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Innovation In Arabic Language Learning Programs at SMPI Yambu'ul Qur'an Kediri Indonesia

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Abstract

Arabic language learning in the modern era is expected not only to emphasize the mastery of linguistic rules but also to foster students' communicative competence. One of the approaches considered relevant to achieving this objective is Communicative Language Teaching (CLT), which emphasizes the use of language in authentic communicative contexts. This study aims to analyze the innovation of Arabic language learning programs at SMPI Yambu'ul Qur'an (YAQU) Kediri from the perspective of Communicative Language Teaching (CLT). The study employed a qualitative approach using a case study design. Data were collected through observations, interviews, and documentation, and were analyzed using data reduction, data display, and conclusion drawing techniques. The findings reveal that the innovations in Arabic language learning are implemented through three main programs: muhadatsah (Arabic conversation) habituation, film-based learning, and Arabic debate activities. From the perspective of CLT, these programs reflect the principles of communicative language teaching by providing students with opportunities to use Arabic in authentic communicative situations, promoting learner interaction, encouraging student-centered learning, and developing communicative competence, including listening and speaking skills, vocabulary mastery, critical thinking, and self-confidence. The study concludes that the implementation of learning innovations aligned with CLT principles creates a communicative learning environment and contributes significantly to improving the quality of Arabic language learning at the school.

Keywords: Arabic language learning; Communicative Language Teaching (CLT); Learning innovation.

Abstrak

Pembelajaran bahasa Arab pada era modern menuntut tidak hanya berorientasi pada penguasaan kaidah bahasa, tetapi juga pada pengembangan kompetensi komunikatif peserta didik. Salah satu pendekatan yang relevan untuk mewujudkan tujuan tersebut adalah Communicative Language Teaching (CLT), yang menekankan penggunaan bahasa dalam konteks komunikasi nyata. Penelitian ini bertujuan untuk menganalisis inovasi program pembelajaran bahasa Arab di SMPI Yambu'ul Qur'an (YAQU) Kediri berdasarkan perspektif Communicative Language Teaching (CLT). Penelitian ini menggunakan pendekatan kualitatif dengan jenis penelitian studi kasus. Data dikumpulkan melalui

observasi, wawancara, dan dokumentasi, kemudian dianalisis menggunakan teknik reduksi data, penyajian data, dan penarikan kesimpulan. Hasil penelitian menunjukkan bahwa inovasi pembelajaran diwujudkan melalui program pembiasaan muhadatsah (percakapan bahasa Arab), pembelajaran berbasis media film, dan program debat bahasa Arab. Berdasarkan analisis teori CLT, ketiga program tersebut mencerminkan prinsip pembelajaran komunikatif karena memberikan kesempatan kepada peserta didik untuk menggunakan bahasa Arab dalam situasi yang autentik, meningkatkan interaksi antarpeserta didik, mendorong pembelajaran yang berpusat pada peserta didik, serta mengembangkan kompetensi komunikatif yang mencakup keterampilan menyimak, berbicara, kosakata, berpikir kritis, dan kepercayaan diri. Temuan penelitian menunjukkan bahwa penerapan inovasi program yang selaras dengan prinsip CLT mampu menciptakan lingkungan belajar yang komunikatif dan berkontribusi terhadap peningkatan kualitas pembelajaran bahasa Arab di sekolah.

Kata Kunci: *Communicative Language Teaching (CLT); Inovasi pembelajaran; Program pembelajaran.*

INTRODUCTION

Arabic language learning has undergone significant transformation in line with the rapid advancement of science and technology. At the same time, societal changes have become increasingly dynamic and accelerated. In the field of education, these developments require educational institutions, teachers, and students to adapt and make optimal use of technological advancements to ensure that the learning process remains relevant, innovative, and responsive to the challenges of the digital era.¹

In the context of Arabic language learning, innovation has become a crucial factor in enhancing the effectiveness of the learning process while fostering students' language competence. Learning innovation is not limited to the integration of technology as an instructional medium; it also encompasses the development of teaching strategies, methods, learning programs, and educational environments that encourage students to use Arabic actively in various communicative situations. Through continuous innovation, Arabic language learning is expected to move beyond a sole emphasis on grammatical mastery and instead promote the integrated development of the four language skills: listening, speaking, reading, and writing.²

¹ Menik Hardiyanti et al., "The Development of Arabic Learning Media Design Based on Smart Apps Creator Application for Grade X Students of Muhammadiyah Yogyakarta High School", *KONIPBSA: Konferensi Nasional Inovasi Pembelajaran Bahasa Dan Sastra Arab* 4, no. 1 (2024): 59.

