

Arabic Language Program Planning for Speaking Skill Development at SMA Al-Hikmah International Islamic Boarding School Batu

Ahmad Nawirul Huda¹, Nur Ila Ifawati², Khuntum Khaira Ummah³, Nursholekha⁴

¹⁻⁴ Universitas Islam Negeri Maulana Malik Ibrahim Malang, Indonesia

Corresponding Author  nawirulhuda2b@gmail.com

Abstract

Effective Arabic language learning requires systematic program planning that connects classroom instruction with opportunities for meaningful language use. This study aims to analyze Arabic language program planning and its contribution to the development of students' speaking skills at SMA Al-Hikmah Boarding School Batu. A descriptive qualitative approach was employed, with data obtained from Arabic language teachers and school administrators involved in program planning and implementation. Data were collected through interviews, observations, and document analysis, then analyzed using the Miles and Huberman model through data reduction, data display, and conclusion drawing. The findings show that speaking skill development is supported by three interrelated components: the Merdeka Curriculum as a framework for designing learning materials according to students' needs; annual, semester, and weekly planning that organizes objectives, materials, schedules, and teacher coordination; and supporting activities such as Friday sermons, Quranic halaqah, and Tafaqquh Fiddin, which provide contextual opportunities to practice pronunciation, expand vocabulary, and use spoken Arabic beyond the classroom. The study indicates that integrating curriculum-based planning with structured supporting activities strengthens sustained and contextual speaking-skill development.

Keywords: Arabic Language Program Planning; Speaking Skills; Merdeka Curriculum; Boarding School

Abstrak

Pembelajaran bahasa Arab yang efektif memerlukan perencanaan program yang sistematis agar pembelajaran di kelas terhubung dengan kesempatan penggunaan bahasa secara bermakna. Penelitian ini bertujuan menganalisis perencanaan program bahasa Arab dan kontribusinya terhadap pengembangan keterampilan berbicara siswa di SMA Al-Hikmah Boarding School Batu. Penelitian menggunakan pendekatan kualitatif deskriptif dengan sumber data berupa guru bahasa Arab dan pengelola sekolah yang terlibat dalam perencanaan serta pelaksanaan program. Data dikumpulkan melalui wawancara, observasi, dan analisis dokumen, kemudian dianalisis menggunakan model Miles dan Huberman melalui reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa pengembangan keterampilan berbicara didukung oleh tiga komponen yang saling berkaitan, yaitu Kurikulum Merdeka sebagai kerangka penyusunan materi sesuai kebutuhan siswa; perencanaan tahunan, semester, dan mingguan yang menata tujuan, materi, jadwal, serta koordinasi guru; dan kegiatan pendukung seperti khutbah Jumat, halaqah Al-Qur'an, dan Tafaqquh Fiddin yang memberi ruang kontekstual untuk melatih pelafalan, memperluas kosakata, dan menggunakan bahasa Arab lisan di luar kelas. Penelitian ini menunjukkan bahwa integrasi perencanaan berbasis kurikulum dengan

kegiatan pendukung terstruktur memperkuat pengembangan keterampilan berbicara secara berkelanjutan dan kontekstual.

Kata Kunci: Perencanaan Program Bahasa Arab; Keterampilan Berbicara; Kurikulum Merdeka; Sekolah Berasrama



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A. Introduction

In formal and informal educational institutions, there is a planning function that will never work Without regulatory function. The organizing function will never function without human resources as its implementers¹. Come Organization comes from the word "Organize" which means creating a structure with parts that are integrated in such a way as to connect them Relationship with each other². Therefore, it is necessary to organize management in an educational institution To determine the tasks that must be carried out. Who will make decisions regarding these tasks Establish a logical division of labor in the coordination system³.

The human need for education cannot be denied, and good and ideal education will be able to attract the hearts of the general public. Education is a process of changing humans to become better, smarter and more skilled⁴. So many people are competing to create an attractive institution with their own characteristics. The presence of various organizations in human life is one of the phenomena of modern life to help and facilitate the fulfillment of life needs individually and in society⁵.

One type of education that is of interest to the general public is a language program. Because the human need for language is truly inevitable. More so about foreign languages, which seem to have become part of the lives of the current generation or the millennial generation⁶. One of the most popular language programs is the Arabic language program. It is very important to pay attention to Arabic

¹ Mimi Permani Suci Mimi, "Efektivitas Pembelajaran Berbasis Daring Pada Mata Kuliah Insyaf Di Stai Ma'arif Sarolangun," *El-Jaudah : Jurnal Pendidikan Bahasa Dan Sastra Arab* 1, no. 2 (2020): 59–68, <https://doi.org/10.56874/faf.v1i2.134>.

