



## Strengthening Arabic Language Skills: Effective Learning Strategies for Students in Dormitories

Siti Khusnul Khotimah<sup>1</sup>, Aulia Mustika Ilmiani<sup>2</sup>

<sup>1</sup>IAIN Palangka Raya

<sup>2</sup>IAIN Palangka Raya

E-mail: [teratehusnul@gmail.com](mailto:teratehusnul@gmail.com)

### Abstrak

Penelitian ini bertujuan untuk mengidentifikasi strategi pembelajaran efektif yang digunakan dalam pembelajaran bahasa Arab untuk mahasiswa di asrama IAIN Palangka Raya. Metodologi penelitian kualitatif diterapkan melalui wawancara mendalam, observasi partisipatif, dan analisis dokumentasi. Hasil penelitian menunjukkan bahwa penggunaan strategi pembelajaran berbasis komunikasi, penciptaan lingkungan berbahasa Arab, pendekatan berbasis tugas, dan bimbingan serta pendampingan intensif sangat efektif dalam meningkatkan keterampilan berbahasa Arab mahasiswa. Mahasiswa yang berkomunikasi dalam bahasa Arab sehari-hari menunjukkan peningkatan kemampuan berbicara yang signifikan. Lingkungan yang dipenuhi dengan elemen berbahasa Arab mendukung pembelajaran kontinu, sementara pendekatan berbasis tugas dan pembelajaran kontekstual meningkatkan keterlibatan dan motivasi mahasiswa. Teknologi menyediakan sumber daya tambahan yang fleksibel, dan kegiatan ekstrakurikuler serta kolaborasi antar mahasiswa membangun komunitas belajar yang mendukung. Kombinasi dari berbagai strategi ini menciptakan pendekatan pembelajaran yang komprehensif dan efektif, yang dapat diterapkan di institusi pendidikan lain untuk meningkatkan penguasaan bahasa Arab. Penelitian ini mengisi kekosongan dalam literatur dengan memberikan wawasan spesifik tentang strategi pembelajaran efektif dalam konteks asrama, menawarkan pedoman praktis bagi institusi pendidikan lainnya.

**Kata Kunci:** *Asrama, Bahasa Arab, Keterampilan Bahasa, Strategi*

### Abstract

*This study aims to identify effective learning strategies used in Arabic language learning for university students in IAIN Palangka Raya dormitories. Qualitative research methodology was applied through in-depth interviews, participatory observation, and documentation analysis. The results show that the use of communication-based learning strategies, the creation of an Arabic-speaking environment, task-based approaches, and intensive guidance and mentoring are very effective in improving students' Arabic language skills. Students who communicate in Arabic on a daily basis show a significant increase in speaking ability. An environment filled with Arabic language elements supports continuous learning, while task-based approaches and contextualized learning increase student engagement and motivation. Technology provides additional flexible resources, and extracurricular activities and collaboration between students build a supportive learning community. The combination of these various strategies creates a comprehensive and effective learning approach, which can be applied in other educational institutions to improve Arabic language acquisition. This*

*research fills a gap in the literature by providing specific insights into effective learning strategies in a boarding school context, offering practical guidelines for other educational institutions.*

**Keywords:** *Arabic, Dormitory, Language Skills, Strategy*

Histori Artikel

Received 26 Februari 2025	Revised 6 Maret 2025	Accepted 15 Mei 2025	Published 30 Juni 2025
------------------------------	-------------------------	-------------------------	---------------------------

---

Copyright (c) 2024 Siti Khusnul Khotimah<sup>1</sup>, Aulia Mustika Ilmiani<sup>2</sup>

✉ Corresponding author :  
Email: Email penulis  
HP: wajib di isi

ISSN 2355-3901 (Media Cetak)

## PENDAHULUAN

Mastery of Arabic is a very important skill for students studying Islamic studies and related disciplines. Arabic is not only used as a language of instruction in classical and contemporary Islamic literature, but also as a means of communication in academic and social contexts in various Muslim countries (Ariyanti & Syarifah, 2021). Therefore, strengthening Arabic language skills is a must for students who want to explore Islamic sciences and communicate effectively in the wider academic community.

