

MUKHAYYAM 'ARABI: A STRATEGY TO INTRODUCE ARABIC-SPEAKING ENVIRONMENT AT MAS FOR UNIVERSE

مخيم عربي: استراتيجية لإدخال بيئة ناطقة بالعربية في MAS FOR UNIVERSE

MUKHAYYAM 'ARABI: STRATEGI UNTUK MEMPERKENALKAN LINGKUNGAN BERBAHASA ARAB DI MAS FOR UNIVERSE

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ABSTRACT

This study has two objectives, namely (1) to examine the effectiveness of *Mukhayyam 'Arabi* activities as a means of introducing the Arabic language environment for MAS For Universe students in Southern Thailand (2) to identify various obstacles that arise during the implementation of these activities. This research uses a descriptive qualitative approach with data collection techniques in the form of observation, interviews, and documentation. The results showed that *Mukhayyam 'Arabi* activities were effective in creating a communicative learning atmosphere and encouraging students to actively use Arabic in everyday life. In addition, there are some obstacles such as limited learning media and language differences, but these obstacles can be overcome through strategies such as multilingual approaches, fun learning, and the formation of study groups. This activity also contributes to building students' character especially build self-confidence and creating an inclusive learning environment for the minority Muslim community.

Keywords: Mukhayyam Arabi, Arabic speaking environment, Arabic language learning, MAS For Universe

الملخص

ولهذه الدراسة هدفان، هما: (1) دراسة فعالية أنشطة مخيم اللغة العربية كوسيلة للتعريف ببيئة اللغة العربية لطلاب جامعة Mas For Universe في جنوب تايلاند (2) تحديد العقبات المختلفة التي تنشأ أثناء تنفيذ هذه الأنشطة. استخدم هذا البحث منهجًا وصفيًا نوعيًا باستخدام تقنيات جمع البيانات في شكل ملاحظة ومقابلات وتوثيق. وقد أظهرت النتائج أن أنشطة محو الأمية العربية كانت فعالة في خلق جو تعليمي توافقي وتشجيع الطلاب على استخدام اللغة العربية بفاعلية في الحياة اليومية. بالإضافة إلى ذلك، هناك بعض العقبات مثل محدودية وسائط التعلم والاختلافات اللغوية، ولكن يمكن التغلب على هذه العقبات من خلال استراتيجيات مثل المناهج متعددة اللغات، والتعلم الممتع، وتشكيل مجموعات دراسية. يساهم هذا النشاط أيضًا في بناء شخصية الطلاب بناء الثقة بالنفس وخلق بيئة تعليمية شاملة للأقلية المسلمة.

الكلمات المفتاحية: مخيم عربي، بيئة التحدث باللغة العربية، تعلم اللغة العربية، Mas For Universe

ABSTRAK

Penelitian ini memiliki dua tujuan yaitu (1) menelaah efektivitas kegiatan *Mukhayyam 'Arabi* sebagai sarana pengenalan lingkungan berbahasa Arab bagi pelajar MAS For Universe di Thailand Selatan (2) mengidentifikasi berbagai kendala yang muncul selama pelaksanaan

kegiatan tersebut. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan teknik pengumpulan data berupa observasi, wawancara, dan dokumentasi. Hasil penelitian menunjukkan bahwa kegiatan *Mukhayyam 'Arabi* efektif dalam menciptakan suasana belajar yang komunikatif dan mendorong siswa untuk aktif menggunakan bahasa Arab dalam kehidupan sehari-hari. Selain itu, ditemukan beberapa kendala seperti keterbatasan media pembelajaran dan perbedaan bahasa, namun kendala ini dapat diatasi melalui strategi seperti pendekatan multibahasa, pembelajaran *fun learning*, dan pembentukan kelompok belajar. Kegiatan ini juga berkontribusi dalam membangun karakter siswa terutama dalam membangun rasa percaya diri dan menciptakan lingkungan belajar yang inklusif bagi komunitas Muslim minoritas.

