Improvement Of Arabic Language For Female Islamic Boarding School Students Through Arabic Camp Prorgam

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Abstract

This study aims to examine the concept of Arabic Camp, analyze its implementation, and evaluate the improvement in Arabic language skills of santri (Islamic boarding school students) after participating in the program. Arabic Camp applies the direct method in Arabic language learning, with a program duration of approximately one week. The main focus of this activity is to enhance the speaking ability of santri, with special emphasis on building their confidence to speak Arabic without shame or hesitation. The research method used is qualitative, with data collection techniques through interviews and direct observation. The results show that Arabic Camp creates an immersive environment that encourages active use of Arabic through various interactive activities. The main findings reveal a significant improvement in students's ability and confidence in speaking Arabic, demonstrated by their readiness to respond to various questions using Arabic without hesitation. This study concludes that Arabic Camp with the direct method for two week is an effective approach in improving santri's Arabic language skills, particularly in overcoming psychological barriers and enhancing speaking fluency.

INTRODUCTION

Arabic language learning in Islamic boarding schools is a necessity, considering its role as a center for studying Islamic law that requires students to understand Arabic- language sources. The approach to Arabic language learning has evolved from an initial focus on deepening Islamic knowledge to encompassing aspects of commerce, politics, and education (Aflisia et al., 2022; Muttaqin et al., 2024).

In Arabic language teaching, there are three main competencies to be achieved: linguistic competence, communication, and culture (Zulharby et al., 2019). Among these three competencies, communication competence or *Maharatul kalam* is still relatively rare in practice, with various obstacles such as limited vocabulary, lack of confidence, and fear of grammatical errors. (Lubis et al., 2022; Pertama et al., 2023; Rusady, 2023). Mastery of Arabic plays an important role in Islamic education, especially in the pesantren environment (Azizah et al., 2024; Irsyadi et al., 2024).

However, many students face difficulties in actively applying their Arabic language knowledge, particularly in speaking aspects (Al-Sobhi & Preece, 2018). This phenomenon is often caused by a lack of confidence and limited opportunities to practice the language in a supportive environment (Ilyas et al., 2024)(Takdir, 2020b)(Sri et al., 2020)(Asbarin et al., 2024; Marlius et al., 2021; Surachmi et al., n.d.)(Al-Ahmad et al., 2018)(Mottus et al., 2018)(Patrick, 2019)(Nufus,erlina, koderi et al., 2022)(Zhao, 2023)(Zaini et al., 2024)(Muttaqin et al., n.d.; Sofyan et al., 2022)(Nismawati et al., 2021)(Mei et al., 2022).

Modern Islamic boarding schools like Diniyyah Puteri Padang Panjang prioritize Arabic speaking ability (*maharatul kalam*), in line with the seven essential skills outlined in their QUBA curriculum (Fauziah Fauzan El Muhammady, 2013). To support this vision, the DAC (Diniyyah Arabic Center) Division under the Bayan Language Center (BLC) designs various programs, including Arabic Camp, which has been implemented since 2017 (Indra Legiono, 2017). To address challenges in Arabic language learning, many pesantrens have begun adopting Arabic Camp programs as an innovative method (Ilyas et al., 2024). Arabic Camp is an intensive program designed to create an immersive Arabic-speaking environment, where students are encouraged to actively use Arabic in various communicative situations (Takdir, 2020a).

This program applies the direct method, which emphasizes the exclusive use of the target language, typically lasting about one week. Its main goal is to improve students' speaking abilities and build their confidence to communicate in Arabic without shame or hesitation (Sri et al., 2020). Although Arabic Camp has been implemented in various pesantrens and shown positive impacts, as reported by the Director of DAC Diniyyah Puteri Padang Panjang, systematic research on its effectiveness in improving students' Arabic language skills is still limited. Therefore, this study aims to examine the concept of Arabic Camp more deeply, analyze its implementation, and evaluate its impact on improving students' Arabic language skills, particularly in speaking aspects.

The results of this research are expected to provide valuable insights for Arabic language education practitioners, especially in the pesantren environment, in designing and implementing effective and innovative language learning programs (Asbarin et al., 2024; N. L. Azizah et al., 2024; Marlius et al., 2021).

