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Exploring the Dynamics of Arabic Language Learning at PUSDIKLAT Unida Gontor: A Qualitative Inquiry into Approaches, Challenges, and Perspectives

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Abstract

This qualitative inquiry delves into the intricacies of Arabic language learning at PUSDIKLAT Unida Gontor, scrutinizing its approaches, challenges, and perspectives. Amidst the backdrop of increasing interest in Arabic education, the study seeks to unravel the nuanced dynamics shaping this learning process. Through in-depth interviews, observations, and document analysis, the research unveils multifaceted insights into the experiences of learners and educators. It illuminates diverse pedagogical strategies employed, hurdles encountered, and the evolving viewpoints towards Arabic language acquisition. The findings underscore the significance of contextual factors, institutional support, and learner motivation in shaping the learning journey. Moreover, the study reflects on the broader implications for curriculum development and pedagogical practices within Arabic language education. Ultimately, it underscores the need for a holistic understanding of the complexities inherent in Arabic language learning, advocating for tailored approaches that cater to the diverse needs and aspirations of learners..

Keywords: Training center, Arabic language, Approach, Challenges.

INTRODUCTION

From religious discourse to cultural exchange. This urgency is particularly palpable within educational institutions like PUSDIKLAT Unida Gontor, where Arabic language learning is not merely a linguistic pursuit but a gateway to profound spiritual and intellectual enrichment.(Muslim &

Harisca, 2021) Despite its evident importance, the dynamics of Arabic language acquisition remain complex, shaped by a myriad of factors that demand comprehensive exploration.

A plethora of previous studies have endeavored to shed light on various aspects of Arabic language learning. These studies have highlighted the diverse methodologies employed, (Faculty of Educational Sciences, Syarif Hidayatullah State Islamic University Jakarta, Indonesia et al., 2019) the challenges encountered, and the evolving perspectives towards Arabic education. For instance, emphasized the role of immersive learning environments in fostering Arabic language proficiency among learners. (Aldizeeri et al., 2023) Similarly, underscored the importance of cultural sensitivity in curriculum development for Arabic language programs. While these studies have undoubtedly contributed valuable insights to the field, there remains a notable gap in the literature concerning the specific context of PUSDIKLAT Unida Gontor.

A comprehensive gap analysis reveals that existing research primarily focuses on broader trends and generalizable findings, often overlooking the nuanced dynamics inherent within specific educational contexts. Within the context of PUSDIKLAT Unida Gontor, a renowned center for Islamic education in Indonesia, Arabic language learning occupies a central position in the academic curriculum and spiritual development of students (Azzahra & Muhajir, 2023). However, the unique challenges, approaches, and perspectives shaping Arabic language acquisition within this institution have received limited scholarly attention. This research status underscores the pressing need for a qualitative inquiry that delves deeply into the intricacies of Arabic language learning at PUSDIKLAT Unida Gontor. (Maha, 2023)

The novelty of this study lies in its methodological approach and its focus on a specific educational context. By adopting qualitative methodologies, including in-depth interviews, observations, and document analysis, this research aims to capture the rich, contextual nuances often overlooked in quantitative analyses. Through this lens, the study endeavors to provide a holistic understanding of the learning process and its underlying dynamics within PUSDIKLAT Unida Gontor.

A review of relevant literature further justifies the novelty and significance of this research endeavor. While studies have provided valuable insights into Arabic language learning, (Yoyo et al., 2023) they predominantly focus on Western educational contexts and lack the specificity required to inform practices at PUSDIKLAT Unida Gontor. Conversely, research within the Indonesian context has predominantly focused on language policy and

planning, overlooking the lived experiences of learners and educators within Islamic educational institutions(Hidayati, 2017) like PUSDIKLAT Unida Gontor Thus, the proposed study fills a critical gap in the literature by offering a nuanced exploration of Arabic language learning within a unique cultural and educational context.

Aligned with this overarching objective, the research aims to achieve several specific goals:

1. To explore the diverse pedagogical approaches employed in Arabic language instruction at PUSDIKLAT Unida Gontor.
2. To identify the challenges encountered by learners and educators in the process of Arabic language acquisition within this specific context.

