

Qur'an and Arabic Camp: (Bridging The Gap Between Vocabulary Acquisition and Writing Proficiency in Arabic Language Learning: an Interactive Approach)

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Abstract

This community service activity addresses the gap between vocabulary acquisition and writing proficiency in Arabic language learning among students at Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat, Malacca, Malaysia. Employing a Participatory Action Research (PAR) approach, this study identified key challenges in Arabic language learning and implemented innovative strategies to overcome them. The findings indicate that using interactive methods, visual materials, and graduated learning approaches effectively enhanced student motivation and comprehension. However, resource and time constraints remain significant challenges. This research highlights the importance of a holistic and contextual approach to Arabic language instruction within Islamic educational institutions, considering linguistic, pedagogical, and socio-cultural factors. The implications of this study encompass the need for appropriate learning material development, continuous teacher training, and technology integration in Arabic language education.

Keywords: Participatory Action Research (PAR); Arabic Language; Vocabulary Acquisition (Mufrodat); Writing Proficiency (Maharah al-Kitabah); Interactive Methods.

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Introduction

Arabic language learning as a foreign language has become an important focus in the educational systems of various Muslim countries, including Malaysia.¹ However, despite systematic efforts to integrate Arabic into the national curriculum, there remains a significant gap between educational policies and effective implementation at the institutional level.²

Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat, an Islamic educational institution located at Masjidurrahman BT 11½ KGTM 24, Tanah Merah Krubong, Melaka, Malaysia, represents a microcosm of the broader challenges in Arabic language instruction in Malaysia. This institution, which focuses on Qur'anic learning and memorization and Islamic religious sciences, faces difficulties integrating effective Arabic language teaching into an already dense curriculum.

Literature Review and Research Gap

Previous research has explored various aspects of Arabic language learning in Malaysia. Zaini et al. identified that traditional teaching methods and a lack of exposure to authentic Arabic language use are significant barriers to language acquisition.³ Meanwhile, Ismail et al. emphasized the importance of intrinsic motivation in Arabic language learning, especially among non-Arab learners.⁴

However, there is a significant research gap in Islamic educational institutions focused on tahfidz (Qur'anic memorization). Most previous studies, such as Hamid et al. 2017,⁵ and Samah et al. 2016,⁶ focused on general schools or regular madrasahs, overlooking the unique dynamics present in specialized institutions like Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat. This gap becomes increasingly important, considering such institutions' central role in shaping the young Muslim generation's linguistic and theological understanding.

Moreover, while some studies have examined the effectiveness of Arabic teaching methods Dajani et al.⁷, Baharudin & Ismail⁸, few have integrated the Participatory Action Research (PAR) approach in the context of Arabic learning in tahfidz institutions. The PAR approach can potentially bridge the gap between theory and practice and empower the educational community to become active agents of change in the learning process.⁹

This community service activity aims to fill this gap by exploring and developing innovative strategies to enhance Arabic language proficiency, particularly in *mufrod* (vocabulary) acquisition

¹ Rosni Samah, "Issues in Teaching Arabic Language in the Religious School in Peninsular Malaysia," *Wulfenia Journal* 20, no. 12 (2013): 169–78.

² Abdu Mohammed Al-Mekhlafi and Ramani Perur Nagaratnam, "Difficulties in Teaching and Learning Grammar in an EFL Context," *International Journal of Instruction* 4, no. 2 (2011): 14–17, <http://www.eric.ed.gov/ERICWebPortal/contentdelivery/servlet/ERICServlet?accno=ED522689>.

³ Abdul Razif Zaini et al., "Permasalahan Dalam Pengajaran Bahasa Arab Di Malaysia," *Persidangan Antarabangsa Sains Sosial & Kemanusiaan (PASAK)*, no. January (2017): 1-8.

