

ARABIC LANGUAGE SKILLS OF THE STUDENT ASSOCIATION OF THE DEPARTMENT OF ARABIC LITERATURE, UNIVERSITAS NEGERI MALANG 2025

مهارات اللغة العربية لهيئة طلاب قسم الأدب العربي، جامعة مالانج الحكومية ٢٠٢٥

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Abstract

The purpose of this study is to determine the level of Arabic language skills possessed by the management of HMD Arabic Literature UM 2025, the factors that influence it, and strategies to improve it. This research uses a descriptive quantitative approach to obtain a comprehensive picture of the level of Arabic language skills, as well as the supporting and inhibiting factors, among HMD administrators. The results showed that personal motivation and interest have an important role in improving students' Arabic language skills, both in the aspects of reading, writing, speaking, and vocabulary acquisition.

Keywords

Arabic language skills, Arabic language learning, organisation,

الغرض من هذه الدراسة هو تحديد مستوى مهارات اللغة العربية التي يمتلكها إداريو رابطة طلاب قسم الأدب العربي بجامعة مالانج الحكومية ٢٠٢٥، والعوامل المؤثرة فيها، واستراتيجيات تحسينها. ويستخدم هذا البحث المنهج الوصفي الكمي للحصول على صورة شاملة لمستوى مهارات اللغة العربية والعوامل الداعمة والمنبذة لدى إداريي قسم الأدب العربي في جامعة أم القرى. وقد أظهرت النتائج أن الدافعية الشخصية والاهتمام لهما دور مهم في تحسين مهارات اللغة العربية لدى الطلاب في جوانب القراءة والكتابة والمحادثة واكتساب المفردات.

ملخص البحث

مهارات اللغة العربية، تعلم اللغة العربية، التنظيم

كلمات أساسية

Language proficiency is a competence that goes beyond mere mastery of linguistic structures. It includes not only grammar, lexicon and phonology, but also pragmatics and sociolinguistic aspects that facilitate effective communication in social and digital contexts. In recent decades, the transformation of education, especially through the integration of digital technology, has encouraged the development of innovative learning models. Hidayati (2021) argues that the application of digital media in language learning not only increases learner engagement but also expands the context of interaction, thus facilitating the process of language internalisation more effectively.

Furthermore, research by Sulaiman and Hasanah (2018) shows that the integration of information technology in Arabic learning methods allows students to engage in simulations of real communication situations that are responsive to social and cultural dynamics, thus forming more holistic communicative competence. Basically, Arabic language proficiency should be seen as a dynamic system that involves interactions between internal factors, such as motivation and learning readiness, with external factors in the form of digital media innovations and the social environment. This understanding is in line with Purnomo's (2017) opinion which highlights that digital learning plays an important role in stimulating students' creativity and communicative abilities through the use of interactive platforms.

On the other hand, Fadilah (2018) emphasises that high learning motivation, triggered through the use of digital media, can significantly improve academic achievement and language skills. This is because digital media provides various learning resources that are contextual and interactive, thus providing space for students to hone language skills more intensively. Thus, these theories provide a conceptual basis that language acquisition cannot be separated from the use of information technology and social interaction, especially in the growing digital era.

Based on a recent study, Rahmawati (2020) revealed that there was a significant improvement in students' Arabic language competence through the application of digital and interactive learning methods. However, it should be noted that most of these studies still focus on the context of learning in formal classrooms, so not many have examined language skills in the context of student organisations that have demands for communication across sectors and cultures. Abdullah and Siregar (2022) assert that the role of student organisations as a forum for developing soft skills and language competence requires a special approach that does not only rely on traditional learning, but also innovative technology-based learning methods.

State University of Malang, as a higher education institution committed to the development of language and literature, has integrated the use of digital technology in Arabic language learning. In the midst of globalisation and digital transformation, the administrators of the Department of Arabic Literature student association have a strategic role as communication agents who must be able to convey messages, compile work programs, and establish cross-cultural relations using good and correct Arabic. This condition demands an in-depth evaluation of their level of language proficiency which has an impact on organisational performance and the representation of academic identity.

