

ANALYSIS OF STUDENT ACTIVITY IN DEVELOPING ARABIC LANGUAGE LEARNING IN THE *ITTIHADU THALABATI AL LUGHAH AL ARABIYAH BI INDONESIA* “ITHLA” STUDENT ORGANIZATION

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ABSTRACT

This research delves into the analysis of student activity within the context of Arabic language learning at the "ITHLA" *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* student organization. The study addresses the need for a comprehensive understanding of student engagement to enhance the effectiveness of language development programs. Employing a qualitative descriptive approach, the research investigates the patterns and dynamics of student activities, shedding light on the challenges and opportunities encountered during the learning process. Through the examination of collected data, the study strives to answer pivotal questions related to the optimization of Arabic language acquisition. The results underscore the significance of tailored instructional strategies and highlight the pivotal role of student engagement in successful language learning outcomes. The findings provide valuable insights for educators, curriculum developers, and policymakers, ultimately contributing to the improvement of Arabic language education. In conclusion, this research offers a nuanced perspective on student activity, advocating for informed strategies that positively impact Arabic language learning within the "ITHLA" organization.

Keywords: Arabic Language Learning; Student Activity Analysis; ITHLA

INTRODUCTION

In the intricate tapestry of Indonesia's diverse linguistic landscape, the acquisition of Arabic language holds a unique and vital position, embodying a rich cultural heritage and serving as a conduit to religious and academic pursuits. At the forefront of facilitating this linguistic journey is the *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia*, commonly known as ITHLA (Shodiq, 2016), the Arabic Students Association of

Indonesia. This organization stands as a beacon for those seeking to master the nuances of the Arabic language within the Indonesian context. Against this backdrop, this article embarks on a comprehensive exploration of the dynamics of student activity within ITHLA, aiming to decipher the intricate patterns that underlie the process of developing Arabic language proficiency.

The urgency of this study is underscored by the increasing recognition of Arabic as a pivotal language in Indonesia (Muslim & Harisca, 2021), both in religious discourse and academic pursuits. Arabic is not only the language of the Quran but also a gateway to a broader understanding of Islamic culture and heritage. However, the journey of learning a language is multifaceted and influenced by numerous factors, including cultural context, pedagogical approaches, and the dynamics of student engagement (Hiver et al., 2021). While there exists a growing body of literature on language acquisition and education, there is a discernible gap in the specific context of Arabic language learning within the framework of ITHLA. This gap forms the crux of our investigation, seeking to fill the void in understanding how student activity contributes to the development of Arabic language skills within this distinctive organizational setting.

Based on previous research, according to (Putra, 2022) it can be concluded that Examining the impact of a humanistic approach on the Arabic curriculum reveals enhanced student engagement, heightened cultural sensitivity, and improved language acquisition. Results suggest the potential for transformative educational practices. and also according to (Rachman, 2021), Investigating the efficacy of active learning methods at an Islamic university, this research demonstrates substantial improvements in students' English language skills. Results highlight the value of interactive pedagogical strategies in language education. He current research extends beyond the conventional boundaries of language acquisition studies by delving into the intricacies of student engagement within the specific framework of Arabic language learning at ITHLA. Recognizing the importance of understanding student activity in the learning process, this study draws on the rich tapestry of language acquisition theories, pedagogical strategies, and cultural considerations to unravel the complexities of Arabic language learning within the organizational structure of ITHLA.

The research status in this domain reveals a paucity of in-depth analyses into the specific factors that shape the learning experiences of students enrolled in Arabic language

programs within Indonesian organizations like ITHLA. While existing literature offers valuable insights into general language acquisition principles and effective teaching methodologies (Mart, 2018), the distinct cultural and organizational context of ITHLA necessitates a dedicated inquiry into the dynamics of student activity. Moreover, considering the pivotal role that ITHLA plays in fostering Arabic language proficiency, it becomes imperative to examine the efficacy of its instructional methods, the motivational factors influencing students, and the challenges encountered in this unique linguistic journey (Mulhas, 2022).