⁴ Mohd Fadzli Ismail and Mohd Sukki Othman, "Faktor-Faktor Yang Mempengaruhi Pencapaian Pelajar Dalam Pengajaran & Pembelajaran Bahasa Arab: Satu Tinjauan Di SMAP Kajang," *Persidangan Kebangsaan Pengajaran Dan Pembelajaran Bahasa Arab 2012 (PKEBAR'12)* 2012 (2012): 173–89.

⁵ Syed Mohd Annas Syed Ab Hamid et al., "Kelemahan Pelajar-Pelajar Sekolah Menengah Kebangsaan Agama (SMKA) Dan Sekolah Agama Menengah (SAM) Dalam Penguasaan Topik Terpilih Dalam Tatabahasa Arab," *Asean Comparative Education Research Journal on Islam And Civilization (ACER-J)* 1, no. 2 (2017): 67–78.

⁶ Rosni bin Samah et al., "Effective Methods in Learning Arabic Language as a Foreign Language," *Mediterranean Journal of Social Sciences* 7, no. 3 (2016): 349–55, <https://doi.org/10.5901/mjss.2016.v7n3p349>.

⁷ Basma Ahmad Sedki Dajani, "Teaching Arabic Language: Towards a New Beginning That Stimulates Creativity," *Procedia - Social and Behavioral Sciences* 192 (2015): 758–63, <https://doi.org/10.1016/j.sbspro.2015.06.086>.

⁸ Ismail Baharudin, "Efektivitas Metode Pengajaran Bahasa Arab," *Thariqah Ilmiah: Jurnal Ilmu-Ilmu Kependidikan Dan Bahasa Arab* 6, no. 2 (2020): 103–19, <https://doi.org/10.24952/thariqahilmiah.v6i2.2809>.

⁹ Stephen Kemmis, Robin McTaggart, and Rhonda Nixon, "The Action Research Planner: Doing Critical Participatory Action Research," *The Action Research Planner: Doing Critical Participatory Action Research* (Springer, 2014), <https://doi.org/10.1007/978-981-4560-67-2>.

and *maharah al-kitabah* (writing skills), at Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat. By adopting the PAR approach, this activity will generate new theoretical insights and practical solutions that can be directly applied in the learning context.

This activity is based on the Second Language Acquisition theory proposed by Krashen,¹⁰ focusing on the comprehensive input hypothesis. In addition, the Communicative Language Teaching approach¹¹ developed by Hymes¹² and Canale & Swain¹³ will serve as the foundation for designing learning interventions.

This study has several interconnected strategic objectives in developing Arabic Language learning at Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat. As an initial step, this community service activity seeks to conduct an in-depth analysis of the effectiveness of Arabic teaching methods applied in the madrasah. This analysis serves as an important foundation for understanding the strengths and weaknesses of the existing learning system and identifying areas that require development.

The second objective focuses on developing and testing innovative strategies to enhance Arabic mufrodat (vocabulary) acquisition. This aspect is crucial, considering vocabulary mastery is fundamental to language learning. Through an experimental approach, this activity aims to discover new, more effective methods to facilitate the process of vocabulary acquisition and retention among students.

Furthermore, this activity aims to design and implement a new approach to teaching *maharah al-kitabah* (writing skills) tailored to the specific characteristics of tahfidz institutions. This approach considers the unique learning context in tahfidz institutions, where students have specific backgrounds and learning needs.

The final objective of this activity is to evaluate the effectiveness of the Participatory Action Research (PAR) approach in enhancing student motivation and participation in Arabic language learning. This evaluation is important to understand how participatory methodology can improve student engagement and learning outcomes. The PAR approach was chosen due to its characteristics, which involve the active participation of all stakeholders in the research and development process.

Methodology

This community service activity will use the Participatory Action Research (PAR) method, which involves iterative cycles of planning, action, observation, and reflection.¹⁴ The research participants will be 30 female students from the Hafiz Lilbanat class and 5 Arabic language teachers. Data will be collected through participatory observation, semi-structured interviews, focus group discussions, and document analysis.

¹⁰ Stephen Krashen, "Second Language Acquisition," *Second Language Learning* 3, no. 7 (1981): 19–39.