Along with technological advances, the use of digital media has become a new paradigm in education. Maharani and Putra (2019) showed that the implementation of digital curriculum in Arabic language learning not only

increased learning interest, but also supported the improvement of applicative communicative competence. This research becomes very relevant considering that women and men as administrators of the association are not only required to have solid language skills, but also skills in managing digital devices for effective communication. Arif (2023) in his research highlights that intensive organisational experience contributes positively to language skills, especially in the executive aspect of dynamic and participatory communication.

This condition encourages this research to explore in depth how the Arabic language skills of the administrators of the UM Arabic Literature Department Student Association develop in the digital era. The use of adaptive and technology-based learning methods, combined with real organisational experience, is believed to bring significant improvements to Arabic language competence which so far still has some limitations. The overall literature review shows the importance of synergy between digital innovation, learning motivation, and social interaction as supporting factors in the development of language skills.

From the theoretical explanation and background above, the purpose of this research is to find out the level of Arabic language skills possessed by the management of HMD Arabic Literature UM 2025, the factors that influence it, and strategies to improve it. Overall, this research is expected not only as an evaluation study, but also as a basis for policy formulation and curriculum innovation in Arabic language learning in the academic environment. The resulting data and analysis will make a real contribution in designing learning programs that are adaptive to the demands of the times and the dynamics of student organisations, as well as encouraging the improvement of the quality of Arabic communication that is applicable and contextual.

1. METHODES

Basically, this section describes the way the research was done. The main materials must be written here: (1) research design; (2) population and samples; (3) sample collection techniques and instrumental development; and (4) data analysis techniques. The specification and type of tools and materials must be written in case the researches have been conducted by using them. This study uses a descriptive quantitative approach to obtain a comprehensive picture of the level of Arabic language proficiency, as well as its supporting and inhibiting factors, among the 2025 Arabic Literature HMD board. Data collection was conducted online through a questionnaire prepared using Google Form. The questionnaire instrument was carefully designed to cover several key aspects, namely: demographic data, in-depth assessment of Arabic language experience and competence, identification of internal and external factors affecting language proficiency, and collection of applicable improvement strategies.

The questionnaire was divided into four main sections. The first section collected demographic data including age, gender, position in HMD Arabic Literature, and length of time on the board. This data is important to determine the overall profile of the respondents as well as to enable correlation analysis between demographic characteristics and their level of Arabic language proficiency. The second section focuses on the assessment of Arabic language proficiency. In this section, respondents were asked to describe their experience in learning Arabic, including aspects of reading,

writing, speaking, and vocabulary acquisition. In addition, respondents were also asked to convey their self-perceptions regarding the strengths and limitations they experienced in the use of Arabic.

The third section of the questionnaire identified factors that influence Arabic language proficiency. The questions were directed at two main aspects: internal factors involving motivation, interest, and attitude to learning; and external factors relating to the academic and organisational environment, quality of teaching, and access to media and learning resources. The open-ended questions embedded in this section allow respondents to provide specific examples or experiences that demonstrate the contribution of these factors to their Arabic language acquisition. Meanwhile, in the fourth section, respondents were asked to suggest strategies or approaches that they consider effective for improving their Arabic language skills. The strategies put forward are expected to be based on real experiences and can be the basis for formulating learning interventions that are applicable in the Arabic Literature HMD environment.

The data collection process was carried out online through Google Forms which had been distributed to all active members of the Arabic Literature Department Student Association of State University of Malang in 2025. This online approach was chosen for its ease of access, flexibility of time, and ability to reach respondents quickly and efficiently. The questionnaire distribution step involved notification via official email, announcements at online meetings, and distributing questionnaire links via WhatsApp used by HMD administrators. Instructions for filling out the questionnaire were delivered in detail, so that each respondent understood how to fill it out correctly and systematically. In addition, the researcher guaranteed the security and confidentiality of the data, stating that the respondents' identities would not be associated with the information they provided, thus fostering a sense of trust and minimising the potential for bias arising from social pressure. The data collection period was set for one month to provide sufficient opportunities for respondents to participate, and periodic reminders were sent to increase the response rate.

The questionnaire was distributed online via a Google Form link to all HMD administrators of Arabic Literature, State University of Malang in 2025. Respondents were given instructions for filling in and information about the purpose and benefits of the research so that each answer given could reflect the actual conditions and experiences. Before widespread dissemination, this instrument has gone through a pilot test to ensure the validity and reliability of the data, so that each question is able to measure exactly the variable to be studied.