One of the ideal environments for strengthening Arabic language skills is the student dormitory (Ilmiani & Muid, 2021). Mastery of Arabic language skills is of key importance for students studying in a dormitory environment, especially for those in the Arabic Education study program. Good Arabic language skills not only provide academic benefits, but also open up wider career opportunities in the future (Sayuthi Atman Said, 2023). Dormitories provide a conducive environment for learning and interaction that allows students to engage in intensive and continuous language practice. In the dormitories, students have the opportunity to practice Arabic not only in the classroom, but also in their daily lives, thus accelerating the process of learning and mastering the language. Arabic language learning in dormitories, allows students a unique opportunity to engage in a more intensive and continuous learning process. Dormitories provide a conducive environment for learning together, sharing knowledge, and supporting each other in mastering Arabic language skills. However, it is not uncommon to find that despite being in a supportive environment, there are still many students who have difficulty in mastering Arabic well.

Some of the challenges that are often faced include lack of motivation, inappropriate teaching methods, and lack of practice in using Arabic in daily life. Therefore, an effective and innovative learning strategy is needed to overcome these obstacles and improve students' Arabic language skills. An effective learning strategy should be able to cover various aspects of language skills, from listening, speaking, reading, to writing. In addition, the learning approach should be interactive and participatory, so that students can more easily understand and apply what they learn. The utilization of technology can also be one way to increase the effectiveness of Arabic language learning in dormitories. Strengthening the Arabic language skills for students in the dormitory is important to ensure they can achieve the expected learning goals (Rahman, 2021). This study aims to explore effective learning strategies to improve Arabic language skills for university students living in dormitories. By understanding the challenges and opportunities students face in learning Arabic in a dormitory environment, this research is expected to provide valuable insights for educators and stakeholders in designing learning programs that suit the needs of students in dormitories.

Research shows that language learning in immersive contexts, where the target language is used in a variety of everyday situations, is highly effective for improving language skills. According to

Brown (2007) (Alfitri et al., 2020), language learning that occurs in natural contexts tends to be more successful as it gives students the opportunity to use language practically and contextually. This is also supported by research conducted by Lightbown and Spada (2013), who found that continuous use of language in real situations can significantly improve language skills. However, the Arabic language learning process in dormitories often faces its own challenges. Students must be able to manage their study time well in the midst of busy dormitory activities. In addition, they also need to find effective learning strategies to improve their listening, reading, writing and speaking skills in Arabic. Previous studies have explored various approaches and methods of learning Arabic, such as communicative methods, task-based learning, and the use of technology in learning (Ilmiani et al., 2020). However, there is still a gap in understanding the most effective learning strategies for students living in dormitories, given the unique environmental and social factors in dormitories.

In conclusion, although there have been many studies that discuss the Arabic language environment and learning strategies, there is still a lack of studies that focus on effective learning strategies for students in dormitories. Existing studies generally provide an overview of the boarding program without investigating in detail how specific learning strategies in the boarding environment affect students' Arabic language skills. Therefore, further research is needed to explore and find the most effective learning methods in the dormitory context, in order to improve students' Arabic language acquisition optimally and sustainably.

## **METODE**

In order to understand effective learning strategies in strengthening Arabic language skills for university students in dormitories, the researcher used qualitative research methodology. This methodology aims to gain an in-depth understanding of the strategies used by students in the dormitory environment. The qualitative approach allows researchers to deeply understand the experiences of students living in IAIN Palangka Raya dormitories in Arabic language learning. This research explores the phenomenon of Arabic language learning in detail and in depth (Saputra & Sriyanto, 2021), so as to provide a comprehensive insight into Arabic language learning.

Participants were selected based on certain relevant criteria, namely students and all administrators who have lived in the dormitory. Data were collected through in-depth interviews, participant observation, and documentation. Semi-structured interviews with students and administrators explored their experiences of Arabic language learning. Participatory observation was conducted by attending Arabic language learning sessions in the dormitory, which helped the researcher understand the learning context directly and record the interaction between students and administrators.

The collected data were analyzed using thematic analysis techniques. The steps of data analysis included transcribing the interviews and observations, identifying and coding the main themes that

emerged from the data transcripts, grouping similar codes into broader categories to identify patterns and relationships between themes, and analyzing and interpreting the data based on the identified categories, relating them to the research questions and theoretical framework used. To ensure the validity and reliability of the research, several strategies were used, including data triangulation using multiple data sources (interviews, observations, documentation), member checking by asking participants to review the interviews and the researcher's interpretations, and peer debriefing by involving peers to review and provide feedback on the data analysis process and results. This research aims to add to the literature that specifically discusses Arabic language skills in effective learning strategies for students in dormitories.