² "The Effect of Decentralization and Electronic Participatory Budgeting on Managerial Performance with Organizational Culture and Management Accounting System as Moderating Variable," *Quality-Access to Success* 26, no. 209 (2025), <https://doi.org/10.47750/QAS/26.209.23>.

³ R. S. Tyagur et al., "MANAGEMENT OF EDUCATIONAL ORGANIZATIONS: LAWS, PRINCIPLES, RULES," *Art of Medicine*, July 20, 2022, 130–35, <https://doi.org/10.21802/artm.2022.2.22.130>.

⁴ Anvar J. Khurramov et al., "Artificial Intelligence in Education: Analysis and Assessment of Legal Knowledge Using AI Tools," *Qubahan Academic Journal* 5, no. 3 (2025): 264–93, <https://doi.org/10.48161/qaj.v5n3a2022>.

⁵ Saleh AlAmri, "The Competitiveness Between Companies and Its Importance," *International Journal For Multidisciplinary Research* 6, no. 1 (2024): 14369, <https://doi.org/10.36948/ijfmr.2024.v06i01.14369>.

⁶ Ke Li and Li Zhang, "Dual-Line Cultivation of Students' Professional Skills and Creative Thinking in Vocational Education in the Context of Emerging Technologies," *Applied Mathematics and Nonlinear Sciences* 9, no. 1 (2024): 20242371, <https://doi.org/10.2478/amns-2024-2371>.

language programs to support their effectiveness among students, so that they can communicate well, thereby creating a language environment to develop their language skills⁷.

However, quality Arabic language learning requires Arabic language program management that involves teachers and students in its implementation.⁸ Ambarita believes that learning management is the ability of teachers (managers) to use existing resources to create and develop collaboration, thereby creating learning between them to achieve educational goals in the classroom⁹. Learning is a process in which there are learning and teaching activities as well as everything that complements that process, such as: teachers, students, materials, media, methods, situations and others¹⁰. Learning is a human process to achieve various kinds of competencies, skills and attitudes. Learning begins from the time humans are born until the end of life.

This role requires a system that is resource-based, using the power of new tools related to technological advances rather than being teacher-based. As a professional task, learning activities created by teachers must not be carried out carelessly but need to be managed as well as possible in accordance with the principles of good learning and learning management¹¹. Moreover, teaching and learning activities in schools are very strategic as a systematic effort to achieve educational goals. This role requires a system that is resource-based, using the power of new tools related to technological advances rather than being teacher-based¹². As a professional task, learning activities created by teachers must not be carried out carelessly but need to be managed as well as possible in accordance with the principles of good learning and learning management. Moreover, teaching and learning activities in schools are very strategic as a systematic effort to achieve educational goals¹³.

⁷ Amjad F. Alsuhaime et al., "Improving the Retrieval of Arabic Web Search Results Using Enhanced K-Means Clustering Algorithm," *Entropy* 23, no. 4 (2021): 449, <https://doi.org/10.3390/e23040449>.

⁸ Akhiril Pane, "URGENSI BAHASA ARAB; BAHASA ARAB SEBAGAI ALAT KOMUNIKASI AGAMA ISLAM Akhiril Pane," *Jurnal Pengembangan Ilmu Komunikasi Dan Sosial* 2, no. 1 (2018): 77–88.

⁹ Cici Ramadani and Sutriyani Sutriyani, "Concept of Arabic Language Learning Management Strategy in Madrasah," *Tanwir Arabiyyah: Arabic As Foreign Language Journal* 3, no. 1 (2023): 15–26, <https://doi.org/10.31869/aflj.v3i1.3958>.

¹⁰ Muhyidin Abdillah and Sopia Laila Nugraha, "MANAJEMEN PENGEMBANGAN SUMBER DAYA MANUSIA BERBASIS PENDIDIKAN LITERASI: STUDI DI PESANTREN BAITUL KILMAH BANTUL," *Jurnal MD* 5, no. 1 (2019): 73–86, <https://doi.org/10.14421/jmd.2019.51-05>.

¹¹ Ali Khaled Bawaneh, "AI Shaping the Future of Education: Science and Math Teachers' Satisfaction Level and Motivating Factors towards Integrating Artificial Intelligence in Teaching and Learning," *International Journal of Information and Education Technology* 15, no. 3 (2025): 496–509, <https://doi.org/10.18178/ijiet.2025.15.3.2261>.