² Retisfa Khairanis and Muhammad Aldi, "Inovasi Pembelajaran Bahasa Arab Berbasis Lingkungan: Strategi Untuk Meningkatkan Keterlibatan Siswa", *Al-Kalimantan: Jurnal Kajian Keislaman* 1, no. 1 (2025): 2.

In response to these demands, many Islamic educational institutions have begun to develop more communicative Arabic language learning programs that are oriented toward students' needs.³ One of the institutions implementing such innovations is SMPI Yambu'ul Qur'an (YAQU) Kediri. As an Islamic junior high school that integrates formal education with the traditions of an Islamic boarding school (*pesantren*), SMPI YAQU seeks to create an active and conducive Arabic language learning environment through various flagship programs that encourage the use of Arabic in everyday life.

The innovation of Arabic language learning programs at SMPI YAQU Kediri is reflected in several key initiatives, including the *muhādatsah* (Arabic conversation) habituation program, film-based Arabic language learning, and Arabic debate activities. The *muhādatsah* program is designed to familiarize students with using Arabic in daily communication, thereby enabling them to develop their speaking skills and expand their vocabulary naturally. Meanwhile, the use of Arabic-language films provides students with contextual learning experiences by exposing them to authentic language use, helping them improve their listening skills, deepen their cultural understanding, and enrich their vocabulary. In addition, the Arabic debate program serves as a platform for students to enhance their speaking ability, express opinions, construct arguments, and develop critical thinking skills in Arabic.⁴

These programs demonstrate innovative efforts to create a more communicative and student-centered Arabic language learning environment.⁵ They are also consistent with the principles of Communicative Language Teaching (CLT), which emphasize the use of language as a tool for authentic communication through meaningful interaction.⁶ Therefore, the innovation of Arabic language learning programs at SMPI YAQU Kediri is worthy of investigation to examine their implementation, characteristics, and contribution to the development of students' communicative competence.

³ Asep Maulana, *Strategi Pembelajaran Bahasa Arab* (Bandung: Bumi Aksara, 2023), 15.

⁴ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

⁵ Aniyatul Nafi'ah et al., "The Role of Teacher Competence in Motivating and Enhancing Students' Interest in Learning Arabic," *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 1 (2026): 96, <https://doi.org/10.21154/209fnn64>.

⁶ Meisa Fitri Nasution et al., "Peningkatan Kemampuan Berbahasa Inggris Berbasis *Communicative Language Teaching* (CLT) Bagi Siswa Sekolah Menengah Atas Labuhanbatu Selatan", *ALAMTANA Jurnal Pengabdian Masyarakat UNW Mataram* 6, no. 3 (2025): 345, <https://doi.org/10.51673/jaltn.v6i3.2675>.

Several previous studies serve as references for this research. One of them is a study conducted by Fasich Nur Firdaus, Ahmad Fuad Abdul Baqi, and Ahmad Syaifuddin Romli entitled “Arabic Language Program Management at Al-Izzah Leadership School Batu Islamic Boarding School”. This study examines the management of the Arabic language learning program at Al-Izzah Leadership School, Batu, focusing on the four core managerial functions: planning, organizing, implementation, and evaluation. The program planning was carried out in a structured and systematic manner through short-, medium-, and long-term activities aligned with the *Muadalah Madinah* curriculum and the Islamic studies framework. Organizationally, the program was supported by a clear division of responsibilities involving the school principal, language coordinator, teachers, and student organizations. The implementation integrated formal classroom instruction with contextual language habituation through daily, weekly, and annual activities that encouraged the active use of Arabic. Furthermore, the program was evaluated continuously through formative and summative assessments, including daily language monitoring, weekly skills reinforcement, and semester-based competency assessments.⁷