## **HASIL DAN PEMBAHASAN**

In an effort to understand effective learning strategies for Arabic in dormitories, this study involved in-depth interviews with students and dormitory administrators, participatory observation in various learning activities, as well as analysis of related documentation. The following are the main findings of this research: Interviews with students and dormitory administrators at IAIN Palangka Raya revealed various strategies that have been implemented to improve Arabic language skills. A student stated, "We often communicate in Arabic daily, especially when interacting with administrators and fellow students. This really helps us improve our speaking skills." Dormitory administrators also emphasize the importance of creating a supportive environment for Arabic language learning. One administrator revealed, "We make sure that all announcements, posters, and reading materials in the dormitory are in Arabic. This makes students familiar with the language in everyday life." Participatory observation was conducted by following various learning activities in the dormitory. In the group discussion sessions, students were seen actively participating and using Arabic naturally. These discussions not only help them in speaking, but also in thinking critically and expressing their opinions in Arabic. During the observation, it was also noticed that the dormitories are filled with posters, announcements, and reading materials in Arabic. Movies and music in Arabic are often played in the common room, giving students additional opportunities to hear and understand the language.

The documentation analyzed included dormitory activity schedules, assignment lists, and student evaluation records. The activity schedule shows that there are regular language immersion sessions, where only Arabic is spoken throughout the day. The program is designed to provide hands-on experience interacting in Arabic and help students internalize the language. The list of assignments includes various projects that require the use of Arabic, such as writing reports, presentations, and daily journals. These tasks not only help in improving writing skills but also provide opportunities for reflection and use of the language in real contexts.

Based on interviews, observations, and documentation, it can be concluded that several effective learning strategies have been implemented at IAIN Palangka Raya dormitories: First, Communication-Based Learning. The use of Arabic in daily conversation helps students master the language more quickly and naturally. Second, Arabic Language Environment. Dormitories filled with Arabic-speaking elements create a supportive environment and encourage continuous learning. Third, Task-Based Approach. Tasks that are relevant to students' real lives increase engagement and motivation to learn. Fourth, Intensive Guidance and Mentoring. Intensive support and regular consultation sessions help students who face learning difficulties. Fifth, Extracurricular Activities. Arabic language clubs and cultural activities improve language skills and cultural understanding. The findings provide valuable insights into effective learning strategies for Arabic in boarding schools, which can be applied in other educational institutions to improve Arabic language acquisition among university students..

Research (Mahbub & Tauhidiah, 2022) shows that communication-based learning strategies and Arabic-speaking environments are very effective in improving students' speaking and comprehension skills. The active use of Arabic in daily conversations and immersive activities helps students internalize the language better (Samin et al., 2023). In addition, task-based approaches and contextualized learning have shown that tasks relevant to students' real lives can increase learning engagement and motivation (Mandalika, 2023). In addition, the use of technology provides additional resources that are flexible and accessible at any time, helping students learn independently outside of class hours (Ilmiani et al., 2020). The intensive tutoring and mentoring approach provides the necessary support for students facing difficulties, while the strategy of repetition and structured practice ensures that learned skills are reinforced and tested regularly (Dalle & Jundi, 2021). Extracurricular activities and collaboration between students not only improve language skills but also build a supportive and helpful learning community (Rahman, 2021). This is crucial in creating a positive and motivating learning environment.

The use of multilanguage strategies is an effective strategy in improving Arabic language learning skills, especially to attract mahasantri who do not have a good language background (Mufidah et al., 2019). With the use of this strategy, students who do not have a good language background can easily improve their Arabic learning skills in the dormitory.

Overall, the combination of these different strategies creates a comprehensive and effective learning approach, helping students in dormitories master Arabic better. This research also fills a gap in the literature by providing specific insights into effective learning strategies in a boarding school context, offering practical guidelines for other educational institutions.

## **SIMPULAN**

This study successfully identified various effective learning strategies for Arabic language applied in IAIN Palangka Raya dormitories through in-depth interviews, participatory observation, and documentation analysis. The results show that communication-based learning strategies, Arabic-speaking environment, task-based approach, and intensive guidance significantly improve students' Arabic language skills. The use of Arabic in daily conversation and immersive activities creates an environment that supports continuous learning. Task-based approaches and contextualized learning increase student engagement and motivation, while technology provides additional flexible resources. Intensive tutoring and regular consultation sessions provide the necessary support for students facing difficulties, and extracurricular activities and collaboration between students build a positive learning community. The combination of these various strategies creates a comprehensive and effective learning approach, which can be applied in other educational institutions to improve Arabic language acquisition among university students. This research fills a gap in the literature by providing specific insights into effective learning strategies in a boarding school context, offering practical guidelines for other educational institutions.

