





The Arabic language dauroh program “Arabic Camp” for classes 8A and 7A at MTs Negeri 1 Madiun

Yoza Wirayuda¹, Muhammad Fikri Hakim²

¹Darussalam Gontor, Indonesia, yozawirayuda37@student.pba.unida.gontor.ac.id.

²Darussalam Gontor, Indonesia, muhammadfikrihakim33@student.tbi.unida.gontor.ac.id

Abstract

*This study aims to describe the implementation of the Arabic language dauroh program “Arabic Camp” for 7A and 8A students at MTs Negeri 1 Madiun. The research method used is descriptive qualitative, with data collection techniques through interviews and documentation. This program involves various activities, such as formal classes, language skills training, educational games, Arabic-based outbound activities, as well as pre-tests and post-tests to measure participants' progress. During the six-day implementation, students received intensive learning that focused on *istima'*, *kalam*, *qira'ah*, and *kitabah* aspects through interactive methods. The results show that this program has a positive impact on improving students' Arabic language skills, particularly in terms of confidence and speaking ability. With a systematic organizational structure and clear division of tasks, this activity can serve as a model for implementing similar programs in other educational institutions.*

Keywords: *Arabic Camp, Arabic language learning, language skills, interactive method*

Introduction

Arabic language learning plays a crucial role in Islamic education, especially in madrasahs. As the language of the Qur'an and Hadith, mastering Arabic (Khoiroh et al., 2024) is an essential skill that students need to develop in order to better understand Islamic literature (Andriani, 2015). However, in practice, many students face difficulties in acquiring Arabic proficiency, whether in listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), or writing (*kitabah*) (Diana & Rosyadi, 2022)

These challenges arise due to several factors, such as the lack of an environment that supports active Arabic practice, less varied teaching methods, and low student motivation in learning the language. To overcome these challenges, a more

effective and interactive learning method (Khoiroh et al., 2023) is needed, one of which is through the Arabic language dauroh program.

MTs Negeri 1 Madiun was chosen as the research site because of its strong commitment to improving the quality of Arabic language learning. To support this effort, the school organizes an Arabic language dauroh program called Arabic Camp, specifically designed for 8A and 7A students. This program aims to introduce more innovative and practical learning strategies, making it easier for students to acquire Arabic proficiency.

The selection of the Arabic Camp program is based on its effectiveness in creating a more communicative and engaging Arabic-speaking environment. This program is designed to enhance students' Arabic language skills through various educational activities, such as *muhadatsah* (conversation), language games, vocabulary studies, and real-life simulations in Arabic. With a more interactive and experience-based learning approach, students are expected to gain more confidence in using Arabic in their daily lives (Syamsu, 2022).

This article will further discuss the implementation of the Arabic Camp program at MTs Negeri 1 Madiun, including its objectives, methods used, as well as the organizational structure and group division strategies that can be applied to optimize the program's effectiveness in enhancing students' Arabic language skills.

Metode

The type of research used in this study is descriptive qualitative, aimed at describing the Arabic Camp dauroh program in terms of management, objectives, methods, organizational structure, and group division. Data collection was conducted through interviews, observations, and documentation, utilizing direct communication and interactive dialogue with training participants. Additionally, the study involved observing all activities and programs carried out during the dauroh to gain a comprehensive understanding of its implementation (Karim, 2024).

This study employs three primary data collection techniques: interviews, observations, and documentation. Interviews were conducted with training participants to gather in-depth information regarding the implementation of the Arabic Camp dauroh, including aspects of management, teaching methods, and program effectiveness. A semi-structured interview approach was used, where researchers prepared key questions while allowing respondents the freedom to elaborate on their answers. The interviews were conducted directly, with responses recorded for further analysis (Ardiansyah et al., 2023).

In this study, documentation was used as a data collection technique to reinforce the findings from interviews. Documentation was carried out by collecting various visual records, such as photos and videos, that captured real-time activities during the Arabic Camp dauroh. These visual materials were utilized to document key aspects, including the learning environment, interactions between participants and instructors, as well as the implementation of the program and teaching methods (Nilamsari, 2014).

Discussion

Interview Results

Aspect	Respondent's Statement
Role of Teachers	"In my opinion, the role of teachers is to motivate us to further explore Arabic language studies during <i>Arabic Camp</i> , guide us throughout the learning process, assist when we face difficulties, and provide explanations when there are concepts we do not understand."
Role of the Committee	"The committee has carried out its duties very well and responsibly in organizing the entire series of activities. They also assist us in various matters, such as fulfilling our needs during the event and providing help when we face difficulties. Overall, the roles of teachers and the committee have been very helpful in many aspects."
Enthusiasm and Response to <i>Arabic Camp</i>	"I strive to participate in this program well to achieve maximum learning outcomes, understand the benefits of learning, and aim to gain more knowledge."
Implementation of Interactive Methods	"The implementation of interactive methods in Arabic language learning is crucial as it enhances students' engagement in the learning process and makes the learning activities more enjoyable."
Effectiveness of Game-Based Methods	"Game-based methods have proven to be effective in enhancing students' abilities, such as increasing motivation, reinforcing the understanding of Arabic language concepts, and developing language skills directly."

