Geriatrics Society Beers Criteria® Update Expert Panel. (2019). American Geriatrics Society 2019 Updated AGS Beers Criteria® for Potentially Inappropriate Medication Use in Older Adults. *Journal of the American Geriatrics Society*, 67(4), 674–694. <https://doi.org/10.1111/jgs.15767>
- Chakraborty, I., & Maity, P. (2020). COVID-19 outbreak: Migration, effects on society, global environment and prevention. *Science of The Total Environment*, 728, 138882. <https://doi.org/10.1016/j.scitotenv.2020.138882>
- Chan, T. A., Yarchoan, M., Jaffee, E., Swanton, C., Quezada, S. A., Stenzinger, A., & Peters, S. (2019). Development of tumor mutation burden as an immunotherapy biomarker: Utility for the oncology clinic. *Annals of Oncology*, 30(1), 44–56. <https://doi.org/10.1093/annonc/mdy495>
- Chen, C., Chen, H., Zhang, Y., Thomas, H. R., Frank, M. H., He, Y., & Xia, R. (2020). TBtools: An Integrative Toolkit Developed for Interactive Analyses of Big Biological Data. *Molecular Plant*, 13(8), 1194–1202. <https://doi.org/10.1016/j.molp.2020.06.009>
- Dhama, K., Khan, S., Tiwari, R., Sircar, S., Bhat, S., Malik, Y. S., Singh, K. P., Chaicumpa, W., Bonilla-Aldana, D. K., & Rodriguez-Morales, A. J. (2020). Coronavirus Disease 2019–COVID-19. *Clinical Microbiology Reviews*, 33(4), e00028-20. <https://doi.org/10.1128/CMR.00028-20>
- Elbarougy, R., Behery, G., & El Khatib, A. (2020). Extractive Arabic Text Summarization Using Modified PageRank Algorithm. *Egyptian Informatics Journal*, 21(2), 73–81. <https://doi.org/10.1016/j.eij.2019.11.001>
- Elgeldawi, E., Sayed, A., Galal, A. R., & Zaki, A. M. (2021). Hyperparameter Tuning for Machine Learning Algorithms Used for Arabic Sentiment Analysis. *Informatics*, 8(4), 79. <https://doi.org/10.3390/informatics8040079>
- Elnagar, A., Al-Debsi, R., & Einea, O. (2020). Arabic text classification using deep learning models. *Information Processing & Management*, 57(1), 102121. <https://doi.org/10.1016/j.ipm.2019.102121>
- Fares, S., Elmnyer, M. M., Mohamed, S. S., & Elsayed, R. (2021). COVID-19 Vaccination Perception and Attitude among Healthcare Workers in Egypt. *Journal of Primary Care & Community Health*, 12, 215013272110133. <https://doi.org/10.1177/21501327211013303>
- Firmansyah, F., Syarifudin, D., & Rohjan, J. (2019). The Risk Assessment of Multi Hazard Area: A Case of Mitigation Consider in Spatial Planning of Bukittinggi City. *Indonesian Journal of Geography*, 51(3), 304. <https://doi.org/10.22146/ijg.33298>

- Grimme, S. (2019). Exploration of Chemical Compound, Conformer, and Reaction Space with Meta-Dynamics Simulations Based on Tight-Binding Quantum Chemical Calculations. *Journal of Chemical Theory and Computation*, 15(5), 2847–2862. <https://doi.org/10.1021/acs.jctc.9b00143>
- Havik, T., & Ingul, J. M. (2021). Does Homeschooling Fit Students With School Attendance Problems? Exploring Teachers' Experiences During COVID-19. *Frontiers in Education*, 6, 720014. <https://doi.org/10.3389/educ.2021.720014>
- Huang, C., Wang, Y., Li, X., Ren, L., Zhao, J., Hu, Y., Zhang, L., Fan, G., Xu, J., Gu, X., Cheng, Z., Yu, T., Xia, J., Wei, Y., Wu, W., Xie, X., Yin, W., Li, H., Liu, M., ... Cao, B. (2020). Clinical features of patients infected with 2019 novel coronavirus in Wuhan, China. *The Lancet*, 395(10223), 497–506. [https://doi.org/10.1016/S0140-6736\(20\)30183-5](https://doi.org/10.1016/S0140-6736(20)30183-5)
- Kamruzzaman, M. M. (2020). Arabic Sign Language Recognition and Generating Arabic Speech Using Convolutional Neural Network. *Wireless Communications and Mobile Computing*, 2020, 1–9. <https://doi.org/10.1155/2020/3685614>