Kata Kunci: Mukhayyam Arabi, lingkungan berbahasa Arab, pembelajaran bahasa Arab, MAS For Universe

Learning a foreign language such as Arabic is not enough if it is only done in the classroom with lecture and memorization methods. A learning atmosphere that encourages students to actively use the language directly in everyday life is needed so that learning becomes interesting and meaningful. One form of activity that supports this is an Arabic language camp with a term commonly referred to as *Mukhayyam Arabi*. This activity is in the form of a camp or intensive training that uses Arabic as the main means of communication (Jundi, *et al.*, 2024). Through *mukhayyam*, students are encouraged to interact in a relaxed yet purposeful atmosphere so that they have the space to practice the language while building habits and confidence in communication (Jundi, *et al.*, 2024).

One effective strategy to shape the language learning environment is to create a *bi'ah lughawiyah* or Arabic language environment. This environment can be both formal and informal. *Bi'ah lughawiyah* is a community or society where various Arabic language activities such as conversations, speeches, seminars, language competitions, educational games, and other activities take place (Astuti, *et al.*, 2020). Therefore, *Mukhayyam 'Arabi* is not only a medium for foreign language habituation, but it can also train students' affective aspects through educational, fun, and communicative activities.

MAS For Universe, located in Narathiwat, Southern Thailand, is a school that implements Arabic as part of the curriculum (Salsabila, 2024). However, the use of Arabic in daily life at the school is still very limited. The use of Arabic in daily life is still very limited because learning tends to be textual and focuses on memorization, when viewed from the socio-religious background of MAS For Universe students has great potential in developing an active Arabic-speaking environment (Salsabila, 2024). This school also applies the concept of nature so that at all levels of education, the curriculum and level of the learning process are adaptive to the development, uniqueness and talents of each student (Salsabila, 2024).

Research by (Jundi, *et al.*, 2024) shows that *Mukhayyam* activities not only improve Arabic language skills, but also shape student character and skills, then research conducted by (Mustaufiy & Nurhidayati, 2023), shows that *Mukhayyam Arabi* activities are one of the good strategies to support maharah kalam activities in MTSN 1 Kota Bima students. However, these studies focus more on students and university students in Indonesia and have not reached the context of Arabic language learning for students in Muslim minority areas such as Southern Thailand.

Based on the above description, this study has two main objectives. First, to examine the effectiveness of *Mukhayyam 'Arabi* activities as a means of introducing the Arabic language environment for MAS For Universe students in Southern Thailand. Second, to identify the various obstacles that arise during the implementation of activities as well as the strategies used in overcoming these obstacles.

METHODS

This research uses a descriptive qualitative approach with the aim of describing in depth how the role of *Mukhayyam 'Arabi's* activities as a socialization program is a means of introducing the Arabic-speaking environment and the obstacles that occur during the implementation of this *Mukhayyam* for MAS For Universe students in Narathiwat, Southern Thailand. This approach is used to understand the phenomenon naturally through the process of direct interaction between the researcher and the subject under study. This research was conducted at MAS For Universe, an Islamic educational institution located in Narathiwat, Southern Thailand. The research was conducted for approximately 14 days starting from October 28 - November 12, 2024.

The subjects in this study were Arabic language teachers, namely Ustadz Tawfiq Syarif Mansor, Teacher Waheeda Dueramae and several students who participated in *Mukhayyam 'Arabi* activities. The selection of sources was carried out randomly, which was chosen based on their direct involvement in the activities under study and selected according to their grade level.

The main instrument in this research is the researcher himself who plays an active role in the entire process of data collection and analysis. The researcher was assisted by interview guidelines, observation sheets, and documentation as supporting instruments. Data collection techniques were carried out through three main methods, namely interviews, observation, and documentation. Interviews were conducted with Arabic language teachers and student co-teachers as the main resource persons in this study. Furthermore, researchers made direct observations of the implementation of *Mukhayyam 'Arabi* activities in the school environment to obtain factual and contextual data. Meanwhile, documentation includes collecting supporting documents such as activity schedules, implementation notes, and school archives relevant to the focus of the research.

The research steps were carried out systematically starting from the planning stage, where the researcher determined the appropriate topic, location, and informants. After that, field data collection was carried out through direct observation, in-depth interviews, and collection of supporting documents. The collected data were then recorded and processed in the form of descriptive narratives, then classified based on the theme or focus of the research. Furthermore, data processing was carried out which included the process of data reduction, data presentation, and conclusion drawing. To ensure the truth or validity of the data, researchers used triangulation techniques, namely comparing and confirming data obtained through various sources and techniques of interviews, observation, and documentation.

