



Analysis of the Arabic Language Training Program for Teachers and Staff at SMP–SMA IT Bangkinang

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Article Info	Abstract
Received: 2026-05-26 Revised: 2026-10-01 Accepted: 2026-10-03 Keywords: <i>Arabic language training, teacher competence, Islamic boarding school</i> DOI: 10.24256/ideas.v14i2.10832 Corresponding Author: Hafiz Abror hafizabror0102@gmail.com Arabic Language Education, State Islamic University of Sultan Syarif Kasim Riau	<i>This study aims to analyze the implementation, evaluation, and impact of an Arabic language training program for teachers and staff at SMP–SMA IT Bangkinang in developing a conducive bi'ah lughawiyah (Arabic language environment). The research employed a descriptive qualitative approach, with data collected through interviews, observations, and documentation studies. The participants included teachers, staff members, and school management involved in the training program. The findings reveal that the program was implemented through workshops, conversational practice (muhadatsah), mentoring, and reflection activities using daily conversation modules guided by a senior Arabic teacher. The program positively contributed to improving teachers' Arabic language competence, particularly in reading skills (maharah qira'ah) and speaking skills (maharah kalam), as well as increasing their confidence in using Arabic within the school environment. Furthermore, the training program played an important role in fostering a more active Arabic-speaking environment in the Islamic boarding school, as reflected in the increased use of Arabic in daily interactions between teachers and students. However, the study also found that the evaluation system of the program has not been optimally implemented and still requires sustainable improvement. Therefore, the Arabic language training program is considered effective in enhancing teachers' language competence while simultaneously supporting the establishment of an Arabic language culture within the pesantren environment.</i>

1. Introduction

Arabic is one of the primary languages in the world of Islamic education and is a language that can be used to enhance understanding of Islam, particularly within Islamic boarding schools (Huda, 2025). Mastery of the Arabic language is not only important for students but is also crucial for teachers and staff who serve as facilitators and supporters of the learning process (Brown, 2007; Humaedi & Uyuni, 2025). An educational environment that uses Arabic will greatly assist students in learning Arabic,

particularly in the areas of listening skills, speaking skills, reading skills, and writing skills (Hamid et al., 2024; Islami & Fadli, 2024; M. Yusuf et al., 2023). In Islamic boarding schools with a strong and organized language environment, students' proficiency has been shown to improve, while a lack of teacher role models and environmental support weakens the use of Arabic in daily life (Humaedi & Uyuni, 2025). At SMP-SMA IT Bangkinang, the need to enhance Arabic language proficiency among teachers and staff is becoming increasingly urgent in line with curriculum requirements and the development of integrated Islamic education.

The Arabic language training program is designed to provide a deeper understanding as well as practical skills in communicating and understanding Islamic literature. This program is of critical importance. The primary objective of this program is to enhance the Arabic language proficiency of teachers and staff so they can more effectively support the learning process, internal communication, and services provided to students and the boarding school community. Strengthening the role of teachers as "key human elements" in Arabic learning for non-Arabic speakers is emphasized as a primary condition for the program's success. (Alrbihat & Alhaddad, 2025; Astuti et al., 2023)

The expected benefits of this training include improved learning quality, the creation of a boarding school environment more conducive to Arabic language immersion, and the strengthening of Islamic identity within the school setting. Additionally, this training can enhance the professionalism of teachers and staff in performing their duties. Intensive teacher training has been proven to boost confidence and the effectiveness of Arabic instruction; this leads to a significant increase in student learning outcomes. (Amin et al., 2023; Ismail & Qasb, 2023; M Sholih Salimul Uqba et al., 2025; Shalihah et al., 2025)

Training needs analysis is conducted to ensure that the materials and methods used are appropriate for the participants' skill levels and needs (Abrar & Arifin, 2025). Through this analysis, aspects requiring development were identified, such as speaking, writing, reading, and understanding Arabic texts, as well as effective learning strategies to be applied in the pesantren environment. Additionally, the involvement of native speakers has a positive impact on pronunciation quality, intonation, and cultural understanding (Bani et al., 2024). The use of modules and supporting technologies in the training program must also be analyzed to maximize the achievement of the program's objectives (Nasution et al., 2024; Raden Ahmad Barnabas, Chakam Failasuf, Ikhwan Rahmat Bahtiar, Aziz Surya Anggara, Siska Febiyanti, 2024). This training employs direct instruction, role-playing, group discussions, and muhadatsah (conversation), methods widely used in Arabic language teacher training. (Masrukhi & Wicaksono, 2019; Nugraha et al., 2023; Wahyudin Hafid, 2024)