Another relevant study was conducted by Moch Hilman Taabudilah, Umi Afifah, and Silvia Maulidya, entitled “Innovation of the Communicative Method in Arabic Language Learning”. This study aimed to analyze innovations in the communicative method for improving students' speaking skills (*mahārah al-kalām*). The findings revealed that the communicative approach, which integrates interactive dialogue techniques, role-playing activities, and the use of digital media, creates a more dynamic and engaging learning environment. The innovation was also found to be effective in overcoming students' linguistic and psychological barriers, particularly in developing phrase construction and oral discourse. The study further emphasizes the importance of developing a life skills-based curriculum and providing continuous professional development for teachers to enhance their mastery of modern communicative teaching techniques.⁸

⁷ Fasich Nur Firdaus et al., “Arabic Language Program Management at Al-Izzah Leadership School Batu Islamic Boarding School”, *Tsaqofiya : Jurnal Pendidikan Bahasa Dan Sastra Arab* 8, no. 1 (2026): 44–62, <https://doi.org/10.21154/71bsvs13>.

⁸ Moch Hilman Taabudilah et al., “Inovasi Metode Komunikatif Dalam Pembelajaran Bahasa Arab”, *Ulumuddin: Journal of Islamics Study* 1, no. 2 (2025): 191–97, <https://doi.org/10.62824/23f7tr74>.

Based on the foregoing discussion and the review of previous studies, a research gap remains regarding the comprehensive analysis of innovation in Arabic language learning programs. Therefore, this study aims to analyze the innovation of Arabic language learning programs at SMPI Yambu'ul Qur'an (YAQU) Kediri by examining the types of programs implemented, their implementation from the perspective of Communicative Language Teaching (CLT), and their contribution to the development of students' communicative competence. The findings of this study are expected to enrich the existing body of knowledge on innovation in Arabic language learning, contribute to the advancement of communicative language teaching theory, and serve as a reference for educational institutions in designing innovative, effective, and learner-centered Arabic language learning programs.

METHOD

This study employed a qualitative approach using a case study design.⁹ It aimed to gain an in-depth understanding of the various forms of innovation in Arabic language learning programs, their implementation processes, and the factors influencing their execution. The research was conducted at SMPI Yambu'ul Qur'an (YAQU) Kediri, an Islamic boarding school-based junior high school that has developed various innovative Arabic language learning programs, including *muhādatsah* (daily Arabic conversation) habituation, film-based Arabic language learning, Arabic debate activities, and the establishment of a *bi'ah lughawiyyah* (Arabic language environment).

The research data consisted of both primary and secondary sources. Primary data were collected through observations of the implementation of the Arabic language learning programs, in-depth interviews with selected informants, and documentation of learning activities. Secondary data were obtained from school documents, evaluation reports, photographs of learning activities, and other documents relevant to the study. Data collection was carried out using three techniques: observation, interviews, and documentation.¹⁰

The collected data were analyzed through three stages: data reduction, data display, and conclusion drawing and verification. During the data reduction stage, the researcher selected, focused, and simplified the data obtained from the field. The next

⁹ Saifuddin Azhar, *Metode Penelitian* (Bandung: Pustaka Pelajar, 2009), 34.

¹⁰ Siti Nurjanah, *Penerapan Metodologi Penelitian Kualitatif Dalam Studi Keislaman* (Bandung: Sinar Baru Algesindo, 2010), 54.

stage involved presenting the data in the form of descriptive narratives to facilitate the identification of patterns and relationships among the findings.¹¹ Finally, conclusions were drawn and verified to generate comprehensive findings regarding the innovation of Arabic language learning programs at SMPI Yambu'ul Qur'an (YAQU) Kediri and their implementation from the perspective of Communicative Language Teaching.¹²

DISCUSSION

Overview Of The Arabic Language Learning Program at SMPI Yambu'ul Qur'an Kediri

SMPI Yambu'ul Qur'an (SMPI-YAQU) is an Islamic junior high school operating under the Yambu'ul Qur'an Foundation of Kediri and integrated with the educational system of Yambu'ul Qur'an Islamic Boarding School. The school was established by K. Mohammad Asy'ari, M.H.I. in 2020 as a commitment to providing Islamic education that responds to contemporary challenges while preserving the values of the Qur'an and the traditions of Islamic boarding schools (*pesantren*).