¹¹ Atsuko OHNO, "Communicative Competence and Communicative Language Teaching," *Paper. Internal Publication of the Bunkyo Gakuin University, Tokyo, Japan*, 2012, 25–31.

¹² Dell Hymes, "Ways of Speaking," *Duranti, Alessandro. Linguistics Anthropology. A Reader. Oxford, Blackwell Publishing*, 1974, 158–71.

¹³ Michael Canale and Merrill Swain, "Theoretical Bases of Communicative Approaches to Second Language Teaching and Testing," *Applied Linguistics* 1, no. 1 (1980): 1–47, <https://doi.org/10.1093/applin/I.1.1>.

¹⁴ Stephen Kemmis, "Participatory Action Research and the Public Sphere," *The Quality of Practitioner Research: Reflections on the Position of the Researcher and the Researched* 14, no. 4 (2007): 9–27, https://doi.org/10.1163/9789087903190_003.

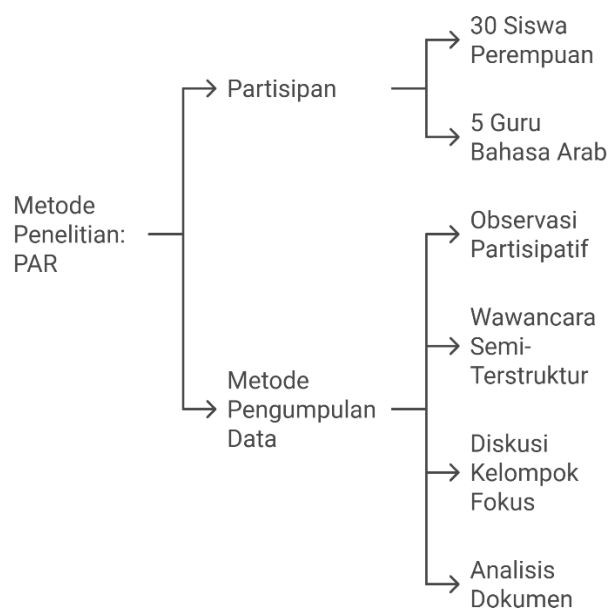


Figure 1: Used Methode

The learning intervention will use the book "Al Arabiyyah Bayna Yadayk", integrated with learning technology and interactive teaching techniques. Data analysis will use a mixed-method approach, combining qualitative thematic analysis with descriptive and inferential statistical analysis.

Expected Contributions

This community service activity is expected to make significant theoretical and practical contributions. Theoretically, this activity will expand the understanding of the dynamics of Arabic language learning in the context of tahfidz institutions, which is still under-explored in the literature. Practically, the results of this activity can serve as a reference for similar institutions in developing more effective and contextual Arabic language curricula and teaching methods.

Furthermore, using the PAR approach in this context is expected to serve as a model for future similar research, demonstrating how collaboration between researchers and the educational community can lead to sustainable and meaningful change.

By integrating a strong theoretical perspective, innovative methodology, and a focus on the specific context of tahfidz institutions, this community service activity aims to significantly contribute to the field of Arabic language teaching in Malaysia. Through the Participatory Action Research approach, this study will generate new knowledge and drive practical changes in Arabic language teaching and learning methods at Madrasah Ar-Rabbaniyah Darul Ikhlas Lilbanat.

The results of this activity are expected to bridge the gap between theory and practice in Arabic language teaching, particularly in the context of Islamic educational institutions focused on Qur'anic memorization. Thus, this activity will not only contribute to the academic literature but also directly impact the quality of Arabic language education in similar institutions throughout Malaysia and potentially in other Muslim countries.

This article will be structured into several main sections. Following this introduction, the second section will present a more comprehensive literature review, exploring the latest research in Arabic language teaching in the context of Islamic education. The third section will explain the research methodology in detail, including the PAR design, data collection methods, and analysis techniques. The fourth section will present the research findings, followed by an in-depth discussion of the key findings in the fifth section. Finally, the sixth section will conclude the article with a summary of key findings, theoretical and practical implications, and suggestions for future research.