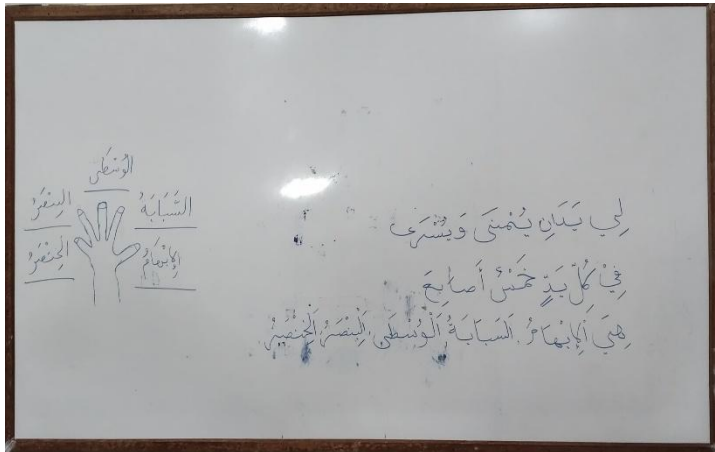
The data analysis technique used in this research refers to the Miles and Huberman interactive analysis model. This analysis process consists of three main stages, namely (1) data reduction, namely simplifying, sorting, and selecting data that is relevant to the research focus. (2) data presentation in narrative or visual form such as tables, to make it easier to interpret. (3) conclusion drawing and verification, which is carried out continuously during the research process to ensure that the results obtained truly reflect the conditions that occur in the field.

RESULTS

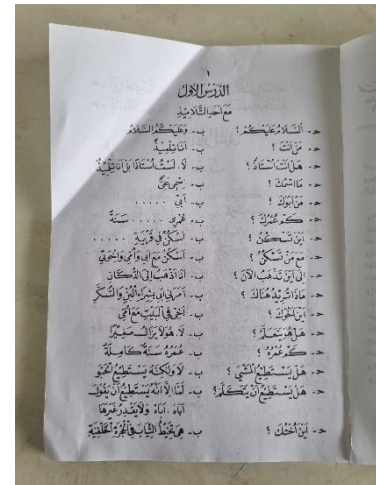
Based on the results of direct observation in the field, interviews with Arabic language teachers and documentation during the implementation of activities, data were obtained that could be studied in two sub-focuses according to the research objectives, namely: (1) the effectiveness of *Mukhayyam 'Arabi* as a means of introducing the Arabic language environment, and (2) inhibiting factors and strategies applied in the implementation of activities.

Effectiveness of Mukhayyam 'Arabi Activities

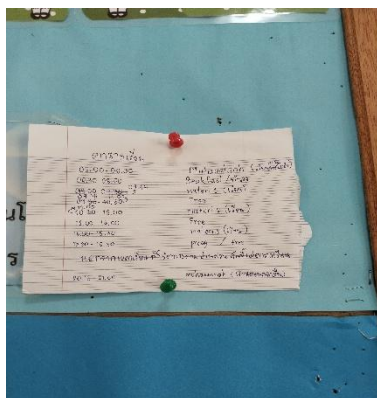
Mukhayyam 'Arabi activities proved to be effective in creating a communicative and applicable Arabic learning environment. The observation results show that students are actively involved in the whole series of activities which are packaged in the form of language games, simple conversations, light quizzes, as well as simulations of real situations or role plays about self-introduction and daily conversation.



Picture 1: Interlude material



Picture 2: Main



material

Picture 3: Learning schedule with mother tongue together



Picture 4: learning together

Interviews with the Arabic language teacher, Ustadz Taufiq, as well as with another student teacher, Teacher Waheeda, also revealed that students showed increased confidence in using Arabic vocabulary in informal situations. This activity also has an impact on the formation of *bi'ah lughawiyah* outside the classroom, such as the emergence of the habit of greetings, greetings, and conversations in Arabic between students.

Online interview script after the activity is over

Nazila: “How about the girls after Arabic camp? Are they becoming more motivated to learn foreign language especially Arabic?”

Teacher Da Min: “Yes Miss, They really to learn Arabic and Other languages”.