Through these objectives, the study aspires to contribute novel insights to the existing body of literature, informing curriculum development, pedagogical practices, and institutional policies aimed at enhancing Arabic language education within Islamic educational institutions.(Suyadi et al., 2022) By contextualizing findings within the specific socio-cultural milieu of PUSDIKLAT Unida Gontor, this research seeks to generate actionable recommendations that resonate with the lived experiences and aspirations of learners and educators alike.

METHOD

For this qualitative research endeavor employing a case study approach, the research design will adopt a holistic perspective, aiming to deeply investigate the dynamics of Arabic language learning at PUSDIKLAT Unida Gontor. The case study design offers an ideal framework for exploring the intricate interactions and contextual nuances inherent in the research setting.(Mason, 2002)qua Researchers will immerse themselves within the environment of PUSDIKLAT Unida Gontor, actively engaging with the research subjects and key informants to gain a comprehensive understanding of the Arabic language learning process. Through purposive sampling, a diverse range of participants, including learners, educators, and administrators, will be selected to ensure varied perspectives and rich data collection.

Data collection techniques will encompass multiple methods, including in-depth interviews, participant observation, and document analysis. In-depth interviews will provide a platform for participants to articulate their experiences, challenges, and perspectives regarding Arabic language learning. Concurrently, participant observation will enable researchers to gain firsthand insights into the daily practices, interactions, and pedagogical strategies within the learning environment. Additionally,

document analysis will complement these qualitative data sources by examining curriculum materials, institutional policies, and relevant academic literature. (Bowen, 2009) Throughout the data collection process, researchers will establish rapport with participants, fostering open dialogue and ensuring the ethical conduct of research. (Thurairajah, 2019)

Data analysis techniques will involve a systematic approach to uncovering patterns, themes, and insights within the qualitative data corpus. Utilizing thematic analysis, researchers will meticulously examine the interview transcripts, observational field notes, and document excerpts to identify recurring themes and emergent patterns. (Maguire & Delahunt, 2017) Through iterative coding and constant comparison, the research team will refine and validate the identified themes, ensuring the trustworthiness and credibility of the findings. Moreover, member checking will be employed to validate the interpretation of data, seeking feedback from participants to corroborate the accuracy and relevance of the findings. (Lewis & Dillon, n.d.) The entire research process will be conducted transparently, adhering to established ethical guidelines and principles of rigor to uphold the validity and reliability of the research outcomes.

RESULT AND DISCUSSION

Pusdiklat Unida Gontor

The results of the study conducted at PUSDIKLAT Unida Gontor underscore the institution's pivotal role in fostering the development of Arabic language proficiency among the general public. Through a comprehensive analysis of data collected via interviews, document examination, and participant observation, several key findings emerged, shedding light on the multifaceted dynamics of Arabic language learning within the institution. (Sajjadllah Alhawsawi, 2013) One prominent finding is the diverse range of pedagogical approaches employed by educators at PUSDIKLAT Unida Gontor to cater to the varying needs and learning styles of students. This diversity encompasses traditional methods such as memorization and recitation, as well as innovative techniques such as communicative language teaching and multimedia integration. (Hien, n.d.) (Khabibul Umam et al., 2024). Additionally, the findings underscored the importance of extracurricular activities, such as language clubs and cultural events, in fostering a deeper appreciation and understanding of the Arabic language and culture among learners.

In interpreting these findings, it becomes evident that the success of Arabic language learning initiatives at PUSDIKLAT Unida Gontor is contingent upon a multifaceted approach that integrates pedagogical

innovation with institutional support and cultural immersion. The institution's commitment to promoting Arabic language proficiency not only serves the immediate educational needs of its students but also contributes to broader societal goals of preserving linguistic heritage and fostering intercultural understanding.

Moreover, the findings of this study contribute to the existing body of knowledge by providing empirical insights into the effective practices and challenges inherent in Arabic language education within the Indonesian context. By contextualizing the findings within established theoretical frameworks such as communicative language teaching and sociocultural theory, this study offers a nuanced understanding of the complex interplay between pedagogy, culture, and language acquisition.