METHODS

Research Approach and Type This study uses a qualitative approach with a *descriptive-analytical* research type. This approach was chosen to gain an in-depth understanding of the implementation and impact of Arabic Camp on students' Arabic language skills. Research Location and Time: The research was conducted at Pondok Pesantren Diniyyah Puteri Padang Panjang, West Sumatra. Data collection was carried out during the Arabic Camp period, which lasted for two weeks from June 19, 2023 to June 22, 2023.
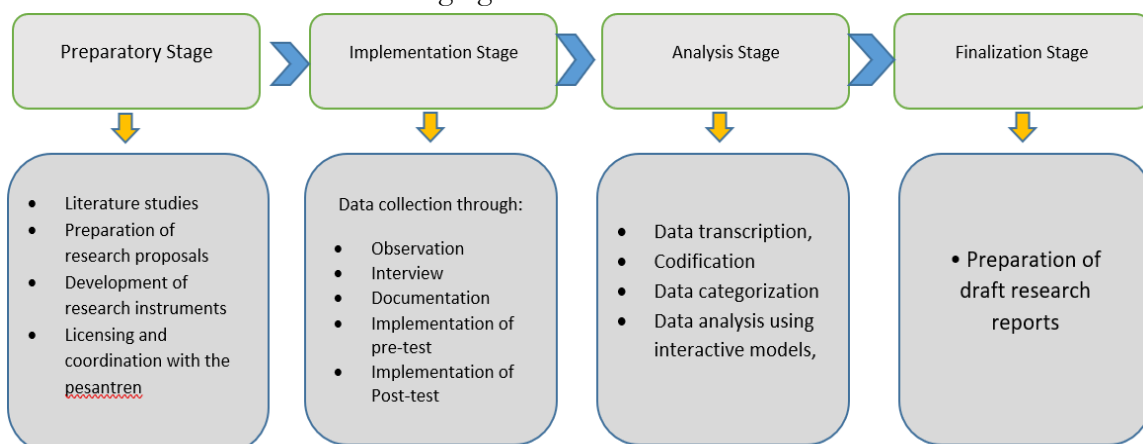
Research Subjects The research subjects consist of:196 Arabic Camp participant

students from the madrasah tsanawiyah level, also known as DMP (Diniyyah Menengah Pertama) 9 Arabic Camp teachers/facilitators 2 program managers from Diniyyah Arabic Center (DAC) and 1 Head of Madrasah Data Collection Techniques in this research: a. Participatory Observation (Researcher directly involved in Arabic Camp activities to observe the learning process, interaction between participants, and use of Arabic in various activities), b. In-depth Interviews (Interviews conducted with students, teachers, program managers, and the Head of Madrasah to obtain information about perceptions, experiences, and evaluations of the Arabic Camp program), c. Documentation (Collecting and analyzing related documents, such as Arabic Camp curriculum, learning materials, and program evaluation reports), d. Arabic Language Proficiency Test (Conducting pre-test and post-test to measure improvement in students' Arabic language skills, particularly in speaking aspects).

Research Instruments used by the researcher are as follows: Observation guidelines, Semi-structured interview guides, Arabic language proficiency test sheets (pre-test and post-test) and Audio and video recording devices. Data Analysis Technique in this research Data analysis uses the interactive model of Miles and Huberman, which includes: a. Data reduction b. Data presentation c. Drawing conclusions and verification. The analysis process is carried out continuously throughout the research. Data validity in this research uses techniques:a. Source and method triangulation.

Research Ethics This research upholds research ethics by: a. Obtaining research permission from the pesantren, b. Getting informed consent from all participants, c. Maintaining confidentiality and anonymity of participants d. Giving participants the right to withdraw from the research This research follows several stages, namely:a. Preparation Stage b. Literature study c. Research proposal preparation d. Development of research instruments e. Licensing and coordination with the pesantren, It also follows several Implementation Stages: Data collection through observation, interviews, and documentation Implementation of pre-test and post- test. And finally, through the final process, namely the Data Analysis Stage, which includes; Data transcription, Data codification and categorization, Data analysis using an interactive model, Report Writing Stage, Preparation of research report draft, Finalization of research report.