From the documentation of the activities, it was found that the average participant was able to respond to instructions in basic Arabic and showed interest in attending

further sessions. This success was supported by a fun and non-rigid delivery strategy, in accordance with the fun learning principles used by the teacher.



Picture 5



Picture 6



Picture 7

Image Description: The pictures are examples of the strategies used during *Mukhayyam*, including: Interactive Games (picture 5), Muraja'ah while playing (picture 6), organizing performances (picture 7).

Inhibiting Factors and Solution Strategies

Although showing positive results, the implementation of *Mukhayyam 'Arabi* is not free from various challenges and obstacles, both in terms of learners and limited supporting facilities. One of the main obstacles is the language factor, where most students have different mother tongue backgrounds. They are more accustomed to using Thai, so when they have to communicate in Arabic, there are significant limitations in understanding. In addition, based on the observation results, there are also limitations in learning media. The school does not have adequate supporting facilities such as learning videos, interactive tools, or illustrated modules, even though this kind of media is very helpful for students with visual learning styles. Another obstacle is that there are quite striking variations in student abilities. The results obtained from interviews with Arabic teachers, it is known that not all students have the same learning speed. Some students have difficulty in memorizing and understanding instructions, so they need additional guidance so that they are not left behind in the learning process.

The solution used to overcome these obstacles is to apply various strategies that are tailored to the conditions of the students. One of them is the formation of heterogeneous learning groups, where students who understand more help their groupmates in understanding the material. These groups usually consist of 3 to 5 students, and become a place for effective interaction in the learning process together.



Picture 8



Picture 9

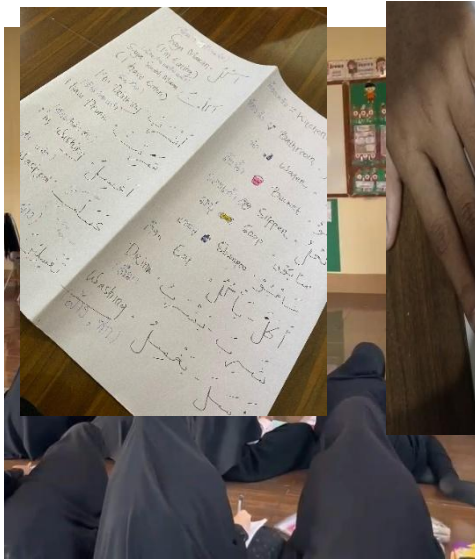


Picture 10

Picture Description: the students are divided into groups and accompanied by one teacher (picture 8), each group consists of children who understand quickly so that they can explain to their other friends (pictures 9 & 10).

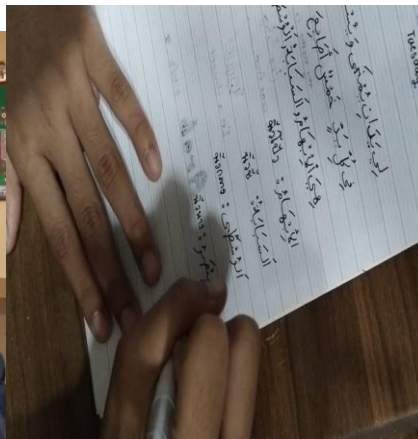
The next strategy is the implementation of a multilingual approach, which combines Arabic, English, Malay and Thai in the learning process. In the early stages, the teacher uses more Thai to ensure students understand the explanation. After that, students are directed to mention the vocabulary in Arabic first, then repeat it in Thai. When they find a new word, they also record its meaning in Thai in addition to Arabic writing as personal notes. In addition, visual and audio-visual learning media, such as illustrated slides, props, and relevant short videos are also used to strengthen students' understanding.