The novelty of this study lies in its focused exploration of student activity within the specific domain of Arabic language learning at ITHLA, bridging the existing gap in literature and offering a nuanced understanding of the complexities involved (Saleh et al., 2022). By adopting descriptive qualitative research, this research aims to capture the multifaceted nature of student engagement and its impact on language proficiency. The insights gained from this study hold the potential to inform not only the practices within ITHLA but also contribute to the broader discourse on language education within specialized organizational settings.

Against this backdrop, the objectives of this research crystallize. Firstly, the study seeks to investigate the patterns of student activity within the framework of Arabic language learning at ITHLA, identifying the key factors that influence their engagement and participation (Hastang & Ahmad R, 2023). Secondly, it aims to assess the impact of instructional strategies employed at ITHLA on students' language proficiency and overall learning experiences (Alrashidi, 2022). Finally, the research endeavors to provide actionable recommendations for enhancing the effectiveness of Arabic language instruction within the organizational structure of ITHLA. In essence, this study aspires to unravel the intricate tapestry of student activity within the unique context of ITHLA, shedding light on the factors that shape the journey of Arabic language acquisition in Indonesia (Albantani & Madkur, 2019).

RESEARCH METHODOLOGY

In examining the intricacies of student activity within the context of Arabic language learning at *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* (ITHLA), a qualitative research design was employed, specifically adopting a descriptive qualitative approach

(Sugiyono, 2013). This methodological choice aimed to delve deeply into the subjective experiences of students, offering a nuanced understanding of the factors influencing their language development within the organizational structure of ITHLA.

The research data for this study emanated from the narratives and perspectives of students engaged in Arabic language programs at ITHLA. The qualitative nature of the research allowed for a detailed exploration of the dynamics of student activity, emphasizing the context, meaning, and intricacies of their experiences (Berkowitz, 1996). By focusing on the lived experiences of students, this approach sought to uncover the richness and diversity inherent in their language learning journey.

Data collection techniques were tailored to capture the qualitative essence of student activity (J. W. Creswell, 2009). In-depth interviews were conducted with a purposive sample of students, selected to represent various proficiency levels, durations of enrollment, and demographic diversity. The semi-structured nature of the interviews facilitated open-ended conversations, allowing participants to articulate their experiences, challenges, motivations, and perceptions of the Arabic language learning process at ITHLA (Zuchri Abdussamad, 2021).

Additionally, observation of each existing activity were employed to contextualize and enrich the qualitative data. Through firsthand observation, the researcher gained insights into the dynamics of student engagement, teacher-student interactions, and the overall atmosphere of the learning environment at ITHLA (Mack & Woodson, 2005). These observations complemented the interview data, providing a holistic perspective on the factors influencing student activity in Arabic language development (Berkowitz, 1996). The analysis procedures for this research involved a rigorous qualitative analysis. Thematic analysis was employed to identify recurring themes, patterns, and categories within the collected data. This process involved a systematic coding of the interview transcripts and observational notes, allowing for the extraction of meaningful insights related to student engagement, challenges faced, and the impact of instructional strategies (Saleh, 2017).

The descriptive qualitative approach, with its emphasis on understanding the context and complexity of student experiences, facilitated the emergence of rich narratives that go beyond mere statistical representations (Ali Khan et al., 2023). By uncovering the depth and nuances of student activity, this research sought to contribute to the broader

understanding of Arabic language learning within the unique framework of ITHLA. The qualitative findings were presented in a narrative form, allowing readers to immerse themselves in the multifaceted world of student engagement and language acquisition within the specific organizational context of ITHLA. In essence, the methodological approach chosen for this study aimed to capture the depth and context of student activity, providing a comprehensive exploration of Arabic language development at ITHLA through the lens of qualitative inquiry.

RESULT AND DISCUSSION

In delving into the results of this qualitative research on student activity within the framework of Arabic language learning at *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* (ITHLA), distinct sub-topics emerged, each shedding light on crucial aspects of the students' experiences. These sub-topics include the overarching theme of student engagement, such as:

A. Arabic Language Seminars: Fostering Knowledge and Cultural Exchange

The results illuminated the pivotal role of Arabic language seminars in shaping the learning experiences of students at ITHLA (Pikri, 2022). Seminars emerged as forums not only for language instruction but also for the exchange of cultural knowledge. Students expressed a heightened sense of motivation when exposed to diverse perspectives on Arabic language usage in different cultural contexts. The seminars, often featuring guest speakers and experts, provided a platform for students to interact with native Arabic speakers, fostering a deeper understanding of language nuances and cultural subtleties. This exposure to real-world applications of Arabic language outside the classroom was perceived as instrumental in enhancing both linguistic proficiency and cultural competence (Eldin, 2015).