¹² Filippo Messina and Pedro Tadeu, "Construction and Validation of a Survey on the Technological Difficulties in Italian Secondary Schools: The Mathematics Teacher Case," *Education Sciences* 14, no. 10 (2024): 1120, <https://doi.org/10.3390/educsci14101120>.

¹³ Syarifudin Syarifudin and Muhammad Rozi Iskandar, "Implementation of Class Management as an Effort towards National Education Goals," *JUPE : Jurnal Pendidikan Mandala* 10, no. 2 (2025): 355, <https://doi.org/10.58258/jupe.v10i2.8678>.

Learning planning can be interpreted as a process of preparing learning materials, using learning media, using learning approaches and methods, as well as assessing within a time allocation that will be carried out in a certain period to achieve predetermined goals, planning for learning Arabic must be prepared carefully; because this is closely related to the series of teaching and learning activities that will be carried out by teachers and students in the classroom to achieve learning objectives¹⁴.

The boarding-school setting is particularly relevant because students' learning time and social interaction may extend beyond ordinary classroom periods, creating broader possibilities for planned language use. Research at Al-Ishlah Islamic Boarding School showed that Arabic speaking development was supported by the combination of formal teaching, scheduled conversation practice, speech activities, and a language environment that created opportunities for daily communication¹⁵. A study at Pondok Modern Darussalam Gontor likewise found that interactive strategies inside the classroom and language-environment activities outside the classroom contributed to students' Arabic speaking development and confidence¹⁶. Meanwhile, research on an integrated curriculum at Al-Yasini Islamic Boarding School indicated that students were habituated to communicate in Arabic by applying vocabulary learned through integrated instructional content¹⁷. Collectively, these studies establish the importance of instructional strategy, curriculum integration, and language environment, but they tend to examine these elements as specific interventions or implementation components rather than as interconnected levels of program planning.

Within this reviewed body of literature, an important analytical gap remains. Previous studies have explained what strategies are used to improve speaking, how an integrated curriculum is implemented, and how a language environment supports practice; however, they have not sufficiently clarified how curricular intentions are translated into annual, semester, and weekly plans and then connected to supporting activities aimed specifically at speaking-skill development. This gap is identified through comparison of prior studies that concentrated respectively on boarding-school speaking strategies, integrated curriculum implementation, and interactive

¹⁴ Miswari et al., "Character-Based Analysis of Arabic Learning Planning:," paper presented at 6th International Conference on Science, Education and Technology (ISET 2020), 2022, <https://doi.org/10.2991/assehr.k.211125.120>.

¹⁵ Ahmad Mubaligh et al., "Improving Arabic Speaking Skills Strategies for Islamic Boarding School Students," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 5, no. 3 (2023), <https://doi.org/10.22219/jiz.v5i3.21716>.

¹⁶ Muhammad Fadhlani et al., "The Improvement of Students' Arabic Speaking Skills: The Role of Interactive Strategies and the Establishment of a Language Environment," *Izdihar : Journal of Arabic Language Teaching, Linguistics, and Literature* 7, no. 2 (2024), <https://doi.org/10.22219/jiz.v7i2.30137>.

¹⁷ Sumaya Azzahra et al., "Arabic Language Learning in the Integrated Education System at Islamic Integrated Elementary Schools in Mataram, Indonesia," *International Journal of Applied and Scientific Research* 3, no. 7 (2025): 583–92, <https://doi.org/10.59890/ijasr.v3i7.70>.

strategies combined with language-environment development¹⁸. The missing focus is therefore the planning architecture that links long-term objectives, medium-term scheduling, short-term activity organization, teacher coordination, and contextual opportunities for oral Arabic use. This gap is important because a program may contain many Arabic activities without demonstrating whether those activities form a coherent sequence toward a clearly defined speaking objective¹⁹.

SMA Al-Hikmah Boarding School Batu provides a relevant context for examining how formal Arabic instruction and boarding-school activities are systematically integrated to support students' speaking skills. This study focuses on the relationship among curriculum-based instruction, annual, semester, and weekly planning, teacher coordination, and supporting activities, rather than merely identifying the existence of Arabic programs. Its novelty lies in analyzing speaking-skill development from a multilevel planning perspective that connects formal instruction with contextual opportunities for oral Arabic use. The study is theoretically significant because it highlights coherence across planning levels as a key condition for speaking development and practically significant because it may provide a planning reference for boarding schools. Accordingly, this study aims to analyze the structure of Arabic language program planning and its contribution to students' speaking-skill development at SMA Al-Hikmah Boarding School Batu.