Aspect	Respondent’s Statement
Impact of the <i>Arabic Camp</i>	"This program has had a significant impact, particularly in expanding vocabulary, improving Arabic language comprehension, and enhancing reading, writing, speaking, and listening skills in Arabic."
Suggestions for the Program	"I suggest that before this program begins, the necessary facilities for the <i>Dauroh</i> should be checked to ensure they are in good condition."

Objectives of the Arabic Camp Dauroh Program

The Usbu’ Arabiy activity was conducted over six days, starting on Sunday, January 5, 2025, and concluding on Friday, December 10, 2025. The Arabic Camp program was attended by 7A and 8A students of MTsN 1 Madiun, under the guidance of teachers and organizers from Darussalam University (UNIDA) Gontor. This program was designed to enhance participants' Arabic language proficiency through intensive and interactive learning. This aligns with the objectives of the Arabic Camp Dauroh Program, which aims to deepen participants' mastery of the Arabic language more effectively.

Activities of the Arabic Camp Dauroh Program

a. Pre-Test

The pre-test was conducted as a baseline assessment to compare students' proficiency before and after the program. This test helped evaluate the extent of students' progress and what they had acquired throughout the one-week program.

b. Language Skills

The Language Skills session in the Arabic Camp included various activities such as Rois Jalsah (MC), Intiba’at (impressions), poetry, khitobah (speech), nasyid (religious songs), drama, qori’ (Qur'an recitation), and ghina’ jama’i (group singing). These activities were held twice daily, from 1:00 PM – 2:00 PM and 8:00 PM – 9:45 PM WIB. The purpose of this session was to enhance students' pronunciation, confidence, and ability to speak Arabic fluently in public.

c. Outbound Arabic

Outbound Arabic was an interactive Arabic language activity designed in the form of games to keep students engaged and prevent boredom. This method also helped

them memorize vocabulary (mufrodat) more effectively. Some games included Arabic color guessing games, language relays, and other interactive activities. This session took place in the afternoon after Asr prayer.

d. Post-Test

The post-test consisted of both oral and written exams. It was conducted in each class, with homeroom teachers and subject instructors serving as examiners. The oral test covered Maharatul Kalam (speaking skills) and Maharatul Istima' (listening skills), while the written test assessed students' understanding of Durusullughoh (language lessons), Nahwu (grammar), and Shorof (morphology).

Arabic Camp Activities

This program was designed as an intensive 24-hour schedule, ensuring that participants remained engaged throughout the entire duration. The objective was to maximize learning opportunities and prevent idle time. Inspired by the educational principles of Pondok Modern Darussalam Gontor, the program emphasized that everything seen, heard, and experienced within the environment contributes to the learning process. At Gontor, education extends beyond classrooms, encompassing teacher instruction, dormitory learning, and systematically designed activities, all of which serve as sources of knowledge for students (Humas, 2021).

The program began with the participants' arrival in the morning, followed by an opening ceremony at the UNIDA Inn Hall. Afterward, they were introduced to their surroundings and engaged in several activities, including a campus tour of UNIDA, group division for language skill training, and intensive Arabic language practice sessions.

Throughout the program, participants followed a structured and rigorous schedule. Mornings started with Fajr prayer and Qur'an recitation, followed by Ilqo' Mufrodat (vocabulary introduction) and Muhadatsah (conversation practice) to enrich their vocabulary and improve their spoken Arabic. This was followed by formal classroom sessions in the morning until midday, while language skill training (Maharah sessions) continued in the afternoon and evening.

Beyond academic activities, participants also engaged in various supporting programs, such as competitions, outbound activities, Islamic studies, and motivational sessions. These activities not only diversified the learning experience but also strengthened social interactions and teamwork among participants.

As the program neared its conclusion, participants underwent a post-test to evaluate their progress throughout the Arabic Camp. The event concluded with a final

stage performance (Gladi Panggung) by the participants and a formal closing ceremony attended by all organizers and participants.

With its comprehensive schedule and immersive environment, the Arabic Camp aimed to provide an engaging and effective Arabic learning experience for all participants.

Learning Materials

The Arabic Camp program at MTs Negeri 1 Madiun incorporated a variety of learning materials designed to enhance students' Arabic language proficiency. These materials covered various linguistic aspects, helping students improve their listening, speaking, reading, and writing skills in Arabic. The subjects taught in this program included:

1. Durusullughah – Focuses on fundamental Arabic language comprehension, covering grammar, vocabulary, and sentence structure.
2. Mutholaah – Aims to develop reading skills and enhance students' understanding of Arabic texts accurately and fluently.
3. Imla – Trains students in proper Arabic writing with correct spelling and grammatical rules.
4. Maharatul Kalam – A speaking skills program designed to help students communicate fluently and confidently in Arabic.
5. Tarkibul Jumal – Concentrates on sentence structuring with proper grammatical rules, enabling students to construct more complex sentences in Arabic.
6. Maharatul Istimah wa Kalam – Focuses on listening and speaking skills, ensuring that students can comprehend and respond to Arabic conversations effectively.