With this comprehensive and innovative approach, this community service activity aims to make a meaningful contribution to improving the quality and effectiveness of Arabic language teaching in Islamic educational institutions, particularly those focused on Qur'anic memorization. This activity's results are expected to catalyze positive change in Arabic language teaching practices and pave the way for further research.

Results and Discussion

Problem Diagnosis and Action Planning

Initial Observations and Problem Identification:

The initial observations revealed several key issues in Arabic Language learning at Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat: (1) Students have learned basic Arabic theoretically but have not implemented it daily. This aligns with the findings of Al-Sobhi and Preece, who stated that one of the main challenges in learning Arabic as a foreign language is the lack of opportunities to use the Language in authentic contexts.¹⁵ (2) Some students experience difficulties in mastering basic Arabic language skills (vocabulary, grammar, pronunciation). According to Alqahtani, vocabulary mastery is a key component in foreign language learning and is often a challenge for beginner learners.¹⁶ (3) Low motivation levels in Arabic language learning. Dörnyei and Ushioda emphasize the importance of motivation in second or foreign language learning and how this factor can significantly influence learning success.¹⁷ (4) Learning materials (matan jurumiyah) are less suitable for beginner Arabic learners. Tomlinson asserts that selecting learning materials appropriate to the student's proficiency level is crucial for effective language learning.¹⁸ (5) Some students can read but lack writing and conversation skills. According to Nation and Newton, this phenomenon reflects an imbalance in language skill development, which needs to be addressed through an integrated learning approach.¹⁹ (6) Limited additional resources such as audiovisual or interactive software. The use of technology in language learning, as Chapelle and Sauro argued, can enhance students' effectiveness and engagement in the learning process.²⁰ (7) Issues in developing student interests and talents. (8) Issues in developing Qur'anic reading regarding tajwid and reading fluency.

Root Cause Analysis

Based on observations and analysis, the leading root causes are: 1) Limited resources and adequate learning materials. 2) Students' difficulties in mastering basic Arabic language skills. c) Lack of technology integration in learning.

¹⁵ Bandar Mohammad Saeed Al-Sobhi and Abdul Shakour Preece, "Teaching English Speaking Skills to the Arab Students in the Saudi School in Kuala Lumpur: Problems and Solutions," *International Journal of Education and Literacy Studies* 6, no. 1 (2018): 1, <https://doi.org/10.7575/aiac.ijels.v.6n.1p.1>.

¹⁶ MOFAREH ALQAHTANI, "The Importance of Vocabulary in Language Learning and How to Be Taught," *International Journal of Teaching and Education* III, no. 3 (2015): 21–34, <https://doi.org/10.20472/te.2015.3.3.002>.

¹⁷ Zoltán Dörnyei and Ema Ushioda, "Motivation, Language Identities and the L2 Self: Future Research Directions," *Motivation, Language Identity and the L2 Self* 2 (2009): 350–56.

¹⁸ Brian Tomlinson, "Materials Development for Language Learning and Teaching," *Language Teaching* 45, no. 2 (2012): 143–79, <https://doi.org/10.1017/S0261444811000528>.

¹⁹ Jonathan M Newton and Ian S P Nation, *Teaching ESL/EFL Listening and Speaking* (Routledge, 2020).

²⁰ Carol A. Chapelle and Shannon Sauro, "Introduction to the Handbook of Technology and Second Language Teaching and Learning," *The Handbook of Technology and Second Language Teaching and Learning*, 2017, 1–9, <https://doi.org/10.1002/9781118914069.ch1>.