## **DAFTAR PUSTAKA**

- Abdullah, I., Rahmi, N., & Walfajri, W. (2021). Shaping the Arabic Language Environment to Develop Speaking Skills. *Taqdir*, 6(2), 71-83.  
<https://doi.org/10.19109/taqdir.v6i2.6283>
- Alfitri, A., Supriyady, H., & Saproni, S. (2020). Obstacles in Creating an Arabic Language Environment at Al-Munawaroh Islamic Boarding School Pekanbaru. *EL-IBTIKAR: Journal of Arabic Language Education*, 9(1), Article 1.  
<https://doi.org/10.24235/ibtikar.v9i1.6102>
- Ariyanti, H., & Syarifah, S. (2021). ARABIC LEARNING STRATEGIES IN INCREASING STUDENTS' INTEREST IN LEARNING ARABIC IN CLASS VII MTS NURUL MUTTAQIN SIMPANG TIGA. *AL-MU'ARRIB: JOURNAL OF ARABIC EDUCATION*, 1(1), 45-55. <https://doi.org/10.32923/al-muarrib.v1i1.2080>
- Awwaludin, M., Malik, S., & Siswanto, N. D. (2022). Formation of Arabic Language Environment in Improving Arabic Language Mastery at the Arabic Language Boarding School (MIM LAM). 1(1).
- Dalle, M., & Jundi, M. (2021). Arabic Language Environment at Madrasah Aliyah Bilingual Batu: Naskhi: *Journal of Arabic Education and Language Studies*, 3(2), Article 2.  
<https://doi.org/10.47435/naskhi.v3i2.662>
- Ilmiani, A. M., Ahmadi, A., Rahman, N. F., & Rahmah, Y. (2020). Interactive Multimedia to Overcome Arabic Language Learning Problematics. *Al-Ta'rib: Scientific Journal of*

- the Arabic Language Education Study Program of IAIN Palangka Raya, 8(1), 17-32.  
<https://doi.org/10.23971/altarib.v8i1.1902>
- Ilmiani, A. M., & Muid, A. (2021). BIAH LUGHAWIYYAH ERA SOCIETY 5.0 THROUGH THE USE OF STUDENT SOCIAL MEDIA. *Arabi: Journal of Arabic Studies*, 6(1), Article 1. <https://doi.org/10.24865/ajas.v6i1.348>
- Mahbub, M., & Tauhidiah, J. (2022). Arabic Language Learning Strategy in Darul-Lughoh Al-Arabiyah Dormitory of Darussalam Blokagung Banyuwangi Islamic Boarding School. *TADRIS AL-ARABIYAT: Journal of Arabic Language Education Studies*, 2(1), 1-16. <https://doi.org/10.30739/arabiyat.v2i1.1407>
- Mandalika, M. (2023). Analysis of Arabic Learning Strategies and Methods at Manhalun Nabighin Arabic Dormitory. *Sathar Journal*, 1(1), 1-10.  
<https://doi.org/10.59548/js.v1i1.38>
- Muchtar, M. I. (2022). Implementation of Dormitory Program in Improving Arabic Language Proficiency of Ma'had Al-Birr Students of Muhammadiyah University of Makassar.
- Mufidah, N., Sa'adah, N., & Kholis, N. (2019). MULTILANGUAGE STRATEGY FOR ARABIC LANGUAGE LEARNING: A STUDY IN A STUDENT MA'HAD. *Al-Ma'rifah*, 16(01), 1-10. <https://doi.org/10.21009/ALMAKRIFAH.16.01.01>
- Rahman, A. (2021). The Role of Arabic Language Environment in Improving Arabic Language Mastery at Izzur Risalah Islamic Boarding School in Panyabungan. *PROCEEDINGS OF NATIONAL CONFERENCE I RESULTS OF COMMUNITY SERVICE*, 1(1), 83-92.
- Samin, S. M., Zulkifli, A., & Supriady, H. (2023). Concept of Informal Arabic Language Environment for Higher Education. *Al-Hikmah: Journal of Religion and Science*, 20(1), Article 1. [https://doi.org/10.25299/al-hikmah:jaip.2023.vol20\(1\).12026](https://doi.org/10.25299/al-hikmah:jaip.2023.vol20(1).12026)
- Saputra, A. L. G., & Sriyanto, A. (2021). INFRASTRUCTURE MANAGEMENT THEORY. *JOURNAL J-MPI: JOURNAL OF EDUCATION MANAGEMENT, RESEARCH AND Islamic Studies*, 1(1), Article 1.
- Sayuthi Atman Said. (2023). *Management of Arabic Language Environment in Improving Speaking Ability of Madrasah Aliyah Insan Cendikia West Halmahera Students*.  
<https://doi.org/10.5281/ZENODO.7554152>