The Arabic language learning program at SMPI Yambu'ul Qur'an Kediri is one of the school's flagship programs designed to support the realization of its vision: "*to establish Islamic education that is Qur'anic, practical, and characterized by integrity.*" This vision is implemented through an educational system that emphasizes not only academic achievement but also character development and the internalization of Islamic values. Within this framework, Arabic language proficiency is regarded as one of the core competencies to be developed, enabling students to understand the primary sources of Islamic teachings while enhancing their communicative competence in the global era.¹³

As an Islamic school integrated with the *pesantren* educational system, SMPI Yambu'ul Qur'an views Arabic not merely as a subject of study but also as the language of Islamic scholarship (*lughat al-'ilm*) and the language of religion that students are expected to master. Consequently, Arabic instruction is implemented through an integrated learning program encompassing various educational activities. This approach aims to ensure that students not only acquire grammatical knowledge

¹¹ Sugiyono Sugiyono, *Metode Penelitian Kuantitatif, Kualitatif, Dan R&D*, (Bandung: Alfabeta, 2017), 104.

¹² Nasution et al., "Peningkatan Kemampuan Berbahasa Inggris Berbasis *Communicative Language Teaching* (CLT) Bagi Siswa Sekolah Menengah Atas Labuhanbatu Selatan", 346.

¹³ Dokumen SMPI Yambu'ul Qur'an Kediri.

(*qawā'id*) but also develop the ability to use Arabic actively and effectively in their daily lives.

The Arabic language learning program at SMPI Yambu'ul Qur'an is designed to develop the four fundamental language skills (*al-mahārāt al-lughawiyyah*), namely listening (*mahārat al-istimā'*), speaking (*mahārat al-kalām*), reading (*mahārat al-qirā'ah*), and writing (*mahārat al-kitābah*). These four language skills are fostered through communicative, contextual, and experiential learning approaches that provide students with meaningful opportunities to use Arabic in various classroom activities as well as in everyday interactions within the school environment.¹⁴

As part of its educational innovation, the school implements a variety of programs aimed at creating an active and enjoyable learning environment. These programs include *muhādatsah* (Arabic conversation practice) to strengthen students' daily communicative competence, Arabic film-based learning to improve listening skills and expand vocabulary, Arabic debate activities to develop speaking proficiency, critical thinking, and argumentative skills, as well as continuous vocabulary (*mufradāt*) enrichment programs. In addition, the school promotes a *bi'ah lughawiyyah* (Arabic language environment) by encouraging the use of Arabic expressions in daily activities, providing Arabic-language visual displays throughout the school, and fostering regular communication in Arabic between teachers and students.

The implementation of these programs demonstrates that Arabic language learning at SMPI Yambu'ul Qur'an extends beyond classroom instruction and is directed toward establishing a sustainable language culture that facilitates natural language acquisition. Through the integration of formal instruction, language habituation, and a supportive linguistic environment, students experience more meaningful learning processes that enhance their language competence while fostering confidence in using Arabic for authentic communication.

Through these innovative Arabic language learning programs, SMPI Yambu'ul Qur'an strives to produce graduates who possess not only strong academic competence but also the ability to comprehend Arabic Islamic literature, communicate effectively in Arabic, and compete successfully at both national and international levels. Therefore, the Arabic language learning program serves as one of the fundamental pillars in

¹⁴ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

realizing graduates who embody Qur'anic values, demonstrate noble character, uphold integrity, and are well prepared to face the challenges of an increasingly dynamic global society.¹⁵

Forms Of Innovation In The Arabic Language Learning Program

Efforts to enhance the quality of Arabic language learning at SMPI Yambu'ul Qur'an Kediri are reflected in the development of various innovative programs that extend beyond conventional classroom instruction by emphasizing the practical use of Arabic in students' daily lives. These innovations are designed to create a more communicative, contextual, and student-centered learning process, enabling learners to gain meaningful learning experiences. Collectively, these programs support the development of the four essential language skills, namely listening (*istimā'*), speaking (*kalām*), reading (*qirā'ah*), and writing (*kitābah*).¹⁶