B. Arabic Language Discussions

Discussions within the Arabic language learning environment at ITHLA emerged as dynamic spaces that nurtured collaborative learning (Ajyad & Yusuf, 2022). Students conveyed the significance of engaging in dialogues with peers and instructors as a means of reinforcing their language skills. The interactive nature of discussions allowed for the practical application of theoretical knowledge acquired in traditional classroom settings. Furthermore, students perceived discussions as valuable opportunities for mutual support,

creating a sense of community within ITHLA. Through these interactions, students not only expanded their linguistic capabilities but also developed a deeper appreciation for the communal aspect of language acquisition.

C. Arabic Language Camps

The results revealed that Arabic language camps played a crucial role in providing immersive experiences for students (Mokhtar, 2020). These camps, characterized by intensive language sessions, cultural activities, and communal living arrangements, offered a holistic approach to language acquisition (Tavakoli & Jones, 2018). Students attested to the effectiveness of this immersive environment, stating that it accelerated their language learning process by encouraging constant language use and cultural exploration (Cook, 2013). The camaraderie formed during these camps contributed to a supportive learning community, enhancing the overall quality of the Arabic language learning experience at ITHLA.

D. Arabic Language Competitions

The competitive aspect of Arabic language competitions emerged as a significant motivator for students. Results indicated that participating in competitions heightened students' sense of responsibility towards improving their language skills. The preparation for such events, which often included intensive study sessions and collaborative practice, was seen as a catalyst for academic and linguistic growth. Moreover, the competitive element instilled a sense of pride and achievement among students, fostering a culture of excellence and motivating them to continually enhance their Arabic language proficiency.

E. Student Engagement: The Heartbeat of Arabic Language Learning at ITHLA

Central to the entire spectrum of results was the overarching theme of student engagement. Students emphasized the importance of being actively involved in various facets of Arabic language learning, including extracurricular activities, cultural events, and collaborative endeavors. The findings highlighted that a proactive approach to engagement significantly influenced language proficiency, with students who actively participated in seminars, discussions, camps, and competitions demonstrating higher levels of proficiency and a more profound connection to the Arabic language and culture.

In unraveling the dynamics of student activity within Arabic language learning at ITHLA, the discussion aims to answer the research questions, interpret the findings, link them to established knowledge structures, and bring forth potential theoretical contributions. Importantly, the discussion identifies the benefits of the research results and addresses the identified gap in the existing literature. The findings indicate that the multifaceted approach to student engagement within the unique organizational context of ITHLA significantly contributes to the development of Arabic language proficiency (N. Khasawneh, 2022). By participating in seminars, discussions, camps, and competitions, students are exposed to diverse learning experiences that extend beyond the traditional classroom setting. These experiences not only reinforce language skills but also foster a deeper appreciation for the cultural nuances inherent in Arabic language usage (Sinambela et al., 2023).

Linking the research findings to established knowledge structures, it becomes evident that the symbiotic relationship between extracurricular activities and language acquisition is well-supported by educational theories emphasizing the importance of real-world application and experiential learning (Buckley & Lee, 2021). The immersion provided by language camps, the collaborative nature of discussions, and the motivational drive induced by competitions align with pedagogical approaches that advocate for contextualized and student-centered learning experiences.

The benefits of the research results extend beyond the immediate scope of ITHLA. The identified elements of effective language learning, such as immersion, collaboration, and competition, hold relevance for educators, policymakers, and researchers in the broader field of language education (Ahmad Faizin, 2015). The findings contribute to the ongoing discourse on the significance of extracurricular activities in language acquisition, emphasizing the need for a holistic approach that encompasses cultural exposure, collaborative learning, and motivational incentives.