With the implementation of a structured, needs-based Arabic language training program, it is hoped that teachers and staff at SMP-SMA IT BANGKINANG can contribute optimally to creating an excellent educational atmosphere with Islamic character and be able to apply Arabic in their daily lives. Therefore, the following research questions arise: How is the Arabic language training program for teachers at the Bangkinang Islamic Boarding School (SMP-SMA IT) implemented and evaluated? To what extent does this Arabic language training program contribute to improving teachers' language proficiency? And how does the Arabic language training program contribute to the language environment at the Bangkinang Islamic Boarding School (SMP-SMA IT)?

2. Method

This study employs a descriptive qualitative approach to gain an in-depth understanding of the implementation, challenges, and outcomes of the Arabic language training program. The research location is SMP- SMA IT Bangkinang, with research subjects including teachers, staff, and management involved in the training program (Dian Ahmad Jufrih et al., 2023; Fauzi et al., 2024; Hasan & Hilmi, 2022; Romadhon et al., 2025; Ulfah et al., 2025) . The training instructor was a senior Arabic language teacher (E. B. Yusuf et al., 2024). The impact of this training was that students were able to speak Arabic because they frequently listened to or heard the teacher speaking Arabic (Aziz et al., 2025).

Data collection methods included in-depth interviews, participatory observation, and document analysis (Rahmawati et al., 2025) . Interviews were conducted with program managers to explore their experiences, motivations, and the challenges they faced (Alamsyah, 2023; Fitri et al., 2023; Ilyas et al., 2024) . The interviews were semi-structured, in which the researcher prepared an interview guide consisting of a flexible list of open-ended questions. This allowed the researcher to explore the informants' answers more broadly and deeply in accordance with the dynamics of the conversation. The informant was AM, a curriculum representative at the Bangkinang IT Junior and Senior High School Islamic Boarding School. (Creswell, 2016; Moleong, 2019) . Observation was used to observe interactions, teaching methods, and the use of Arabic language in daily activities (Sugiyono., 2019). The document analysis involved the analysis of training modules, activity schedules, opening sessions, presentation of materials, practice sessions, and assignments (Ibrahim & Tamam, 2024; Manasiq, 2024) .

The data obtained were analyzed qualitatively through data reduction, presentation of data in narrative form, and drawing conclusions (Miles, M. B., & Huberman, 2014) . Data validity was tested through source and technique triangulation, as well as member checking with informants. This method is consistent with previous research emphasizing the importance of structured management, a conducive learning environment, and continuous evaluation in Arabic language training programs (Fitri et al., 2023; Pratama et al., 2024; Sreihani et al., 2025) . With this approach, it is hoped that a comprehensive picture of the effectiveness of Arabic language training programs in Islamic educational settings can be obtained.

3. Results

Based on the results of the research conducted by the researcher through observation and interviews, the researcher obtained the following results and discussion:

1. Implementation and Evaluation of the Training Program

The training was structured in the form of workshops, mentoring, practice, and reflection, similar to other teacher training models that have been evaluated as successful and received high enthusiasm from participants. There was high participant attendance, active discussion sessions, and nearly all teachers were able to complete the training tasks (Reski et al., 2023; Taufik & Susanti, 2022).