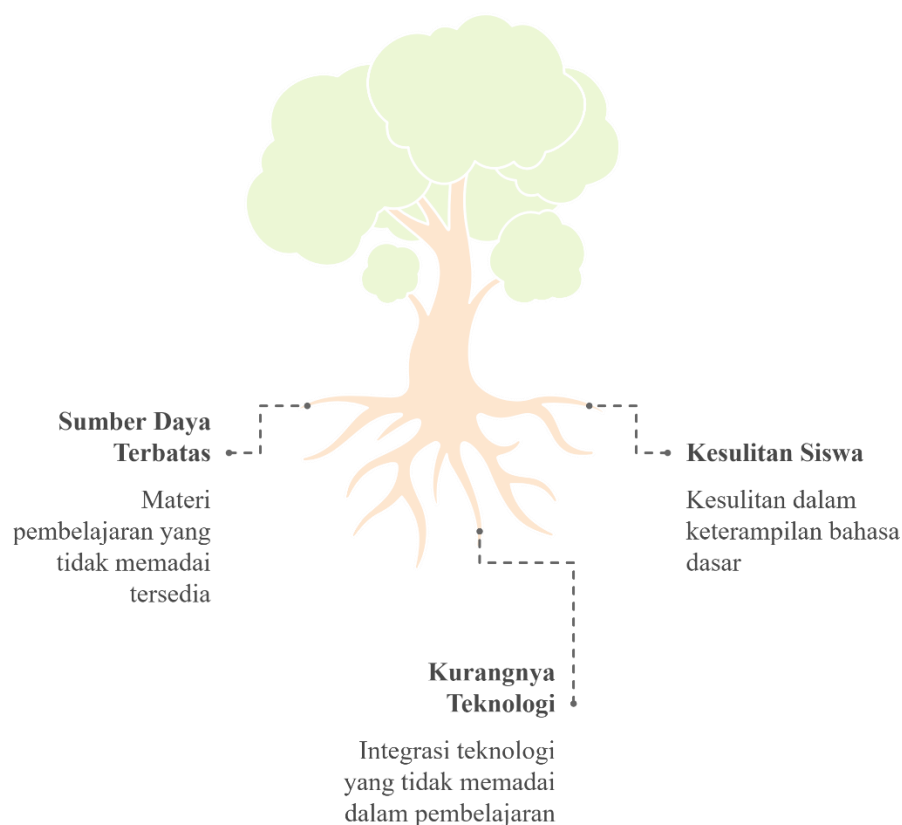


Figure 2: Root Cause Analysis

Prioritisasi M Problem Prioritization

After analysis, the problems are prioritized: 1) Limited resources and learning materials. 2) Lack of technology integration in learning. 3) Students' lack of basic Arabic language skills.

Action Planning

Several actions are planned based on the prioritized problems: 1) Use of interactive methods (games, creative activities). This method is supported by Gass and Mackey's research, which shows that interaction in language learning can enhance second language acquisition.²¹ 2) Use of visual materials (cards, pictures, posters). Mayer and Moreno emphasize the effectiveness of multimedia learning in improving understanding and information retention.²² 3) Graduated learning from basic to complex. This approach aligns with Vygotsky's Zone of Proximal Development theory, which emphasizes the importance of scaffolding in learning.²³ 4) Regular practice to train writing and reading skills. This practice is supported by the principles of Task-Based Language Teaching proposed by Ellis.²⁴ 5) Provision of positive reinforcement and encouragement. This strategy is based on the motivation theory in second language learning developed by Dörnyei.²⁵

In implementing the Arabic language learning program, a series of actions have been systematically carried out, considering various temporal and methodological aspects. The program lasted for 15

²¹ Alison Mackey and Susan M Gass, *Research Methods in Second Language Acquisition: A Practical Guide*, vol. 7 (John Wiley & Sons, 2011).

²² Richard E. Mayer and Roxana Moreno, "Animation as an Aid to Multimedia Learning," *Educational Psychology Review* 14, no. 1 (2002): 87–99, <https://doi.org/10.1023/A:1013184611077>.