Furthermore, this research addresses the identified gap in the literature by providing a detailed exploration of student activity within a specific organizational context, ITHLA, focusing on Arabic language learning. While existing studies offer insights into language acquisition and the impact of extracurricular activities, the unique cultural and organizational setting of ITHLA necessitated a dedicated inquiry (Aoujil & Benattabou, 2021). The findings not only fill this void but also provide a nuanced understanding of

how Arabic language seminars, discussions, camps, and competitions contribute to the overall learning experience within the organization (Pikri, 2022).

In terms of theoretical contributions, this research prompts a reconsideration of the role of extracurricular activities in language acquisition (Jamilah, 2023). The identified elements of effective language learning at ITHLA may serve as a foundation for further theoretical development, potentially influencing the design of language education programs globally (Sulistiyo, 2016). The emphasis on immersive experiences, collaborative learning, and motivational incentives aligns with contemporary educational theories that underscore the importance of active student engagement for enhanced learning outcomes.

The results and discussion of this research contribute valuable insights into the intricate dynamics of student activity in developing Arabic language learning at ITHLA. By uncovering the impact of seminars, discussions, camps, and competitions, the study goes beyond the immediate context, offering implications for educators, policymakers, and researchers in the broader field of language education. The research not only bridges the identified gap in the literature but also lays the groundwork for future theoretical developments, emphasizing the holistic nature of language acquisition within specific organizational settings.

CONCLUSION

In the comprehensive exploration of student activity within the unique framework of Arabic language learning at *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* (ITHLA), the amalgamation of results and discussion paints a vivid portrait of a dynamic and immersive educational journey. The multifaceted nature of student engagement, as illuminated through Arabic language seminars, discussions, camps, and competitions, unveils a rich tapestry of experiences that extend beyond conventional classroom boundaries.

The findings underscore the transformative impact of Arabic language seminars, acting as catalysts not only for linguistic proficiency but also for cultural understanding. The immersive nature of discussions fosters collaborative learning and community building, emphasizing the importance of student interaction in reinforcing language skills. Arabic language camps, with their intensive language sessions and cultural activities, emerged as powerful tools for accelerating language acquisition and deepening cultural

competencies. The competitive spirit instilled by Arabic language competitions not only motivates students but also fosters a culture of excellence within the language learning community.

The overarching theme of student engagement resonates as the heartbeat of Arabic language learning at ITHLA. Active involvement in extracurricular activities, such as seminars, discussions, camps, and competitions, significantly influences language proficiency and contributes to a vibrant and effective learning environment. The synthesis of results and discussion underscores the holistic approach to language acquisition, emphasizing the interconnectedness of linguistic and cultural competencies.

This research addresses the identified gap in the literature by providing a nuanced exploration of student activity within the specific organizational context of ITHLA. The findings contribute not only to the understanding of Arabic language learning within this unique setting but also offer broader implications for language educators, program designers, and researchers. The emphasis on experiential learning, cultural immersion, and student engagement aligns with contemporary educational theories, highlighting the importance of these elements in fostering effective language acquisition.

The theoretical contributions of this research extend beyond the immediate context, suggesting that the identified elements of effective language learning at ITHLA could serve as a foundation for further developments in language education theory. The synthesis of results and discussion lays the groundwork for future research endeavors that explore the holistic nature of language acquisition within diverse organizational settings. Lastly, the exploration of Arabic language learning at ITHLA goes beyond the confines of conventional research. It unravels a narrative of student engagement, cultural exploration, and linguistic growth, providing a blueprint for educators and researchers seeking to enhance language programs. As the vibrant tapestry of student activity continues to unfold, the journey of Arabic language learning at ITHLA serves as an inspiring testament to the interconnectedness of language, culture, and active student engagement in the pursuit of proficiency and understanding.

Acknowledgments

This scientific article was written by Muhammad Zaki and Hamdan Fauzan Al-ansori, with Dedi Mulyanto serving as a supervisor. It is based on the results of the research titled

" Analysis of Student Activity In Developing Arabic Language Learning In The *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* "ITHLA" Student Organization" which was funded through the Arabic Language Teaching Study Program at University of Darussalam Gontor via the Research Grants Program. The content is the sole responsibility of the author.

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