

Improving Students' Arabic Language Abilities Through Outdoor- Based Arabic Camp Program at MI Thoriqul Jannah Jambon Ponorogo

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Abstract: Language is one of the skills possessed by humans. The various languages that exist in this world are diverse and have their own characteristics. This is also the case with Arabic, which is often associated with Islam. Arabic has an important role in education. Improving Arabic vocabulary at an early age will provide a strong foundation for understanding and knowing more about the language. The purpose of this activity is the first step in introducing Arabic to students in order to provide an understanding and knowledge of Arabic culture and be able to develop Arabic language skills in the future. This activity involved 80 students of MI Thoriqul Jannah and this activity took place at MI Thoriqul Jannah. The method of this activity was carried out in 3 stages, namely the pre-implementation stage, the implementation stage and the post-implementation stage. The pre-implementation stage includes: (a) team formation (b) outline activity design (c) committee division (d) detailed activity design. The implementation stage is in the form of implementing activities based on the activity schedule. While the post-implementation stage is in the form of reflection and evaluation. The results of this activity use the evaluation of writing, reading and memorisation tests. The results show that learning Arabic through the singing method increases students' interest in learning Arabic.

Keywords: Language Camp, Language Skills, Outdoor Activities.

Introduction

Arabic is a language a special language in the eyes of the world. As we do know that Arabic is not only Language legacy Arab civilization ancient, but also a language that is loved by scientists. The development of Arabic walking so rapidly. (Syamsu, n.d.) say that amount user Arabic language is increasingly increase. In 1984 no not enough of 22 Arab countries made it as language first and made language second for Islamic based countries. As for (Kurnia Yahya, n.d.) say that There are 26 countries around the world that use it Arabic as Language official state. In case Here, Arabic occupies order the fifth most used in the world. The number of countries that use Arabic as

Language official occupy order third after Language English and French.

The process of distribution Arabic in various countries is influence from the development of Islamic religion which is the source his teachings from the Qur'an and As-Sunnah with use Arabic. Arabic is the main language available lead to understanding against the two main pillars Islamic teachings (the Qur'an and As-Sunnah), and related literature with law most of Islam Still written with Arabic. Therefore that, learn and master Arabic becomes need every muslim . For a Muslim Arabic language is necessary studied For to form and improve quality faith to understanding Islamic teachings (Fitriyanto & Fauji, 2022).

Arabic now This No only limited to own relevance in the world of education. Arabic is also

developing in other fields such as: tourism, marketing, business and manufacturing. However thus when learn and teach Arabic as Language foreign No as easy as imagined Learning something Language is not One easy and instant things. It takes a long and gradual process. Moreover again in the 21st century has born a global movement calling for learning strategies new (Albani, 2021).

One of factor most important in learning is method learning. According to with the definition is that method is a method or the path taken For reach Educational (Asyrofi, 2010)goals. The key is success a learning is existence conformity between learning strategies, methods learning with teaching materials and teacher skills in manage class.

However the facts that happened in the learning process at the institution education, in particular elementary madrasah school integrated still many apply learning models lecture. This is happen because understanding and practice art arabic language and games no too noticed. Still considered hard by effort teachers in schools. moreover again limitations time if applied in class. Based on background back and condition said, then formulated one form activity that is campsite Arabic based language *outdoor* at MIT Thoriqul Jannah. The target that i want to achieve achieved in activity this is for educators capable carry out learning in a way independent based on *outdoor*, getting used to self in learning Arabic with interspersed activity games, as well as increase interest and participation student in learning Arabic through implementation campsite Arabic based language *outdoor*.

With existence study this, it is expected can found a more approach effective for increase skills Arabic speaking students, as well as give contribution to improvement quality learning Arabic in institutions Islamic education. In addition, the results from study this expected can become reference for other schools that wish for organize similar programs, so that mastery Arabic as the language of the Qur'an can the more widespread and evenly distributed among student.

Materials and Methods

Implementation method activity this covers a number of structured stages for ensure success in overcome problems found in Madrasah Ibtidaiyah Integrated Thoriqul Jannah Ponorogo city. Activities this will implemented in schools on 26-28 August 2024.

This location chosen because is place found the problem to be solved overcome. Audience target from activity this is educators and participants educate at school mentioned, which is selected based on results studies introduction that shows need for increase ability educator in carry out learning Arabic based language *outdoor*, as well as for increase interest and participation participant educate in learning Arabic.