The training was conducted well and met expectations; it was carried out through practical exercises, led by a senior Arabic language teacher, Ustadz MS. The practical component involved reading a guidebook that had been prepared and distributed to the

training participants. *"Teachers will be provided with a module containing everyday conversations in various settings. With the tutor at the front— usually Ustadz MS as the supervising teacher—he will read the sentences aloud, then each participant will repeat them. They are then guided to practice one-on-one at the front, followed by forming groups for all participants to repeat the conversations that have been taught."* (interview, AM, 2026)

The instructor will teach the participants how to read and pronounce the sentences in the guidebook. Then the participants will be asked to memorize and understand the conversations; after they have memorized them, they will be asked to come to the front and practice them. This training lasts approximately 1–2 weeks, from 7:30 a.m. to 3:00 p.m. Participants gather in the auditorium or library. The instructor leads the sessions from the start of the program until its completion. *"Teachers will be given dedicated time for group study because we all know that their backgrounds and ages vary; if they were left to study on their own, they might feel shy or simply not study."* (interview, AM, 2026)

Evaluating the success of this training program remains a goal to be pursued in the future. *"This is still a challenge, because the success of this program must be judged by the students; if the students have become accustomed to using the language, then the program has succeeded."* (interview, AM, 2026)

2. Improvement in Teachers' Language Competence

Research findings indicate an improvement in teachers' Arabic language proficiency following the training program. This improvement is particularly evident in their ability to read Arabic texts (maharah qira'ah) and their confidence in communicating in Arabic (maharah kalam). Teachers have become better able to understand simple to intermediate sentence structures and are more fluent in pronouncing everyday vocabulary and expressions. *"Teachers have started asking about each other's well-being or other simple matters in Arabic, both among themselves and with their own students"* (interview, AM, 2026)

Additionally, there has been a significant change in the affective aspect, particularly regarding teachers' confidence in using Arabic. Based on survey results, teachers stated that the training provided helped them become more confident in using Arabic, both during classroom instruction and in daily interactions within the boarding school environment. This increased self-confidence not only impacts teaching performance but also encourages teachers to be more active in creating a communicative and interactive learning environment. *"The use of Arabic in the classroom has been mandated for teachers when opening and closing class sessions, to encourage students to get accustomed to speaking the language"* (interview, AM, 2026)

These findings indicate that the training program not only contributes to the improvement of cognitive language competencies but also to the psychological aspects of teachers, which are crucial factors in the success of language learning.

3. The Impact of the Arabic Language Training Program on the Language Environment at the Bangkinang IT Junior and Senior High School Islamic Boarding School

"Teachers have started speaking to one another and to their students in Arabic, using simple conversation topics, such as 'How are you? Have you eaten? Are you fasting?' and so on." (interview, AM,2026) The developments taking place within the school environment are already becoming evident; teachers and students have begun to feel confident speaking Arabic, and students who were previously shy or lacked confidence have started to speak in Arabic as well.

"Teachers and students who previously lacked confidence in speaking Arabic have started to become more daring." (interview, AM,2026) The impact of this training program is already becoming evident and is not only beneficial for teachers but also for their students.

4. Discussion

1. Strengths and Weaknesses of the Arabic Language Training Program for Teachers.

A weakness of this program is that some teachers need more intensive and ongoing guidance, as reported in various teacher training and teacher-leader programs. Similarly, the school has not yet identified a method to evaluate this program. (Reski et al., 2023).

Evaluations also still need to be conducted, as indicated by the results of interviews with informants who stated that evaluations remain a necessary task for schools. This contradicts research previously published by (Fitri et al., 2023; Pratama et al., 2024; Sirehani et al., 2025), which emphasizes the importance of structured management, a conducive learning environment, and continuous evaluation in Arabic language training programs. With this approach, it is hoped that a comprehensive picture of the effectiveness of Arabic language training programs in Islamic educational settings can be obtained.

The strengths of this program include the allocation of dedicated time, as well as the provision of a venue and textbooks free of charge. The presence of instructors who can effectively guide the sessions is also a key strength of this program.

2. The Role of Training in the Formation of a Linguistic Environment

This study aligns with and supports the article written by Ismail and Qasb, which emphasizes that teachers are a crucial human element in Arabic language learning, particularly for non-native speakers. As stated by a source: *"If we want our students to be able to speak the language, the teachers must be able to do so first"* (interview, AM,2026).