The following are the forms of innovation implemented in the Arabic language learning program at SMPI Yambu'ul Qur'an Kediri:

1. *Muhādatsah* (Arabic Conversation) Habituation Program

The *Muhādatsah* (Arabic conversation) habituation program is one of the principal innovations in Arabic language learning at SMPI Yambu'ul Qur'an Kediri. This program is designed to cultivate students' habit of using Arabic as a means of daily communication. Consequently, Arabic instruction is directed not only toward mastering grammatical rules (*qawā'id*) but also toward developing students' communicative competence.¹⁷

The implementation of the *muhādatsah* program is based on the principle that speaking proficiency (*mahārat al-kalām*) can only be developed when learners are provided with authentic opportunities to use the language in real communication. Therefore, the school creates a variety of learning activities that encourage students to use Arabic in their everyday interactions. Students are consistently accustomed to using simple Arabic expressions, such as greeting teachers and peers, introducing themselves, asking for permission, posing questions, expressing opinions, and engaging in short conversations related to daily

¹⁵ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

¹⁶ Wawancara dengan Ustadz Muhamad Khozin pada Minggu, 28 Juni 2026 pukul 10.00.

¹⁷ Wawancara dengan Ustadz Muhamad Khozin pada Minggu, 28 Juni 2026 pukul 10.00.

activities within the school environment. These practices are carried out regularly so that the use of Arabic gradually becomes an integral part of the school's linguistic culture.¹⁸

In its implementation, teachers serve not only as facilitators but also as language models. They do not merely deliver instructional content in the classroom but also demonstrate appropriate and accurate use of Arabic in various situations. Every simple interaction is utilized as a learning opportunity, including greetings, classroom instructions, and informal communication. As a result, students receive more intensive language exposure, allowing the process of language acquisition to occur gradually and naturally.¹⁹

The *muhādatsah* program is implemented through various activities tailored to students' levels of language proficiency. At the initial stage, students are introduced to vocabulary (*mufradāt*) and simple expressions related to everyday life. They are subsequently trained to perform pair dialogues and role-play conversations in various contexts, such as in the classroom, library, cafeteria, and *pesantren* environment. These communicative activities provide students with opportunities to apply newly acquired vocabulary and language expressions in meaningful situations.²⁰

In addition to improving students' linguistic competence, the *muhādatsah* program also contributes significantly to their affective development. Regular opportunities to practice speaking help reduce anxiety and fear associated with using Arabic. As a result, students become more confident in expressing their opinions, asking questions, and interacting with both teachers and peers in Arabic. If they encounter vocabulary or expressions that they do not understand, they consult either printed or online dictionaries. In today's digital era, a wide range of advanced online dictionaries is available, enabling students to access word

¹⁸ Lastry Retnasary et al., "Pengembangan Buku Ajar Bahasa Arab Berbasis Muhadatsah Untuk Maharah Kalam Siswa Kelas X Madrasah Aliyah," *Jurnal Pendidikan Sains Dan Komputer* 6, no. 1 (2026): 115, <https://doi.org/10.47709/jpsk.v6i01.8033>.

¹⁹ Mukhtar I. Miolo, "Strategi Inovatif dalam Pengajaran Keterampilan Berbicara dan Menulis Bahasa Arab: Sebuah Tinjauan Pedagogis," *Al-Kalim: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 4, no. 1 (2025): 66, <https://doi.org/10.60040/jak.v4i1.153>.

²⁰ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

meanings, pronunciation, and usage quickly and efficiently.²¹ Furthermore, a supportive learning environment combined with constructive feedback from teachers creates a positive classroom atmosphere that motivates students to continuously improve their language proficiency.