Implementation method activity this designed in a way systematic, encompassing stages planning, implementation, to evaluation (Tarbiyah et al., 2023). Following explanation from third stages said : 1) Stage Preparation and Planning; Stages This carried out during three day that is in the form of observation field, do agreement cooperation to the head of the Madrasah and language teachers, as well as compilation timetable work. 2) Stage Implementation; Stages This done with implementing the Arabic language learning process at the Elementary Madrasah Integrated Thoriqul Jannah Ponorogo city through camp language with packing a number of strategy interesting learning including: educational games, memorizing vocabulary with songs, guessing words, arranging words, chain words, etc. 3) Stage Evaluation and Reporting; At this stage This writer evaluate ability or understanding participant educate during the learning process Arabic. This is done for know how far is the understanding participant educate to material that has been taught.

The approach used is in activity this is approach participatory and integrative, where students in a way active involved in every activity learning Arabic, good both formally and informally.

Results and Discussion

Merdeka Curriculum which is participant centered educate and prepare participant educate own competence in context 21st century developments, namely the 4C which include *Critical Thinking and Problem Solving* (thinking) critical and complete problems), *Creativity* (creativity), *Communication Skills* (ability communicate), *Ability to Work Collaboratively* (ability to For Work The same) (Nuraeni & Sukabumi, 2023). Learning Arabic is expected can prepare participant educate own various competence. Learning Arabic at the level MI in general general covers four skills speak that is *istima'*, *kalam*, *qiraah*, and *kitabah*.

Learning good arabic language is active learning, namely learning emphasize the media used for convey learning, activities study what is being done students, and structure study teach how is it used. Learning active can carried out by a teacher or creative and innovative lecturers who always notice principles learning language and able gather idea or ideas for mixed from the usual things become outside usual, especially in teach proficiency (*maharah*) in language, good *istima'*, *kalam*, *qira'ah*, etc book of books (Hanifah, n.d.).

One of the strategies that supports and is capable involving in a way direct participation participant educate is environment in Arabic. For create environment speak can with stage activity campsite language or normal called with *Arabic Camp*.

Arabic Camp program in literal has the meaning of an Arab gathering. This means a an association consisting of from the people who inhabit a place for delve deeper Arabic with a objective certain. In learning Arabic as language introduction to this program for help students who are still difficulty in learning Arabic in formal classes (Melalui et al., n.d.). Activities This is a activity a common combination carried out outside class covers various activity as well as experience interesting and educational designed such that appearance for to condition participant educate in language, art culture and tradition language target (Syagif et al., n.d.). Activity This aiming for make learning

foreign languages are fun, interactive, and memorable.

Arabic Camp has targets: (1) to increase understanding, attitudes, and skills as well as development self child, (2) can synchronize between theory classroom learning with its application in accordance with reality, (3) increase capacity study participant learn, participant educate can study in a way in depth, participants educate can build skills social and so on, (4) container developer potential student in matter scientific and organizational Arabic, (5) to grow interest student For learn and master Arabic language (Tarbiyah et al., 2023). The most striking thing from activity campsite Language like This is *outdoor activities*.

Outdoor in literally means outside. *Learning* means learning. In the context of this, learning *outdoor* or *outdoor learning* is learning that takes place outside class. Another opinion says that education outside class (*outdoor learning*) is activity learning that takes place outside classes involving environment and experience as well as involving participation participant educate in face adventure like climb mountains, camping and others (Mukrimah Sifa, 2020).

Outdoor activities room is one of the situation used in village Arabic language for participants educate get new atmosphere and situation. Some activity become more interesting when applied outside room. Some technique in teaching such as brain gymnastics and movement physique need spacious place and suitable conditions so that *outdoor activities* are one of the the way that can done.

Outdoor learning activity method is something activity deliver lessons outside class, so that activity or activity learn how to teach taking place outside class or in nature freely. *Outdoor activity* method Can used throughout eye lessons. In its implementation, teachers are required to can to awaken / to build motivation student to about what to do studied outside classes, and methods move behavior behavior, focus, and strengthen behavior the behavior of students outside class. If the teacher is able pretend thus, until participants educate can to obtain motivation full in education outside class display attention, enthusiasm, and

great intensity in lessons given outside without reduce intensity Study because aspect natural free (Fitriyanto & Fauji, 2022).

Stage Planning

Stage planning started with identify need student related learning Arabic. Survey beginning done for know level ability base Arabic language students, including skills reading, writing, speaking, and listening. In addition, meetings coordination between party schools, Arabic language teachers and speakers are also carried out for determine timetable activities, materials to be taught, as well as method evaluation that will be used. At the stage this preparations are also carried out supporting facilities, such as room comfortable learning, teaching materials, and learning media interactive.