These subjects were systematically structured to provide an interactive and immersive learning experience, helping students gain confidence and mastery in using Arabic in their daily communication.

Conclusion

The Arabic Camp program, organized by the Training and Development Institute of UNIDA Gontor in collaboration with MTsN 1 Madiun, represents an innovative effort to enhance students' Arabic language proficiency. Through interactive and communicative learning methods, this program covered various linguistic skills, including istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing). The study on the implementation of this program employed a qualitative descriptive method, utilizing interviews, observations, and documentation as data collection techniques.

Conducted over six days, the program involved students from MTsN 1 Madiun, educators, and facilitators from Universitas Darussalam (UNIDA) Gontor. A series of activities were implemented, ranging from pre-tests and post-tests to assess students' progress, structured formal classes, and supporting activities such as Language Skills Training, Arabic Outbound, and Documentation. The program was designed not only to improve students' Arabic comprehension but also to build their confidence in using the language actively in daily life. With this comprehensive approach, students are expected to be more motivated and capable of mastering Arabic more effectively.

Documentation

Qur'an Recitation (Tadarrus Al-Qur'an)

This activity is a distinctive feature of the Arabic Camp, where students recite the Qur'an together under the guidance of the facilitators. The primary objectives are to enhance fluency, deepen the understanding of tajweed (proper pronunciation), and cultivate a love for the Qur'an among the participants.



Teaching and Learning Activities

The Arabic language lessons were conducted using interactive methods to facilitate students' understanding of the material. The primary focus was on strengthening reading, writing, listening, and speaking skills, ensuring that students could comprehend and use Arabic effectively in various contexts.



This session aimed to enrich students' vocabulary by introducing new mufrodat (vocabulary words) through repetition and direct practice in daily conversations. This method helped students internalize and actively use the newly learned words in real-life communication.



Outbound Arabic

This outdoor activity combined games and language challenges to train students' confidence and enhance their communication skills in Arabic within a fun and engaging environment.



Post-Test

The final evaluation aimed to assess students' comprehension of the material taught during the program. This test covered all Arabic language skills, serving as a benchmark for the program's success in improving students' proficiency.



References

- Andriani, A. (2015). Urgensi Pembelajaran Bahasa Arab dalam Pendidikan Islam. *Ta'allum: Jurnal Pendidikan Islam*, 3(1), 39–56. <https://doi.org/10.21274/taalum.2015.3.1.39-56>
- Ardiansyah, Risnita, & Jailani, M. S. (2023). Teknik Pengumpulan Data Dan Instrumen Penelitian Ilmiah Pendidikan Pada Pendekatan Kualitatif dan Kuantitatif. *Jurnal IHSAN : Jurnal Pendidikan Islam*, 1(2), 1–9. <https://doi.org/10.61104/ihsan.v1i2.57>
- Diana, D., & Rosyadi, A. R. (2022). Metode interaktif untuk meningkatkan motivasi belajar bahasa Arab. *Tawazun: Jurnal Pendidikan Islam*, 15(3), 421. <https://doi.org/10.32832/tawazun.v15i3.7101>
- Humas. (2021). *Pentingnya Keteladanan dalam Mendidik. Pondok Mod. Darussalam Gontor*. <https://gontor.ac.id/pentingnya-keteladanan-dalam-mendidik/>
- Karim, A. M. (2024). *Manajemen Pengorganisasian Program Dauroh Al-Arabiyyah*. 4(1), 194–204.
- Khoiroh, H., Anah, S., & Wassalwa, A. (2024). تعليم اللغة العربية على أساس مهارات التفكير الحاسوبي (CT). *International Proseeding on Language Teaching*, 1(1).
- Khoiroh, H., Bahruddin, U., & Mahmudah, U. (2023). Tatwir al-Namuzaj li Ta'lim Maharah al-Qira'ah 'ala Asas Maharat al-Tafkir al-Ulya wa al-Ma'rifah an al-Muhtawa wa al-Ta'lim wa al-Tiknulujiya. *ALSINATUNA: Journal of Arabic Linguistics and Education*, 8(2), 222–241. <https://doi.org/https://doi.org/10.28918/alsinatuna.v8i2.1923>
- Nilamsari, N. (2014). Memahami Studi Dokumen Dalam Penelitian Kualitatif. *Wacana*, 8(2), 177–1828. <http://fisip.untirta.ac.id/teguh/?p=16/>
- Syamsu, P. K. (2022). *Pembelajaran Bahasa Arab Integratif Di Perguruan Tinggi*.