B. Method

This study employed a descriptive qualitative design to examine Arabic language program planning and its contribution to students' speaking-skill development at SMA Al-Hikmah Boarding School Batu²⁰. Seven informants were selected purposively based on their direct involvement in program planning, implementation, supervision, and evaluation, including Arabic language teachers and school administrators. Data were collected in March 2024 through semi-structured interviews, non-participant observations, and document analysis covering the curriculum, annual and semester programs, lesson plans, weekly schedules, evaluation records, and supporting activities such as Friday sermons, Quranic halaqah, and Tafaqquh Fiddin²¹. Data were analyzed using the Miles and Huberman framework through data reduction, data display, and conclusion drawing, with

¹⁸ Nafisa et al., "Implementation of an Integrated Curriculum in Improving Arabic Speaking Skills," *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 3 (2024), <https://doi.org/10.22219/jiz.v6i3.27418>.

¹⁹ Faizal Habibie et al., "Diskoneksi Antara Kurikulum Bahasa Arab Dan Implementasi Pembelajarannya Di Madrasah Aliyah Dalam Perspektif ACTFL," *Studi Arab* 13, no. 1 (2022): 49–65, <https://doi.org/10.35891/sa.v13i1.3125>.

²⁰ John W. Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, Fourth Indian edition (PHI Learning Private Limited, 2013).

²¹ Zuchri Abdussamad, *Metode Penelitian Kualitatif*, 1 (CV. syakir Media Press, 2021).

findings organized into themes related to curriculum planning, multilevel program planning, coordination, evaluation, and supporting speaking activities²². Data trustworthiness was ensured through source and method triangulation by comparing information across informants, observations, and documents, while discrepant evidence was re-examined before conclusions were finalized. Ethical principles were maintained through informed consent, participant anonymity, academic-only use of data, and institutional permission from the school authority.

C. Results and Discussion

In this chapter the researcher describes and presents the data and research result, then the researcher analyzes the Arabic language learning management implemented at Al-Hikmah Boarding School Batu. There are 3 things that will be the main points of our discussion in the results of this research. The following is a presentation of research data based on these 3 things:

1. Arabic language teaching curriculum and its role in developing speaking skills at SMA Al-Hikmah Boarding School Batu

The curriculum has a significant impact on educational success and is an important component in the education system. This was confirmed by informant 1 who explained:

"Curriculum is an educational system to achieve the desired goals in an educational institution. The educational and teaching curriculum used in the Arabic language learning program at Al-Hikmah Boarding School Batu is the Merdeka Curriculum. The teacher makes a teaching plan at an early stage. In Arabic Language Teaching planning Confirming the topics selected for students in the Arabic Language Teaching Program." (MRR, 03/17/24)

Based on interviews with informant 1, it can be seen that the Arabic language teaching curriculum used at Al-Hikmah Boarding School Batu is the Merdeka curriculum. This was confirmed by informant 2 who explained:

"The teaching curriculum used in the Arabic language learning program at Al-Hikmah Boarding School Batu is the Merdeka Curriculum. "We as Arabic teachers are required to create modules and teaching materials that are interesting and make students interested in learning Arabic." (AKR, 03/17/24)

Based on interviews with informant 2, it can be seen that the Arabic language teaching curriculum used at Al-Hikmah Boarding School Batu is the Merdeka curriculum. From the interview data obtained above, the researcher concluded that with the Merdeka curriculum, Arabic language teachers at SMA Al Hikmah Boarding School Batu are expected to create interesting modules and teaching materials, and make students interested in learning Arabic. The role of the teacher is very important and is the spearhead in improving Arabic speaking skills at Al Hikmah Boarding School Batu.

²² Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, 19th ed. (ALFABETA, CV, 2013).

The findings indicate that the Merdeka Curriculum serves as a framework that allows Arabic teachers to adapt teaching modules and materials to students' learning needs. Its contribution to speaking development, however, depends on how curricular objectives are translated into oral activities such as vocabulary use, dialogue, pronunciation practice, and classroom interaction. This finding is consistent with constructive alignment theory, which emphasizes the coherence of learning outcomes, instructional activities, and assessment²³. It also supports previous research showing that an integrated Arabic curriculum becomes more effective when vocabulary and instructional content are connected with opportunities for actual communication²⁴. Thus, the curriculum contributes to speaking-skill development not merely as an administrative framework, but through teachers' ability to transform curricular goals into structured and contextual oral-language practice.