Stage Implementation

Implementation *Arabic Camp* in progress during three day with timetable divided activities become a number of session main. First, in the session theoretical, students taught the basics of Arabic grammar (nahwu and sharaf) and vocabulary. Teaching done in a way systematic with approach communicative and contextual, where students invited for understand material through examples sentences and pictures. The use of visual and audio media such as digital presentations are also used for help understanding students. Second, the session practice focus on implementation Arabic in conversation everyday. Students shared in group small For discuss and practice use Arabic in context practical. In addition, the session this is also equipped with activity memorization vocabulary with song.

Session interactive also held with various activity like game language, competition speech in Arabic, as well as short dramas that use Arabic dialogues. Session This designed for building trust self student in use Arabic in general active and creative. In addition to the aspects linguistics, *Arabic Camp* also emphasizes strengthening spiritual values through activity like contemplation of the Qur'an, discussion religious in Arabic, and relevant thematic interpretation studies with life everyday. This is aiming For build love student

towards Arabic. With there is a program in this Arabic camp activity can increase various matter as following:

1. Improvement interest and enthusiasm student For Study Arabic.
2. Improvement understanding and skills Arabic language in particular in ability productive student.
3. Improvement interaction social child so that can change poor behavior good for students.
4. Formation receptacle developer potential student in matter scientific and organizational Arabic.
5. Formation character student lovers competitive Arabic in the digital age.
6. Improvement values culture archipelago to Arabic language students.
7. Improvement knowledge student about the ins and outs beluk race Arabic and can apply it in activities extracurricular school (Amir et al., n.d.).

Stage Evaluation

Evaluation Arabic Camp results were carried out in a way comprehensive, covering evaluation skills language, change attitude, and impact social and cultural to students. The approach used for evaluate activity this is combination between method quantitative and qualitative, with a number of tool measuring as next. First, test skills Arabic is done after the program is completed, where students given test evaluation which includes four aspect skills Arabic language: listening, speaking, reading and writing. Test This designed based on material that has been taught during Arabic Camp. Test results this then analyzed in a way quantitative for measure improvement skills Arabic language students. The average value of test this compared to with results test diagnostic beginning for see significant changes.

Besides the test skills language, evaluation qualitative is also done through observation direct to attitude and participation student during the program. Teachers and facilitators observe how far students active use Arabic in activity everyday at camp, as well as how this program influence attitude they to Arabic. Observation sheets are

compiled covers indicator like participation active in discussion, trust self in speak Arabic, as well as seriousness in activity memorization and tadabbur. Additionally, interviews in depth also done with a number of students and teachers to get more perspective deep about impact of the program on motivation and interest study Arabic among student.

The success of the Arabic Camp program is measured through a number of indicator main. First, the increase skills Arabic language students is one of size success, where the results evaluation skills Arabic is expected experience significant improvement. Improvement this measured through tests conducted before and after the program. Second, the changes attitude and motivation student to Arabic is also one of them measure measuring the success of this program. Through observation and questionnaire, it is expected happen change positive in attitude student to Arabic language and interests they for Keep going study Arab. Third, the impact social culture is also measured through improvement use Arabic in communication everyday in the environment school.

With a holistic approach this it is hoped that Arabic Camp can give significant impact for students at MIT Thoriqul Jannah, both from aspect ability linguistics and also nonlinguistic.

Conclusions

Arabic Camp is a media for learning Arabic through. Aspect environment outdoor based which activities can give motivation alone for students at MIT Thoriqul Jannah as many as 80 students as participants. Activity methods *Arabic Camp* was held with 3 stages, namely 1) stage planning, where at the stage This held survey beginning done For know level ability base Arabic language students, including skills reading, writing, speaking, and listening. 2) stages implementation; provision material about Arabic grammar (nahwu and sharaf) and vocabulary. Giving material through examples sentences and images. Use of visual and audio media, Application Arabic in conversation everyday. Practice discussion use

Arabic language and activities memorization vocabulary with song. 3) stage evaluation; Evaluation Arabic Camp results were carried out in a way comprehensive, covering evaluation skills language, change attitude, and impact social and cultural to student.

Arabic Camp Program at MIT Thoriqul Jannah succeed increase skills Arabic speaking students, in particular in aspect reading, writing, speaking, and listening. Improvement significant seen in test skills Language after the program took place. In addition to increasing skills linguistics, motivation Study students also experience improvement, students more motivated for learn Arabic after follow the program. *Arabic Camp* give environment interactive and practical learning, allowing student For apply Arabic in context everyday, good in formal and informal activities.

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