Picture 11

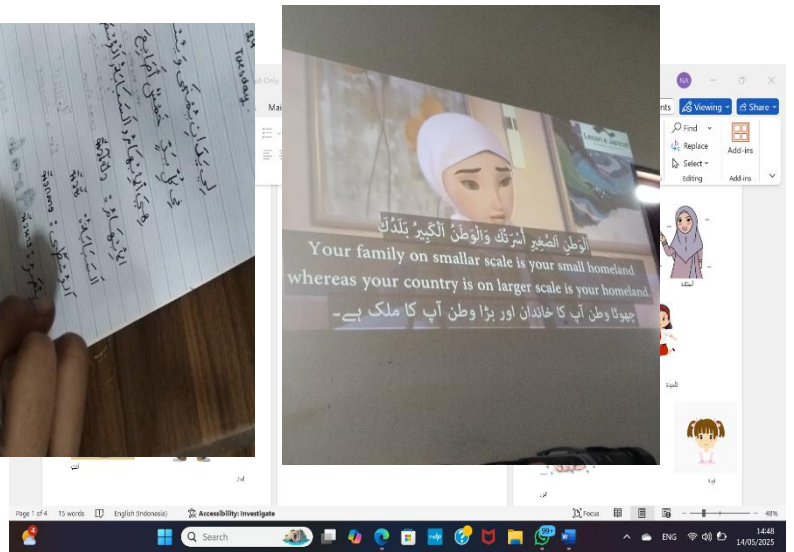


Picture 14

Picture 12



Picture 13



Picture 15

Image Description: Multilingual cartons (figure 11), personal notes of each student in Thai (figure 12), learning video (figure 13), teacher demonstrating the material (figure 14), and illustrated slides (figure 15).

So that the learning atmosphere is not rigid, monotonous or boring, the teacher applies the Audiolingual method with a fun learning approach through interactive games, Arabic quizzes, and simulated dialog or role play. Activities such as composing words and role playing make students more relaxed and dare to try speaking in Arabic. Other strategies such as repetition of material at the beginning and end of each class are very important to help students who still have difficulty understanding the material, either through group discussions or joint exercises. This approach makes students feel not left behind and remain enthusiastic about participating in *mukhayyam* activities.



Picture 16

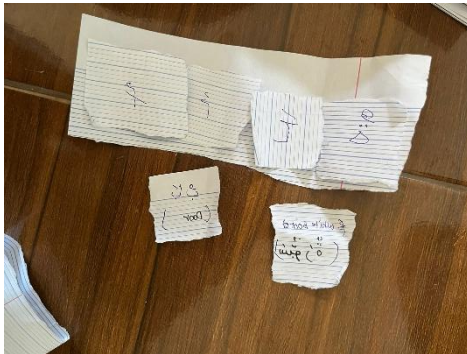


Picture 17

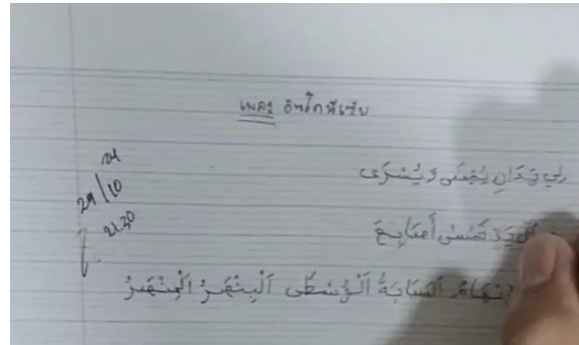


Picture 18

Picture 19



Picture 20



Picture Description: Dialogue with flexible role-playing followed by discussion (Figure 16), repetition of material by appointing random students to work on problems on the board (Figure 17), composing words from the *mufrodats* that have been learned (Figure 18) and then translating them (Figure 19) and giving initials for students who have memorized *mufrodats* (Figure 20).

DISCUSSION

This discussion is organized based on two main focuses as contained in the research objectives, namely: (1) the effectiveness of *Mukhayyam 'Arabi* activities as a means of introducing an Arabic-speaking environment, and (2) inhibiting factors and strategies applied in the implementation of activities.

Effectiveness of Mukhayyam 'Arabi Activities in Shaping the Arabic Language Environment

The results showed that *Mukhayyam 'Arabi* activities were effective in creating a communicative, fun, and applicative Arabic learning atmosphere. Students' active participation in various activities such as language games, simple conversations, and simulations of real situations is evidence that this approach is able to accommodate their learning needs naturally.

This effectiveness is in line with the theory of second language acquisition proposed by Krashen (1982), which states that language learning will be more successful if it is done through meaningful interactions in a real environment, not just memorization. In the context of *Mukhayyam*, learning takes place directly, full of interaction, and is not limited to the classroom.