²³ Tayebah Fani and Farid Ghaemi, "Implications of Vygotsky's Zone of Proximal Development (ZPD) in Teacher Education: ZPTD and Self-Scaffolding," *Procedia - Social and Behavioral Sciences* 29 (2011): 1549–54, <https://doi.org/10.1016/j.sbspro.2011.11.396>.

²⁴ Rod Ellis, *Task-Based Language Teaching* (Springer, 2021).

²⁵ Dörnyei and Ushioda, "Motivation, Language Identities and the L2 Self: Future Research Directions."

days, starting from March 16 to March 31, 2024, with an effective learning time allocation of 12 days divided into 11 days of active learning and 1 day for final evaluation.

The learning curriculum is based on the textbook "Al Arabiyyah Bayna Yadayk," with a focus on two fundamental chapters: "*at tabiyyatu wa at ta'aruf*" (greetings and introductions) and "*al 'usrab*" (family). The selection of these materials is based on the consideration that both topics are important foundations in Arabic language learning for beginners while providing a context relevant to students' daily lives.

In its implementation, the program adopts varied learning approaches, combining individual and collaborative learning methods through group activities. This approach facilitates differences in learning styles and student ability levels while encouraging effective interaction and peer-to-peer learning.

As a form of summative evaluation, a written exam is conducted on the last day of the program to measure students' level of understanding and mastery of the material. This evaluation serves as an important instrument in measuring the learning program's effectiveness and achieving established learning objectives.

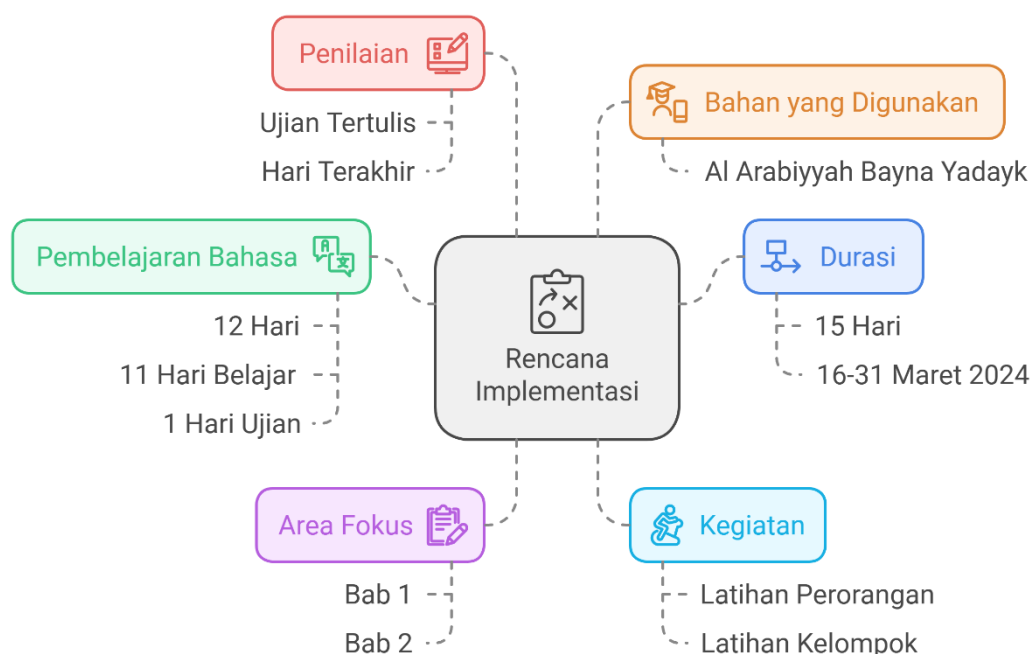


Figure 3: Implementation of Actions

In the context of resource management and implementation of the Arabic language learning program at the madrasah, several important aspects require comprehensive analysis. Despite resource limitations, the madrasah strongly supports the learning process by providing various supporting facilities such as projectors, laptops, and banners. Learning technology is also optimized through OBS software for live streaming via Facebook Live, demonstrating an adaptation to modern learning methods.