Similarly, research conducted on basic conversation training and mentoring at PPQ Nurul Huda improved students' fluency in expressing daily phrases and engaging in independent conversations; this indicates that teacher training programs focused on functional conversation directly impact students' speaking abilities. Similarly at Madrasah Aliyah Mamba'ul Ulum in Bungah, Gresik, teachers are trained to speak Arabic to accustom both teachers and students to using Arabic for daily activities (Hidayatulloh et al., 2023; M Sholih Salimul Uqba et al., 2025)

The importance of the teacher's role in fostering a language-rich environment within a school is highlighted in the research by Wibawa, Thohri, and Mujib, which emphasizes the teacher's role in enhancing Arabic speaking skills within the formal educational setting. This qualitative study was conducted at MA Plus Ponpes Abu Hurairah in Mataram, using methods of observation, interviews, and documentation. The research results indicate that teachers play a central role in designing and implementing structured speaking instruction programs, whether daily, weekly, monthly, or annual.

One of the objectives of the SMP-SMA IT Bangkinang Islamic boarding school in organizing this program is to create a language environment within the school setting. This was conveyed by a source with the statement, *"If we wish to instruct or guide students to use Arabic, then the teachers should also be able to speak using Arabic as well."* (Interview, AM, 2026)

One key finding is the contribution of training to the creation of a language environment in the boarding school. The success of Arabic language learning is determined not only by classroom instruction but also by an environment that supports the use of the language. With teachers' involvement in the daily use of Arabic, students have more opportunities to practice and internalize the language (Luthfi, 2023; Manasiq, 2024)

3. Implications

The training program at the SMP-SMA IT Bangkinang Islamic boarding school is worthy of being made a routine program, with the following reinforcements: a continuous cycle of training-mentoring- evaluation, and the development of documented and validated training modules, such as the development of personality and social competency modules in other boarding schools (Diah Kurniawati et al., 2025) . As stated by the source, *"Yes, insha'Allah this program will continue, and we will strive to ensure continuous improvement in the aspects that need evaluation. We will also try to collaborate with educators from both domestic and international sources."* (Interview, AM, 2026)

The Arabic language training program has strategic implications for improving the quality of education in Islamic boarding schools. Arabic, as the primary language of Islamic studies, is a crucial competency for teachers. With the improvement of teachers' competencies, it is hoped that the quality of learning will also improve, thereby producing graduates with strong Arabic language skills and a deep understanding of Islam.

5. Conclusion

Based on the findings of this study, the Arabic language training program for teachers and staff at SMP-SMA IT Bangkinang was implemented effectively through workshops, mentoring, conversational practice (muhadatsah), and reflective learning activities guided by a senior Arabic teacher using daily conversation modules. The program contributed positively to improving teachers' Arabic language competence, particularly in reading skills (maharah qira'ah) and speaking skills (maharah kalam), while also increasing their confidence in using Arabic both inside and outside the classroom.

Furthermore, the program supported the development of a more active Arabic language environment (bi'ah lughawiyah) within the pesantren, as teachers and students began to use simple Arabic expressions in daily interactions. However, the study found

that the evaluation system of the training program has not yet been implemented comprehensively and still requires continuous improvement.

In addition, differences in participants' educational backgrounds and language abilities indicate the need for more intensive and sustainable guidance for some teachers. This study is limited by its descriptive qualitative approach and the small number of participants within one institution, making the findings difficult to generalize broadly. Moreover, the research focused mainly on participants' perceptions and program implementation without quantitatively measuring the level of language proficiency improvement.

Based on the results of this study, it is recommended that the Arabic language training program at SMP-SMA IT Bangkinang be conducted regularly and continuously with stronger emphasis on systematic evaluation through competency tests, observation of language use, and monitoring of the Arabic language environment within the pesantren. The school should also develop more varied and needs-based training modules to accommodate the different language abilities of teachers and staff. Collaboration with native speakers and Arabic language institutions is highly recommended to improve pronunciation, communication skills, and cultural understanding.

For future research, researchers are encouraged to apply mixed-methods or quantitative approaches to measure more objectively the effectiveness of Arabic language training programs on teachers' and students' language competence. Future studies should also involve broader research settings across multiple Islamic schools or pesantren to obtain more comprehensive and comparative findings regarding Arabic language training programs in Islamic educational institutions.

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