2. Planning for teaching Arabic in developing speaking skills at SMA Al-Hikmah Boarding School Batu.

The classification of planning in teaching Arabic at SMA Al Hikmah Boarding School Batu is annual planning, and semester planning, and weekly planning.

a) Annual Program Planning

The annual lesson program at school is a plan of activities and learning prepared for one academic year. This program covers various aspects related to the educational process, starting from the curriculum, teaching methods, Arabic extracurricular activities, to student evaluation and assessment. The aim is to align learning activities with established educational standards and ensure the achievement of expected competencies. This is confirmed by figure 1 which explains:

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Figure 1: Annual Arabic language learning program at SMA Al Hikmah Boarding School Batu

²³ Ibtehal Mahmoud Aburezeq, "The Impact of Flipped Classroom on Developing Arabic Speaking Skills," *The Asia-Pacific Education Researcher* 29, no. 4 (2020): 295–306, <https://doi.org/10.1007/s40299-019-00483-z>.

²⁴ Nafisa et al., "Implementation of an Integrated Curriculum in Improving Arabic Speaking Skills," *Izdiyar: Journal of Arabic Language Teaching, Linguistics, and Literature* 6, no. 3 (2024), <https://doi.org/10.22219/jiz.v6i3.27418>.

Figure 1 explains the annual Arabic language learning program at Al Hikmah Boarding School Batu, including Arabic language learning materials that will be taught for one year in each class.

This shows that at Al Hikmah Boarding School Batu, teachers are required to prepare and create an annual program before starting teaching and learning with students. This was confirmed by the deputy principal of the boarding school as informant 3 who explained:

"Arabic teachers who teach at Al Hikmah Boarding School Batu have the responsibility to prepare all educational plans which include: annual program (PROTA), mid-semester program (PROMES), educational implementation plan (RPP).), and curriculum (SILABUS and Evaluation (EVALUATION)". (IS, 14/03/24)

Based on interviews with informant 3, it can be seen that the Arabic teachers or teachers who teach at Al Hikmah Boarding School Batu have the responsibility to prepare all educational plans which include: annual program (PROTA), mid-semester program (PROMES), implementation plan education (RPP) and curriculum (SILABUS and Evaluation (EVALUATION).

Of course, teachers need thorough preparation to start teaching in class, so good quality is needed in terms of making annual programs (PROTA), mid-semester programs (PROMES), education implementation plans (RPP).), and curriculum (SYLLABUS and Evaluation), so that the learning and teaching process can run optimally, and achieve the expected school goals. This was confirmed by informant 4 who explained:

"We as teachers make all educational plans in accordance with the curriculum used and according to needs. "The reason is, we are teachers who better understand the conditions and needs during the education process and after completing the planning, we will ask the school principal to verify it." (AM, 03/14/24)

Based on interviews with informant 4, it can be seen that the instructors or teachers at Al Hikmah Boarding School Batu make all educational plans in accordance with the curriculum used in the school and according to needs. Because teachers are people who better understand the conditions and needs of students during the education process. And after the planning is complete, the teachers, especially Arabic language teachers, will ask the school principal to verify it.

Researchers here conducted research with 3 classes including class X, class XI, and class the same learning goals. This was confirmed by informant 5 who explained:

"The Arabic language teacher at SMA Al Hikmah Boarding School Batu plans and handles the teaching process in the same way even though the classes are different, and always coordinates with the homeroom teacher to achieve a goal and find a way out when there are obstacles in the learning process. "Similarly, in making all elements of learning planning in the classroom, teachers coordinate before preparing it, and this is done according to students' needs and with the same goal." (ANH, 03/14/24)

Based on interviews with informant 5, it can be seen that the planning and handling of the teaching process by teachers at SMA Al Hikmah boarding school Batu

is carried out in the same way even though the classes are different, and their coordination with the homeroom teacher is always routine and optimal to achieve a goal. learning process and finding solutions when there are obstacles in the learning process.

Of course, in planning the implementation of the principles of education, it is entirely up to the teachers to prepare it, for the reason that teachers who know more about the conditions that occur in the classroom and not the principal ask the teacher to prepare a learning implementation plan to follow whether this is in accordance with the objectives of achieving the process. education. The principal also acts as a supervisor when accepting new students in the new school year.