This finding also corroborates the opinion of (Jundi, *et al.*, 2024) who explained that *Mukhayyam* activities can increase students' confidence in speaking Arabic because it presents a relaxed but still directed atmosphere. In addition, the concept of *bi'ah*

lughawiyyah (Arabic-speaking environment) raised by (Astuti, *et al.*, 2020) is also reflected in this activity, where the use of Arabic is not only done formally but also in informal daily interactions.

A positive and emotionally supportive learning atmosphere, as emphasized by Brown (2000), is an important factor that promotes successful second language learning. In Mukhayyam, students feel more confident and less afraid of being wrong because the atmosphere is relaxed, encouraging the courage to try and speak.

Inhibiting Factors and Solution Strategies in the Implementation of Mukhayyam 'Arabi

Behind the successful implementation of *Mukhayyam 'Arabi*, there are several inhibiting factors that affect the learning process. One of the main obstacles is the difference in native language between students and teachers. The majority of students at MAS For Universe are more accustomed to using Thai, while teaching is done in Arabic. This has an impact on the slow understanding of the material presented, especially for students who are not familiar with Arabic.

This finding is in line with Fahrurrozi's (2014) view that mother tongue differences are one of the main factors that hinder Arabic language learning, especially in non-Arabic communities. In addition, limited learning facilities such as the lack of visual and audio-visual media are also another obstacle that slows down the process of student understanding.

To overcome the various obstacles that arise during the implementation of *Mukhayyam 'Arabi*, a number of learning strategies are applied that are tailored to the needs of students. One of the strategies used is the formation of heterogeneous learning groups, where students who already understand the material are encouraged to help their groupmates who do not understand the material having difficulty. This strategy not only accelerates understanding, but also fosters cooperation and responsibility among students. In addition, the teacher applies a multilingual approach by combining the use of Arabic, English, Malay and Thai in the early stages of learning. The use of Thai as the students' mother tongue is quite dominant in the beginning so that the material is easy to understand, then gradually students are directed to use Arabic in daily practice.

In addition, learning activities are also supported by visual and audio-visual media, such as illustrated slides and relevant learning videos. The use of these media helps students understand the material more concretely, especially for those with a visual learning style. To create a learning atmosphere that is not monotonous, teachers also apply the Audiolingual method with a fun learning approach, which is learning that is packaged through interactive games, quizzes, and simulated conversations in Arabic. With these strategies, learning becomes more interesting, inclusive and effective for all participants.

These approaches are in line with the research results of Mustaufiy and Nurhidayati (2023), who found that interactive methods in *Mukhayyam Arabi* activities were able to significantly improve students' speaking skills. The use of multiple languages is also a form of an inclusive approach to learning, as suggested by Puspidalia (2012), who suggests that teaching in a multilingual environment should be flexible and adaptive to learners' backgrounds.

Thus, the existing barriers are not the main obstacle, but rather a driving force for teachers and students to innovate and adjust learning strategies contextually.

Overall, the *Mukhayyam 'Arabi* activity at MAS For Universe is not only a medium for linguistic training, but also an effective means of building an Arabic-speaking environment in the midst of a minority Muslim community. The contextual approach,

the use of multilingualism, and the supportive atmosphere are proven to help students understand and use Arabic more confidently and sustainably.

CONCLUSION

Based on the results of research conducted at MAS For Universe, Narathiwat, Southern Thailand, *Mukhayyam 'Arabi* activities proved to be effective as a means of introducing an Arabic-speaking environment. This activity encourages students to actively communicate in Arabic through various activities such as games, dialogs, and simulations of real situations. The relaxed yet purposeful atmosphere supports students' increased confidence in using Arabic. This finding is consistent with Krashen's theory of second language acquisition and in line with the concept of *bi'ah lughawiyyah*, which emphasizes the importance of learning in a natural and meaningful environment.

Nevertheless, the implementation of this activity also experienced a number of obstacles, such as limited learning media and differences in native language between teachers and participants. However, these obstacles can be overcome through adaptive and contextual strategies, such as the application of multilingual approaches, fun learning methods, and the formation of learning groups. These strategies have shown their effectiveness in supporting student understanding and creating an inclusive learning atmosphere. Therefore, *Mukhayyam 'Arabi* not only serves as a linguistic training, especially in *maharah kalam or istima'*, but also as a means of character building and strengthening the Arabic-speaking environment that is relevant to the Muslim minority community in the Southern Thailand region.

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