From the perspective of educational innovation, the *muhādatsah* program represents a significant shift from a traditional grammar-oriented approach to an approach that emphasizes the functional use of language as a tool for communication. The program also demonstrates the integration of formal classroom instruction with authentic language practice throughout the school environment, enabling students to experience more meaningful and authentic language learning. Consequently, the *muhādatsah* program plays a crucial role in establishing a *bi'ah lughawiyyah* (Arabic-speaking environment) that supports natural and sustainable language acquisition.²²

In conclusion, the *muhādatsah* habituation program functions not merely as a complementary learning activity but also as an innovative educational strategy that contributes substantially to the development of students' communicative competence. Through systematic and continuous language practice, students are expected not only to acquire conceptual knowledge of Arabic but also to apply the language effectively in their daily communication. This is consistent with the primary objective of Arabic language education, which seeks to achieve a balance between linguistic knowledge and the ability to use the language effectively across a variety of communicative contexts.

2. Arabic Language Learning Based on Film Media

Film-based Arabic language learning is one of the innovations developed at SMPI Yambu'ul Qur'an Kediri as an effort to create a more engaging, interactive, and contextual learning process. The use of film media is based on the understanding that students can comprehend a language more easily when they are exposed to authentic language input through a combination of visual elements, audio, and communicative contexts. Therefore, films are utilized not merely as entertainment

²¹ Elok Fikril Hanik Fikril et al., "Teknik Artikulator dalam Kamus Digital Arab Bagi Pembelajar Bahasa Arab," *Tsaqofiya: Jurnal Pendidikan Bahasa dan Sastra Arab* 8, no. 1 (2026): 90, <https://doi.org/10.21154/w00a0295>.

²² Retnasary et al., "Pengembangan Buku Ajar Bahasa Arab Berbasis Muhadatsah Untuk Maharah Kalam Siswa Kelas X Madrasah Aliyah", 117.

media but also as learning resources that enrich students' language-learning experiences.

In its implementation, teachers select Arabic-language films, animations, or short videos that are appropriate to the learning objectives, students' proficiency levels, and the material being studied. Film-based learning activities are conducted through several stages. In the preliminary stage, the teacher introduces the learning theme and provides an overview of the vocabulary (*mufradāt*) and important expressions that will appear in the film. This stage aims to build students' prior knowledge so that they have sufficient preparation to understand the content of the screening.

In the main stage, students watch the Arabic-language film attentively. During the viewing process, the teacher directs students to pay attention to pronunciation (*makhārij al-ḥurūf*), intonation, vocabulary usage, sentence structures, and the conversational contexts presented in the film. Through this activity, students are exposed to authentic examples of Arabic usage, enabling them to understand how the language is used in real communicative situations.

After the film has been shown, the teacher conducts various follow-up activities that involve students' active participation. These activities include identifying new vocabulary, answering questions based on the film, discussing the plot, expressing opinions about the messages conveyed in the film, and retelling the story in Arabic both orally and in writing. Such activities provide students with opportunities to integrate the four language skills—listening, speaking, reading, and writing—within a single learning sequence.²³

In addition to improving language competence, film media also has a positive impact on students' learning motivation. Presenting material in an audiovisual format makes learning more interesting than instruction that relies solely on textbooks. Students become more enthusiastic about participating in lessons because they can directly observe the use of Arabic in authentic situations. A more dynamic classroom atmosphere also encourages students to ask questions, engage in discussions, and express their opinions about the film content.²⁴

²³ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

²⁴ Aliya Asy'arie et al., "Analisis Pemanfaatan Media Audio-Visual dan Dampaknya Terhadap Minat Belajar Siswa Di SDN 110 Lura", *Journal Scientific of Mandalika* 6, no. 3 (2025): 520.

Based on the implementation results, film-based Arabic language learning has been able to create a more communicative learning environment while strengthening students' mastery of the four language skills in an integrated manner. The use of audiovisual media not only enhances students' linguistic abilities but also develops their critical thinking skills, imagination, and self-confidence in using Arabic. Therefore, the use of film media can be regarded as an effective form of instructional innovation in supporting the achievement of Arabic language learning objectives at SMPI Yambu'ul Qur'an Kediri.

3. Arabic Debate Program

The Arabic Debate Program is one of the instructional innovations implemented at SMPI Yambu'ul Qur'an Kediri to enhance students' speaking skills (*mahārah al-kalām*) while fostering their critical thinking abilities. Through this program, students are trained to express their opinions, defend their arguments, and respond to opposing viewpoints using Arabic accurately and appropriately.