In terms of budget management, an allocation of Rp. 7,000,000 is strategically distributed for teaching equipment, consumption in the form of *takjil*, and incentives for students and the madrasah's *mudir*. Budget efficiency is also reflected in the KKN team's initiative to use personal funds for transportation and to stay in a unique house for madrasah students. Daily evaluation of resource use is conducted to ensure effective allocation and make necessary adjustments.

In monitoring and evaluation, the learning program lasted for 12 days with 30 learning hours (18 formal and 12 interactive hours), showing encouraging results. Positive developments are primarily

seen in Arabic writing ability and mufrodāt acquisition. However, the evaluation also identifies areas that require improvement, particularly regarding ustadzah's attention to the quality of tahsin, which is relatively lagging due to a greater focus on achieving memorization targets.

The success of this program is also supported by the KKN team's exemplary flexibility and adaptability to the local environment and Language. Effective communication between the KKN team and the local community, accompanied by mutual respect for Indonesian and Malaysian customs, creates a conducive environment for program implementation.

The KKN team's commitment to providing quality Arabic language instruction is manifested in various aspects, ranging from creating a supportive learning environment to preparing relevant and easily understood learning materials. The individual approach in guiding students reflects the team's dedication to helping each student achieve their Arabic language learning goals.

The KKN program improves students' Arabic language abilities, especially in writing and vocabulary acquisition. This aligns with Schmitt's findings, which emphasize the importance of vocabulary learning in second language acquisition.²⁶ The combination of formal and interactive learning seems effective in attracting student interest and improving understanding, supporting the communicative language learning approach that Richards advocates.²⁷

Limited resources and less focus on tahsin quality by local ustadzah become obstacles. This reflects the broader issue of Arabic language teaching in Islamic educational institutions, as identified by Wahab.²⁸ The limited time (12 days) may not be sufficient for significant changes in all aspects of Arabic language ability, considering the complexity of second language acquisition explained by Ellis.²⁹

Analysis of the program's strengths reveals several fundamental aspects that significantly contribute to successfully implementing the Arabic language learning program. The KKN team's flexibility and adaptability are key factors that allow the program to run smoothly despite being in a socially and culturally different environment. This adaptive capacity is reflected in the team's ability to quickly adjust to local conditions, local Language, and social dynamics of the community.

The communication dimension becomes another vital element that strengthens the program's foundation. Establishing effective communication between the KKN team and the local community facilitates the smooth running of the program and creates an atmosphere of mutual trust that supports the learning process. This good relationship results from a communicative approach that prioritizes cultural sensitivity and respect for local values.

Furthermore, the commitment shown by the KKN team to providing quality teaching becomes the backbone that reinforces the entire program structure. This dedication is manifested in various forms, ranging from the preparation of comprehensive learning materials the development of innovative teaching methods, to the willingness to provide individual guidance to students. The strength of this commitment not only contributes to the achievement of learning objectives but builds the program's credibility in the eyes of the local community.

The synergy between these three elements of program strength - flexibility, effective communication, and solid commitment - creates a strong foundation for successfully implementing the Arabic language learning program at the madrasah.

²⁶ Chapelle and Sauro, "Introduction to the Handbook of Technology and Second Language Teaching and Learning."

²⁷ Jack C Richards and Richard W Schmidt, *Language and Communication* (Routledge, 2014).

²⁸ Laode Abdul Wahab, "Pengembangan Bahan Ajar Qawaid Bahasa Arab Berbasis Mind Map Untuk STAIN Kendari," *Al-Izzah* 9, no. 2 (2014): 65–90, <http://repository.uin-malang.ac.id/id/eprint/1027>.

²⁹ Rod Ellis, *Understanding Second Language Acquisition 2nd Edition* (Oxford university press, 2015).