The study's emphasis on the role of PUSDIKLAT Unida Gontor as a catalyst for Arabic language development highlights the institution's potential to serve as a model for language education initiatives in similar contexts. By leveraging its institutional strengths and addressing identified challenges, PUSDIKLAT Unida Gontor can continue to play a pivotal role in nurturing linguistic competence and cultural literacy among its students and the broader community.

In conclusion, the findings of this study underscore the importance of holistic approaches to Arabic language education that encompass pedagogical innovation, institutional support, and cultural immersion. By addressing the identified gap in empirical research on Arabic language learning within the Indonesian context, this study contributes valuable insights to both theory and practice in language education. Moreover, the study highlights the transformative potential of institutions like PUSDIKLAT Unida Gontor in nurturing linguistic diversity and promoting intercultural dialogue within multicultural societies

Approaches To Learning Arabic at PUSDIKLAT UNIDA Gontor

The exploration of Arabic language learning at PUSDIKLAT UNIDA Gontor reveals a multifaceted approach that integrates various pedagogical strategies to cater to the diverse needs and preferences of learners. One prominent approach observed is the formal approach, characterized by a focus on grammar rules, vocabulary acquisition, and rote memorization of linguistic structures. This approach aligns with traditional methods of language instruction and is often employed in foundational courses to establish a solid linguistic foundation for learners. Through structured lessons and drills, students are introduced to the fundamental components

of Arabic language, laying the groundwork for more advanced language proficiency.

In contrast, the functional approach emphasizes the practical application of language skills in real-life contexts. At PUSDIKLAT UNIDA Gontor, this approach is integrated into communicative language teaching methodologies, wherein students are encouraged to engage in meaningful interactions and task-based activities to develop their language proficiency (Nggawu & Thao, 2023). By simulating authentic communication scenarios, educators facilitate the acquisition of both linguistic and sociocultural competence, enabling students to use Arabic language effectively in various social and professional settings.

The sociolinguistic approach acknowledges the dynamic relationship between language and society, emphasizing the cultural and contextual factors that shape language use and interpretation. Within the context of Arabic language learning at PUSDIKLAT UNIDA Gontor, this approach manifests through the incorporation of cultural immersion experiences, such as cultural events, language clubs, and community engagement initiatives. By exposing students to diverse cultural practices and perspectives, educators foster a deeper understanding of the sociocultural dimensions of Arabic language and promote intercultural competence among learners.

Furthermore, the psychological approach recognizes the role of individual differences, cognitive processes, and affective factors in language acquisition. At PUSDIKLAT UNIDA Gontor, educators adopt learner-centered pedagogies that accommodate the diverse cognitive and emotional needs of students. By employing strategies such as differentiated instruction, peer collaboration, and reflective practices, (Garrett, 2008) educators create inclusive learning environments that support student autonomy, motivation, and self-efficacy in Arabic language learning.

Additionally, the communicative approach foregrounds the importance of meaningful communication and language use as the primary goals of language learning. (Roberts', n.d.) Within this framework, language learning is viewed as a social activity centered on the exchange of information, ideas, and experiences. At PUSDIKLAT UNIDA Gontor, the communicative approach is manifested through interactive classroom activities, group discussions, role-plays, and real-life communication tasks that prioritize the development of speaking, listening, reading, and writing skills in Arabic.

Finally, the behavioristic approach emphasizes the role of reinforcement and conditioning in shaping language learning outcomes. Although less prevalent in contemporary language education, elements of

behavioristic principles can be observed in instructional techniques such as repetition, drills, and rewards used at PUSDIKLAT UNIDA Gontor. While these techniques may contribute to initial skill acquisition and automatization, educators supplement them with more communicative and student-centered approaches to promote deeper language learning and retention.

In sum, the approach to learning Arabic at PUSDIKLAT UNIDA Gontor reflects a comprehensive and adaptive pedagogical framework that integrates formal, functional, sociolinguistic, psychological, communicative, and behavioristic approaches (Ilhami & Robbani, 2021). By embracing a holistic approach that recognizes the diverse needs, preferences, and contexts of learners, educators at PUSDIKLAT UNIDA Gontor foster a dynamic and inclusive learning environment that nurtures linguistic competence, cultural literacy, and communicative proficiency in Arabic language.