During the new school year and the acceptance of new students, the director forms a special team for accepting new students, including teachers at that level. If the quota at this level is reached, newly accepted students will be placed in the class determined by the school. There is no placement test at this level. The reason the principal does not conduct a placement test is because the students accepted at this level are all the same in terms of ability, which means there is no upper class at this level.

b) Semester program planning

Semester Program Planning is a planning process carried out by educational institutions or lecturers to determine the material, teaching methods and activities that will be carried out during one academic semester. By planning the Semester Program well, it is hoped that the learning process can run effectively and efficiently, and can achieve the learning objectives that have been set. This is confirmed by figure 2 which explains:

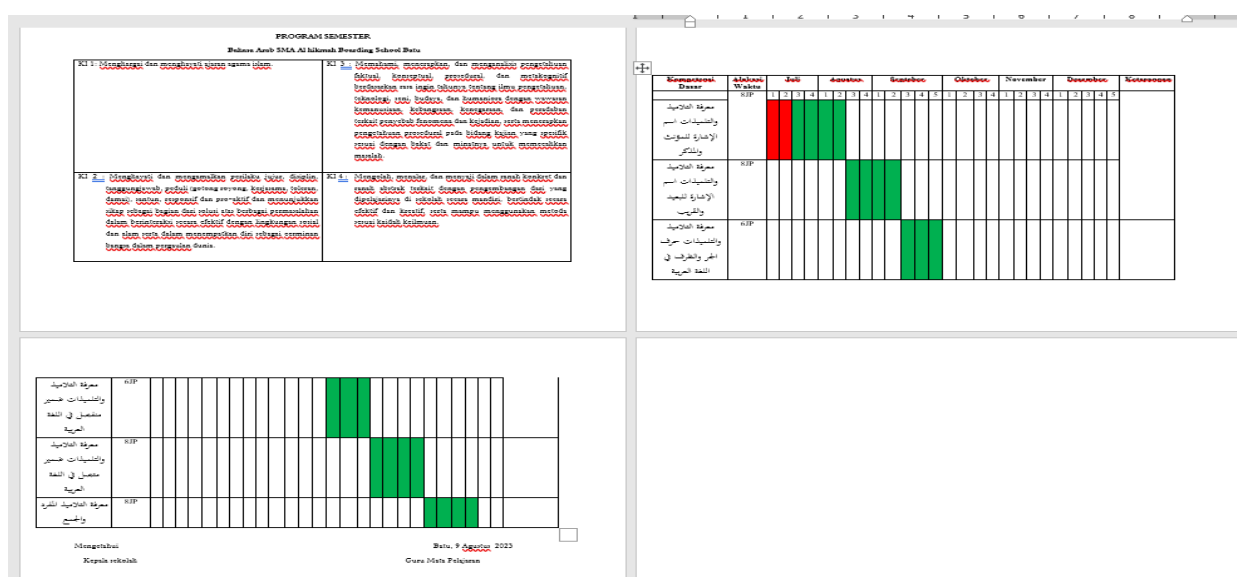


Figure 2: Arabic language learning semester program at SMA Al Hikmah Boarding School Batu

Figure 2 explains the Arabic language learning semester program at Al Hikmah Boarding School Batu, including the activity schedule and the number of Arabic language learning meetings that will be taught during one semester in each class.

This shows that at Al Hikmah Boarding School Batu, teachers are required to prepare and create a semester program before starting teaching and learning with students. This was confirmed by the deputy principal of the boarding school as informant 6 who explained:

"Before entering class, we prepare ourselves with the topics we will cover and have them neatly arranged in a semester schedule. We don't always bring the lesson plan because we present it at the beginning of the meeting. We always evaluate students before introducing a topic. We also prepare the media that will be used during the teaching process." (MAP, 03/14/24)

Based on interviews with informant 6, it can be seen that the teachers have prepared the topics they will present and have arranged them neatly in the schedule before starting learning at the beginning of the semester.