The debate activities begin with the selection of a theme that is relevant to students' daily lives. Subsequently, students are divided into two groups—the affirmative team and the opposition team—each presenting arguments and rebuttals in accordance with established debate rules. Throughout the activity, the teacher serves as the moderator while also providing guidance and evaluation on students' use of Arabic, including vocabulary, sentence structure, pronunciation, and speaking fluency.²⁵

The debate program contributes significantly to the improvement of students' Arabic language proficiency, particularly in oral communication. In addition to expanding students' vocabulary and developing their ability to construct coherent and well-organized sentences, the program also enhances their self-confidence in public speaking. Furthermore, debate encourages students to think critically, respect differing opinions, and express their ideas logically and respectfully.²⁶

As an innovative instructional approach, the Arabic Debate Program creates a more active and student-centered learning environment. Arabic is not merely

²⁵ Wawancara dengan Ustadzah Siti Bahrotul Ilmiah pada Rabu, 24 Juni 2026 pukul 17.00.

²⁶ Faidatul Hasanah, "Penerapan Metode Debat Bahasa Arab dalam Meningkatkan Keterampilan Berbicara Siswi Kelas Bahasa di Madrasah I'dadiyah Pondok Pesantren Salafiyah Syafi'iyah", *Jurnal Harmoni Pendidikan* 1, no. 2 (2025): 48, <https://doi.org/10.64845/jhp.v1i2.55>.

learned as an academic subject but is practiced as a genuine means of communication for expressing ideas and engaging in discussion. Consequently, the program contributes to the development of students' communicative competence while supporting a more interactive, meaningful, and engaging Arabic language learning experience.

Analysis Of Arabic Language Learning Program Innovations Based On The Communicative Language Teaching (CLT) Theory

Communicative Language Teaching (CLT) is a language teaching approach that emphasizes learners' ability to use language as a means of communication in a variety of real-life situations. This approach emerged as a response to traditional language teaching methods, which primarily focused on the mastery of grammatical rules and vocabulary memorization while providing limited opportunities for learners to use the language in authentic communication.²⁷

The fundamental concept of CLT is rooted in the theory of communicative competence, introduced by Dell Hymes in 1972. Hymes argued that successful language learning is determined not only by learners' mastery of grammatical rules (linguistic competence) but also by their ability to use language appropriately according to the social context, communicative purpose, and specific situations in which communication occurs. Therefore, the primary goal of language teaching is to develop learners who can communicate effectively rather than merely understand linguistic rules.²⁸

Consistent with this perspective, Richards and Rodgers explain that Communicative Language Teaching adopts a student-centered learning approach, in which learners play an active role in the learning process, while teachers function as facilitators who create opportunities for meaningful communication. Instruction is designed through activities that encourage interaction among learners, such as dialogues, discussions, simulations, language games, presentations, and debates.

²⁷ Putri Ayu Astuti et al., "Pendekatan Komunikatif dalam Pengajaran Bahasa Arab: Studi Pada Madrasah Aliyah di Indonesia," *AR-RIYADH : Jurnal Pendidikan dan Bahasa Arab* 1, no. 1 (2025): 32.

²⁸ Elpa Diana et al., "Pengaruh Penerapan Metode Sam'iyah Syafawiyah Berbasis Pendekatan Komunikatif Terhadap Kepercayaan Diri Berbicara Bahasa Arab", *Indonesian Journal of Social Science and Education (IJOSS)* 2, no. 2 (2026): 788, <https://doi.org/10.62567/ijosse.v2i2.2747>.

Consequently, language is acquired through authentic use, enabling learners to gain meaningful communicative experiences.²⁹

Based on this theoretical framework, Arabic language instruction that adopts the Communicative Language Teaching approach provides learners with opportunities to use Arabic in a variety of authentic activities, both inside and outside the classroom. The success of the learning process is measured not only by learners' understanding of grammatical rules but also by their ability to express ideas, interact with others, and respond appropriately to their interlocutors using Arabic in a communicative and contextually appropriate manner.