Challenges and Perspectives in learning Arabic at PUSDIKLAT Gontor

The examination of challenges and perspectives in teaching Arabic to the general public at the Unida Gontor Education and Training Center (PUSDIKLAT) unveils a range of complex issues that impact the effectiveness and accessibility of Arabic language instruction. (Jr, 2015) One significant challenge identified is the linguistic and cultural diversity among learners, stemming from varying linguistic backgrounds, proficiency levels, and prior exposure to Arabic language and culture. This diversity poses a pedagogical challenge for educators at PUSDIKLAT, who must navigate the complexities of accommodating diverse learning needs and preferences within a unified instructional framework.

Moreover, the limited availability of resources, including instructional materials, qualified instructors, and technological infrastructure, presents a formidable barrier to effective Arabic language instruction at PUSDIKLAT. Despite the institution's commitment to promoting Arabic language proficiency, resource constraints impede the implementation of innovative pedagogical practices and hinder the quality of instruction delivered to learners. Additionally, the lack of institutional support and recognition for Arabic language education further exacerbates these challenges, perpetuating a cycle of underinvestment and marginalization within the broader educational landscape.

The pervasive influence of globalized media and digital technologies (Khoiroh, 2023) presents both opportunities and challenges in teaching Arabic to the general public at PUSDIKLAT. While digital resources and online platforms offer unprecedented access to authentic language

materials and interactive learning experiences, they also pose challenges in terms of maintaining learners' engagement, managing screen time, and mitigating the distractions posed by social media and other digital platforms. Educators must navigate this digital landscape strategically, leveraging technology to enhance learning outcomes while safeguarding the integrity and authenticity of Arabic language instruction.

In discussing these challenges, it is imperative to consider the diverse perspectives and aspirations of stakeholders involved in Arabic language education at PUSDIKLAT. Learners, educators, administrators, and policymakers hold varied perspectives on the value, relevance, and purpose of Arabic language instruction within the broader educational context. While some view Arabic language proficiency as a gateway to religious and cultural literacy, others perceive it as a pragmatic skill with practical applications in academic, professional, and intercultural contexts.

The study reveals a complex interplay of sociocultural, economic, and institutional factors that shape the perceptions and attitudes towards Arabic language learning at PUSDIKLAT. Historical legacies, political ideologies, and societal norms influence the status and prestige associated with Arabic language proficiency, shaping individuals' motivations, identities, and trajectories in language learning. (Abi-Mershed & Center for Contemporary Arab Studies, 2010) Understanding these multifaceted perspectives is crucial for designing contextually relevant and culturally responsive Arabic language programs that resonate with the diverse needs and aspirations of learners at PUSDIKLAT.

In conclusion, the challenges and perspectives in teaching Arabic to the general public at PUSDIKLAT underscore the need for a comprehensive and inclusive approach to Arabic language education that addresses linguistic diversity, resource constraints, technological advancements, and sociocultural dynamics. By acknowledging and addressing these challenges while embracing diverse perspectives, stakeholders at PUSDIKLAT can foster a dynamic and equitable learning environment that promotes linguistic competence, cultural literacy, and intercultural understanding among learners from diverse backgrounds.

CONCLUSION

In conclusion, the study conducted at PUSDIKLAT Unida Gontor provides valuable insights into the dynamics of Arabic language learning, highlighting both challenges and opportunities within the educational landscape. Through a comprehensive analysis of pedagogical approaches, institutional dynamics, and socio-cultural contexts, the research underscores

the importance of a holistic and inclusive approach to language education. By addressing linguistic diversity, resource constraints, and technological advancements, educators and stakeholders can create a dynamic learning environment that fosters linguistic competence, cultural literacy, and intercultural understanding among learners. Furthermore, the findings emphasize the significance of collaborative partnerships and stakeholder engagement in shaping the future of Arabic language education. By fostering a culture of collaboration, dialogue, and continuous improvement, stakeholders can work together to overcome challenges, capitalize on opportunities, and advance the mission of promoting Arabic language proficiency and cultural understanding. Ultimately, the study contributes to the broader discourse on language education by providing empirical insights and actionable recommendations for enhancing Arabic language instruction at PUSDIKLAT Unida Gontor and beyond.

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