- Kim, S., Chen, J., Cheng, T., Gindulyte, A., He, J., He, S., Li, Q., Shoemaker, B. A., Thiessen, P. A., Yu, B., Zaslavsky, L., Zhang, J., & Bolton, E. E. (2021). PubChem in 2021: New data content and improved web interfaces. *Nucleic Acids Research*, 49(D1), D1388–D1395. <https://doi.org/10.1093/nar/gkaa971>
- Klok, F. A., Kruip, M. J. H. A., Van Der Meer, N. J. M., Arbous, M. S., Gommers, D. A. M. P. J., Kant, K. M., Kaptein, F. H. J., Van Paassen, J., Stals, M. A. M., Huisman, M. V., & Endeman, H. (2020). Incidence of thrombotic complications in critically ill ICU patients with COVID-19. *Thrombosis Research*, 191, 145–147. <https://doi.org/10.1016/j.thromres.2020.04.013>
- Kozomara, A., Birgaoanu, M., & Griffiths-Jones, S. (2019). miRBase: From microRNA sequences to function. *Nucleic Acids Research*, 47(D1), D155–D162. <https://doi.org/10.1093/nar/gky1141>
- Oueslati, O., Cambria, E., HajHmida, M. B., & Ounelli, H. (2020). A review of sentiment analysis research in Arabic language. *Future Generation Computer Systems*, 112, 408–430. <https://doi.org/10.1016/j.future.2020.05.034>
- Oussous, A., Benjelloun, F.-Z., Lahcen, A. A., & Belfkih, S. (2020). ASA: A framework for Arabic sentiment analysis. *Journal of Information Science*, 46(4), 544–559. <https://doi.org/10.1177/0165551519849516>
- Planck Collaboration, Aghanim, N., Akrami, Y., Ashdown, M., Aumont, J., Baccigalupi, C., Ballardini, M., Banday, A. J., Barreiro, R. B., Bartolo, N., Basak, S., Battye, R., Benabed, K., Bernard, J.-P., Bersanelli, M., Bielewicz, P., Bock, J. J., Bond, J. R., Borrill, J., ... Zonca, A. (2020). Planck 2018 results: VI. Cosmological parameters. *Astronomy & Astrophysics*, 641, A6. <https://doi.org/10.1051/0004-6361/201833910>

- Roberts, S. O., Bareket-Shavit, C., Dollins, F. A., Goldie, P. D., & Mortenson, E. (2020). Racial Inequality in Psychological Research: Trends of the Past and Recommendations for the Future. *Perspectives on Psychological Science*, 15(6), 1295–1309. <https://doi.org/10.1177/1745691620927709>
- Saeedi, P., Petersohn, I., Salpea, P., Malanda, B., Karuranga, S., Unwin, N., Colagiuri, S., Guariguata, L., Motala, A. A., Ogurtsova, K., Shaw, J. E., Bright, D., & Williams, R. (2019). Global and regional diabetes prevalence estimates for 2019 and projections for 2030 and 2045: Results from the International Diabetes Federation Diabetes Atlas, 9th edition. *Diabetes Research and Clinical Practice*, 157, 107843. <https://doi.org/10.1016/j.diabres.2019.107843>
- Snyder, H. (2019). Literature review as a research methodology: An overview and guidelines. *Journal of Business Research*, 104, 333–339. <https://doi.org/10.1016/j.jbusres.2019.07.039>
- Sung, H., Ferlay, J., Siegel, R. L., Laversanne, M., Soerjomataram, I., Jemal, A., & Bray, F. (2021). Global Cancer Statistics 2020: GLOBOCAN Estimates of Incidence and Mortality Worldwide for 36 Cancers in 185 Countries. *CA: A Cancer Journal for Clinicians*, 71(3), 209–249. <https://doi.org/10.3322/caac.21660>
- Tamura, K., Stecher, G., & Kumar, S. (2021). MEGA11: Molecular Evolutionary Genetics Analysis Version 11. *Molecular Biology and Evolution*, 38(7), 3022–3027. <https://doi.org/10.1093/molbev/msab120>
- Thompson, A. P., Aktulga, H. M., Berger, R., Bolintineanu, D. S., Brown, W. M., Crozier, P. S., In 'T Veld, P. J., Kohlmeyer, A., Moore, S. G., Nguyen, T. D., Shan, R., Stevens, M. J., Tranchida, J., Trott, C., & Plimpton, S. J. (2022). LAMMPS - a flexible simulation tool for particle-based materials modeling at the atomic, meso, and continuum scales. *Computer Physics Communications*, 271, 108171. <https://doi.org/10.1016/j.cpc.2021.108171>