Based on the findings of this study, the various Arabic language learning programs implemented at SMPI Yambu'ul Qur'an Kediri demonstrate characteristics that are closely aligned with the principles of Communicative Language Teaching (CLT). The *muhādatsah* (Arabic conversation habituation) program provides students with opportunities to use Arabic in their daily communication,³⁰ enabling them to become accustomed to expressing their ideas orally in authentic contexts. The students expressed highly positive attitudes toward this program and strongly supported its implementation.³¹

Similarly, the film-based Arabic learning program creates authentic communicative situations through audiovisual materials that enrich students' vocabulary, improve their listening skills, and encourage them to discuss and retell the content of the films in Arabic.³² Students considered this program highly effective because it reduced boredom and made the learning process more engaging and less monotonous.³³

Meanwhile, the Arabic Debate Program provides students with opportunities to express their opinions, defend their arguments, and respond to opposing viewpoints actively and communicatively in Arabic.³⁴ Many students regarded this program as one of the most memorable learning experiences because it was directly supervised by the Chairman of the Yambu'ul Qur'an Foundation.³⁵ The program was also designed to

²⁹ Imelda Wahyuni, *Pendekatan Komunikatif dalam Pembelajaran Bahasa Asing* (Kendari: SulQa Press, 2022), 60.

³⁰ Wawancara kepada Muhammad Rozaqul Anwar siswa SMPI Yambu'ul Qur'an.

³¹ Wawancara kepada Azzahra Eridya Eka siswa SMPI Yambu'ul Qur'an.

³² Wawancara kepada Najwatul Ulya Zain siswa SMPI Yambu'ul Qur'an.

³³ Wawancara kepada Aurora Taqiyya siswa SMPI Yambu'ul Qur'an.

³⁴ Wawancara kepada Azzam Sakha Al-Ghozali siswa SMPI Yambu'ul Qur'an.

³⁵ Wawancara kepada Arini Miratu Nisa siswa SMPI Yambu'ul Qur'an.

develop students' confidence, fluency in speaking Arabic, and competitive spirit by presenting the debates as a structured competition.

From the perspective of Communicative Language Teaching (CLT), these three programs have successfully shifted Arabic language instruction from a teacher-centered approach to a student-centered learning model. Students no longer merely receive explanations about grammatical rules; instead, they actively participate in a variety of communicative activities that require them to use Arabic in authentic contexts. This demonstrates that the language is learned primarily through meaningful communication rather than solely through vocabulary memorization and the study of grammatical rules.

Furthermore, these programs support the integrated development of the four language skills (*al-mahārāt al-lughawīyyah*). The *muhādatsah* program contributes to the improvement of speaking skills (*mahārah al-kalām*) and listening skills (*mahārah al-istimāʿ*). Film-based instruction integrates listening, speaking, reading, and writing through activities such as observing, discussing, and summarizing the content of the films. Likewise, the Arabic Debate Program not only enhances students' speaking proficiency but also develops their critical listening skills, their ability to construct logical arguments, and their capacity to respond appropriately to opposing viewpoints.

In conclusion, the innovative Arabic language learning programs implemented at SMPI Yambu'ul Qur'an Kediri have effectively embodied the core principles of Communicative Language Teaching, including student-centered learning, the use of language in authentic communicative contexts, active interaction among learners, and the comprehensive development of communicative competence. These findings indicate that the innovations have not only improved students' linguistic proficiency but have also fostered their courage, self-confidence, and communication skills, which constitute the primary objectives of communicative Arabic language teaching.

CONCLUSION

This study demonstrates that the innovations in Arabic language learning programs at SMPI Yambu'ul Qur'an (YAQU) Kediri are manifested through three main programs: *muhādatsah* (Arabic conversation habituation), film-based Arabic language learning, and the Arabic Debate Program. These programs have created a more active,

contextual, and student-centered learning environment by providing students with opportunities to use Arabic in authentic communicative situations.

From the perspective of Communicative Language Teaching (CLT), these programs support the development of students' communicative competence through authentic language practice, active interaction, and the integrated development of the four language skills. Therefore, the instructional innovations implemented at SMPI YAQU Kediri not only enhance students' Arabic language proficiency but also foster their self-confidence, learning motivation, and critical thinking skills.

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