This research method is designed to provide a comprehensive picture of the implementation of Arabic Camp and its impact on students' Arabic language skills. The chosen qualitative approach allows for in-depth exploration of various aspects of the program, while the use of various data collection techniques ensures triangulation and validity of research findings. For more details, the steps taken by the author in carrying out the research can be seen in the following figure 1:

Preparatory Stage	Implementation Stage	Analysis Stage	Finalization Stage
• Literature studies • Preparation of research proposals • Development of research instruments • Licensing and coordination with the pesantren	Data collection through: • Observation • Interview • Documentation • Implementation of pre-test • Implementation of Post-test	• Data transcription, • Codification • Data categorization • Data analysis using interactive models,	• Preparation of draft research reports

RESULT AND DISCUSSION

1. Implementation of the Arabic Camp

The Arabic program at Pondok Pesantren Diniyyah Puteri Padang Panjang was conducted for two weeks from June 19 to June 22, 2023. Based on observations and interviews, it was found that this program implements an immersive learning method with a communicative approach. The activities carried out include; a). Intensive Arabic Classes. b). Daily Conversation Simulations. c). Arabic Educational Games. d). Group Discussions in Arabic. e). Arabic Presentations and Speeches.

Students are directly exposed to the locations where they will be speaking, meaning the selection of vocabulary lessons, sentences, and expressions is based on the places they occupy, as determined by the BLC (Bayan Language Center). For example, students who have been divided into groups are placed in the dining room, where they construct sentences, they will say in Arabic after first being guided by their instructor to pronounce all the objects in the dining room in Arabic. Then they are made to speak with their friends about what they experience in the dining room in Arabic, with guidance from the instructor who is ready with questions and corrections.

This relates to research conducted by Basma Ahmad et.al (Al-Ahmad et al., 2018). which states that teaching Arabic is not only about what students learn, but more importantly, it relates to the psychology of the learner and their motivation to learn the language. This means that all elements supporting learning must be provided by the facilitator to create an engaging environment (Mottus et al., 2018).

These findings are also in line with research by Albantani & Madkur (et al., 2019) which emphasizes the importance of a supportive language environment in Arabic language learning. This approach also supports Krashen's theory (Patrick, 2019). on the input hypothesis, which states that language acquisition occurs when learners receive comprehensible input.

2. Improvement in Students' Arabic Language Skills

Results from pre-tests and post-tests show a significant improvement in students Arabic language skills, especially in speaking aspects. The average score increased from 65.3 in the pre-test to 82.7 in the post-test. This improvement is particularly evident in:a. Speaking fluency b. More varied vocabulary usage c. Increased confidence in communication. These findings align with research by Taufiqurrochman et al. (Nufus,erlina, koderi et al., 2022) showing the positive impact of intensive programs on students' Arabic language abilities.

3. Factors Supporting Program Success

Based on data analysis, several key factors supporting the success of the Arabic Camp program are: a. Consistent language environment b. Interactive and varied learning methods c. Support and motivation from facilitators d. Peer learning among students. These factors align with Krashen's theory (Zhao, 2023). on the importance of comprehensive input and low affective filter in second language learning. Additionally, these findings support Wahab's research (Zaini et al., 2024). on the importance of language environment in Arabic language learning in Islamic boarding schools (Muttaqin et al, 2024; Sofyan et al., 2022).

4. Challenges and Solutions

Although this program shows success, some challenges faced include; a). Differences in students' initial ability levels. b). Limited program duration. c). Tendency of some students to switch to their mother tongue. To overcome these challenges, program managers

implemented strategies such as grouping based on ability levels, assigning post-program follow-up tasks, and a reward system for consistent Arabic language use. These strategies align with recommendations from M. Ritonga's research (Nismawati et al., 2021) to address challenges in Arabic language learning in Islamic school.

5. Pedagogical Implications

The findings of this research have several pedagogical implications; a). The importance of creating an immersive language environment. b). The need for interactive and contextual learning methods. c). The value of activity-based learning in improving language skills.

Such implications are crucial for developing interactive Arabic language learning techniques. This research also found that Arabic camp combines several learning methods, such as cooperative learning, which also promotes the same concept in Arabic language learning and is an effective program for non-Arab (Arabic learners), as suggested in research by Suo Yan Mei and Aisyah Binti Muhammad ad (Mei et al., 2022).

CONCLUSION

The Arabic Camp program at Pondok Pesantren Diniyyah Puteri Padang Panjang demonstrates effectiveness in improving students' Arabic language skills, especially in speaking aspects. The applied immersive learning approach successfully creates a conducive environment for active Arabic language practice. With the direct method, the Arabic camp program is able to make learning more authentic and communicative. Although challenges remain, this program provides a good example of how language learning intensification can be carried out in the context of Islamic boarding schools.

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