Before the teacher enters the class, the teacher must prepare what will be presented in class, and needs to read the lessons that will be taught in the Arabic lesson, so that the teacher can master the topic that will be taught. The reality that researchers see in the teaching process is that teachers do not always implement lesson plans because they are delivered at the beginning of the meeting and teachers always evaluate the learning delivered before going into the topic to be delivered.

c) Weekly Program Planning

Weekly program planning has an important role in planning the Arabic language program at SMA Al Hikmah Boarding School Batu. This is confirmed by figure 3 which explains:

Program Bahasa Arab SMA Al hikmah Boarding School Batu

Target : Siswa mampu berbicara Bahasa Arab dasar

No.	Kegiatan	Waktu Pelaksanaan	Keterangan	
			Tempat	Pelaksana
1	Pemberian 3 kosa kata Bahasa Arab setiap setelah sholat isyak	Setiap Hari <u>senin, Selasa, Rabu, dan jumat</u>	Masjid	<u>Musyrif</u>
2	Pembelajaran imla' Bahasa Arab	Setiap Hari <u>ahad malam</u>	Depan <u>mimbar masjid</u>	<u>Musyrif</u>
3	Pembelajaran muhadatsah Bahasa Arab	Setiap Hari <u>Senin pagi</u>	Masjid	<u>Musyrif</u>
4	Pembiasaan <u>pemakaian</u> Bahasa Arab ketika izin ke <u>musyrif</u>	Setiap Hari	Masjid	<u>Musyrif</u>
5	Pembelajaran malam Bahasa Arab kelas X	Setiap Hari <u>Selasa malam</u>	Ruang baca	Musyrif
6	Pembelajaran malam Bahasa Arab kelas XI	Setiap Hari <u>Selasa dan jumat malam</u>	Ruang baca	Musyrif
7	Pembelajaran malam Bahasa Arab kelas XII	Setiap Hari <u>senin dan Rabu malam</u>	Ruang baca	Musyrif
8	Ujian lisan Bahasa Arab	Akhir semester	Masjid	Musyrif
9	The best language	Akhir semester	Masjid	Musyrif

Figure 3: Weekly Arabic language learning program at SMA Al Hikmah Boarding School Batu

Figure 3 explains the weekly Arabic language learning program at SMA Al Hikmah Boarding School Batu, including the activity schedule, implementation time,

place, and person in charge of the Arabic language learning teachers who will be taught for one semester in each class. This shows that the weekly program at SMA Al Hikmah Boarding School Batu is neatly arranged.

The findings from Figures 1–3 and the interviews indicate that annual, semester, and weekly planning form an interconnected sequence rather than separate administrative documents: annual planning distributes learning content and long-term objectives, semester planning organizes topics, meetings, media, and evaluation, while weekly planning specifies activities, implementation times, locations, and responsible personnel. Analytically, this structure can be interpreted through the distributed-practice perspective, in which learning opportunities are distributed across multiple sessions rather than concentrated in a single period; recent experimental research shows that the temporal distribution of repeated speaking practice is relevant to second-language fluency development²⁵. In the present study, the potential contribution of multilevel planning lies in creating continuity from long-term curricular direction to recurring weekly implementation, allowing vocabulary, pronunciation patterns, and oral tasks to be revisited progressively rather than taught as isolated content. This interpretation is also consistent with research showing that structured task repetition can support fluency development and transfer of speaking skills²⁶. Thus, PROTA, PROMES, and weekly schedules should not be viewed as evidence of speaking improvement by themselves; their pedagogical value lies in how they create systematic, repeated, and progressively organized opportunities for oral language practice.

3. Supporting activities for the Arabic language program at SMA Al-Hikmah Boarding School Batu

The Arabic language learning program at SMA Al Hikmah Boarding School Batu will get maximum results if it is supported by activities related to Arabic, and these include:

a. Friday Sermon

Sermons are conveying advice and messages about piety. In general, the meaning of a sermon is a preaching activity inviting or calling on other people to increase piety, faith and other religious messages with certain pillars and conditions. This is confirmed by Figure 4 which explains.

²⁵ Joe Kakitani and Judit Kormos, "The Effects of Distributed Practice on Second Language Fluency Development," *Studies in Second Language Acquisition* 46, no. 3 (2024): 770–94, <https://doi.org/10.1017/S0272263124000251>.

²⁶ Yuichi Suzuki, "Optimizing Fluency Training for Speaking Skills Transfer: Comparing the Effects of Blocked and Interleaved Task Repetition," *Language Learning* 71, no. 2 (2021): 285–325, <https://doi.org/10.1111/lang.12433>.