Figure 4: Program Power

These strengths reflect the importance of affective and social factors in language learning, as emphasized by Arnold.³⁰

Based on a comprehensive evaluation of program implementation, several strategic recommendations can be formulated for future program development. The first aspect that requires special attention is improving the capacity of local ustadzah in Arabic language teaching methodology. Strengthening this pedagogical competence is crucial to ensure the continuity of learning quality after the program ends, especially in integrating more practical and contemporary teaching methods.

Technology integration in Arabic language learning needs to be prioritized in this digital era as the next strategic step. Although some technological devices have been used, there is still room to optimize the utilization of digital tools to enrich students' learning experiences. This may include the development of online learning platforms, the use of interactive applications, or the use of more diverse learning multimedia.

Developing learning materials that are more adaptive to students' proficiency levels also requires special attention. A more structured approach is needed in preparing learning content that can accommodate the diversity of students' understanding levels to maximize each individual's learning potential. Learning materials must be designed with the scaffolding principle, which allows students to develop gradually according to their capacities.

A longer program duration is considered to have a more significant impact on achieving learning objectives. Extending the program time will allow for more comprehensive material deepening and provide more significant opportunities for students to optimally develop their Arabic language skills.

Furthermore, the holistic development of language skills needs special attention. Future programs should apply a more balanced approach to developing the four primary language skills - reading, writing, listening, and speaking. This balance is important to ensure students have comprehensive proficiency in the Arabic Language.

³⁰ Jane Arnold and H Douglas Brown, "A Map of the Terrain BT - Affect in Language Learning," in *Affect in Language Learning*, 1999, http://books.google.com/books?hl=en&lr=&id=ZYs9Jx0DZncC&oi=fnd&pg=PR9&dq=affect+in+language+learning+arnold&ots=WyCze95kIB&sig=QXd2AhvATmnLtTuMIHe904L_uP8%5Cnpapers2://publication/uuid/AEFA61A2-B7EF-4120-815F-A5CEE23F8EFE.

These recommendations align with the principles of language teacher professional development outlined by Richards and Farrell and the integrated language learning approach advocated by Oxford.³¹

Conclusion

This community service activity explores the effectiveness of the Kuliah Kerja Nyata (KKN) program in improving students' Arabic language abilities at Madrasah Ar-Rabbaniyyah Darul Ikhlas Lilbanat, Malacca, Malaysia. Through the Participatory Action Research (PAR) approach, this study successfully identified the main challenges in Arabic language learning and implemented innovative strategies to overcome them.

The main findings of this activity indicate that: 1.) The use of interactive methods and visual materials can increase student motivation and understanding in Arabic language learning. 2.) The graduated learning approach and positive reinforcement are practical in building a strong foundation of Arabic language skills. 3.) Limited resources and time remain significant challenges in implementing a comprehensive Arabic language learning program. 4.) The KKN team's flexibility, adaptability, and good communication with the local community contribute to the program's success.

The implications of this activity include: 1.) The importance of developing learning materials appropriate to students' level of ability and needs in the context of Islamic educational institutions. 2.) There is a need for continuous training for Arabic language teachers, especially in interactive teaching methods and the use of technology. 3.) The urgency of integrating technology in Arabic language learning to increase engagement and learning effectiveness.

For future research, it is suggested to: 1.) Conduct longitudinal studies to assess the long-term impact of intensive Arabic language learning interventions. 2.) Further explore how to effectively integrate Arabic language learning with Qur'anic memorization in the context of madrasahs. 3.) Investigate strategies to increase institutional support and resource allocation for Arabic language learning programs in Islamic educational institutions.

Although this KKN program shows positive results in the short term, continuous efforts and systematic support are needed to achieve significant improvements in students' Arabic language abilities. This activity highlights the importance of a holistic and contextual approach to Arabic language teaching in Islamic educational institutions, considering linguistic, pedagogical, and socio-cultural factors.

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³¹ Rebecca Oxford, "Integrated Skills in the ESL/EFL Classroom. ERIC Digest.," *ESL Magazine* 4, no. 1 (2001): 18–25.

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