Figure 4: Poster of the preacher and Friday prayer imam at SMA Al Hikmah Boarding School Batu

Figure 4 explains that the program for giving assignments to children as preachers and Friday prayer imams at SMA Al Hikmah Boarding School Batu can develop their mentality and skills in reciting and pronouncing the muqoddimah texts of sermons and propositions in Arabic well. They also increase their knowledge of Arabic vocabulary after carrying out their duties as preachers or Friday prayer imams.

b. Halaqoh Al-Quran

The Al-Quran halaqoh activity at SMA Al Hikmah Boarding School Batu is one of the routine activities held every evening after maghrib and after dawn to memorize it, and deepen the understanding and practice of the Al-Quran for the students. This is confirmed by figure 5 which explains:



Figure 5: Poster of students who will carry out tasmi' memorization of the Koran at SMA Al Hikmah Boarding School Batu

Figure 5 explains that the Al-Quran halaqoh program at SMA Al Hikmah Boarding School Batu can develop students' skills in reading and memorizing verses

of the Koran in Arabic, and it is hoped that the students can become a generation that has a deep understanding of the Koran and is able to apply its teachings. these teachings in their daily lives.

c. **Tafaqquh fiddin**

The "Tafaqquh Fiddin" activity at SMA Al Hikmah Boarding School Batu is a program specifically designed to develop understanding and skills in understanding Islamic teachings comprehensively. "Tafaqquh Fiddin" means "Understanding Religion Deeply", which emphasizes the importance of understanding Islam as a whole, both from the aspect of the text (Al-Quran and Hadith) and applications in everyday life. This is confirmed by figure 6 which explains:



Figure 6: Poster for Tafaqquh fiddin activities at SMA Al Hikmah Boarding School Batu

Figure 6 explains that with the "Tafaqquh Fiddin" activity at Alhikmah Boarding School Batu, it is hoped that the students will be able to understand and practice Islamic teachings as a whole, so that they become a generation that is knowledgeable, has noble character, and is able to be a role model in society. In terms of Arabic, they can have more insight into the new Arabic vocabulary that they get from the materials from the Koran and Hadith that are taught during the event.

The findings from Figures a–c suggest that Friday sermons, Quranic halaqah, and Tafaqquh Fiddin provide different but complementary contexts for Arabic language development beyond formal classroom instruction. Friday sermons create planned oral-performance opportunities through preparation and public delivery of Arabic expressions and religious texts, which may support pronunciation practice, lexical retrieval, and speaking confidence; Quranic halaqah provides repeated exposure to and articulation of Arabic sound patterns, although recitation should not automatically be equated with spontaneous speaking competence; and Tafaqquh Fiddin exposes students to Arabic vocabulary within meaningful religious content, potentially supporting the transition from contextual understanding to productive

language use when students are required to explain, respond, or discuss orally. This interpretation is consistent with the multidimensional model of oral fluency, which links speaking performance to lexical resources, processing efficiency, pronunciation-related knowledge, and task characteristics²⁷. It is also supported by evidence that repeated oral-task practice can facilitate fluency development and transfer when speaking opportunities are systematically organized. Therefore, these supporting activities are best understood as creating complementary conditions for pronunciation, vocabulary activation, oral confidence, and repeated language production, while direct claims of measurable improvement would still require student-level speaking assessments.

D. Conclusion

This study concludes that Arabic speaking-skill development at SMA Al-Hikmah Boarding School Batu is supported not by a single instructional activity, but by the integration of curriculum-based planning, multilevel program organization, school supervision, and structured supporting activities. The Merdeka Curriculum provides flexibility for teachers to adapt materials to students' needs, while annual, semester, and weekly planning translate broader learning objectives into sequenced and recurring opportunities for oral practice. Supporting activities such as Friday sermons, Quranic halaqah, and Tafaqquh Fiddin further extend Arabic exposure beyond the classroom by providing contexts for pronunciation practice, vocabulary development, oral performance, and contextual language use. The main contribution of this study to Arabic language learning management lies in demonstrating that speaking-skill development is more meaningfully understood as the outcome of coherence across planning levels rather than as the result of isolated teaching techniques. However, the study is limited by its qualitative design, restricted institutional setting, and absence of direct longitudinal measurements of students' speaking performance. Therefore, future research should combine qualitative evidence with speaking assessments, fluency measures, pronunciation analysis, lexical diversity, and longitudinal comparisons to examine more precisely how multilevel program planning influences students' oral Arabic competence.

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²⁷ Shungo Suzuki and Judit Kormos, "The Multidimensionality of Second Language Oral Fluency: Interfacing Cognitive Fluency and Utterance Fluency," *Studies in Second Language Acquisition* 45, no. 1 (2023): 38–64, <https://doi.org/10.1017/S0272263121000899>.

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