This data analysis process not only aims to describe the existing level of Arabic language proficiency, but also to explore the relationship and interaction between internal and external factors that influence the learning process. Thus, this study can reveal whether organisational experience, and the use of digital media contribute significantly to the Arabic language competence of HMD administrators. The data generated will then be presented in tables and diagrams to facilitate interpretation, so that the findings can be used as a basis for formulating strategic recommendations. The recommendations are expected to be useful not only for improving Arabic language skills, but also as a reference in the formulation of future learning policies.

The results of the analysis that have been obtained are then interpreted in depth by comparing the research findings with previous studies. This evaluation is done through internal discussions between researchers and colleagues in the field of Arabic language education, as well as through critical reflection on the variables that affect language skills. The findings of the analyses, both descriptive and inferential, are used as the basis for formulating applicable and measurable strategies for improving Arabic language proficiency. The proposed strategies include adjusting learning methods, increasing the intensity of practical exercises, optimising the use of digital media, and implementing training programmes tailored to the characteristics of each respondent. This strategy formulation effort is expected to make a real contribution to the development of Arabic language learning in the HMD environment and strengthen the foundation of language skills among students.

In an effort to improve data quality, researchers also implemented a monitoring mechanism during the questionnaire completion period. By providing clear completion guidelines and a direct communication channel to respond to complaints or technical issues, the researcher sought to minimise the possibility of completion errors. The use of Google Forms, which allows real-time validation of entries, also contributed to the improvement of data quality, as the system can detect and alert respondents if any fields are missed or do not conform to the prescribed format. These quality control measures were designed to ensure that the data obtained were accurate and reliable, while providing a strong basis for the statistical analyses to be conducted.

All stages of the study were conducted in compliance with strict ethical principles. Respondents were given a detailed explanation of the purpose, benefits, and mechanism of the study before they gave their consent to participate. The commitment to confidentiality and anonymity of data was emphasised in every instruction, so that any information collected was guaranteed not to be misused. These ethical procedures were implemented to ensure that participation in the study was voluntary and there was no pressure to influence the honesty of responses. In addition, the use of the collected data is limited to academic purposes only, and data storage is done securely to minimise the risk of misuse of information. By applying high standards of research ethics, the researcher sought to provide assurance that the study was not only methodologically valid, but also morally and professionally responsible.

With the integration of all these stages, this research provides a thorough and detailed description of the process and methodology of data collection and analysis. All steps were carried out meticulously, ensuring that the results obtained are accurate, valid and reliable as a basis for developing strategies to improve Arabic language competence. This holistic approach not only reveals the actual conditions, but also opens up opportunities for the development of targeted intervention programmes, based on empirical data, and tailored to the characteristics of HMD administrators. The final results are also expected to make a significant contribution to the formulation of Arabic language learning policies that are more inclusive and applicable, as well as a reference in further research in the field of language education.

All stages of the research - from instrument design, data collection through Google Form, to data analysis with descriptive statistical approaches and thematic analysis - were carried out systematically and thoroughly to ensure the accuracy and credibility of the results. This integrated approach is

designed so that the research findings can make a real contribution in formulating strategies to improve Arabic language competence in the 2025 Arabic Literature HMD board, as well as a basis for developing Arabic language education policies at the State University of Malang.

2. RESULT

1. The Level of Arabic Language Skills Possessed by the Management of HMD Arabic Literature UM 2025

Some respondents stated that their reading ability is the strongest aspect of learning Arabic. The majority are able to read simple texts quite fluently; quickly grasping the gist of the passage; difficulties arise when facing texts with complex nahwu structures. Almost 70% of the respondents cited excellence in reading familiar texts, but about 30% had difficulty with non-familiar or unharmonised texts. The data shows that the level of reading ability is quite good among respondents, but there are still obstacles related to mastery of grammar (nahwu and sorof).

Writing skills are an aspect that is often complained about. Based on the respondents' answers, some important points can be seen: most respondents are able to write simple sentences and paragraphs, but there are errors in imla' and the structure of nahwu and shorof. About 50-60% of respondents feel that their writing skills are not perfect due to lack of practice and understanding of formal writing. Although some respondents were able to write according to basic needs, many still experienced obstacles related to grammatical accuracy and writing structure.

Speaking ability was an aspect that received special attention as most respondents considered it a suboptimal skill. Some respondents claimed to be able to speak for everyday conversations, but the areas of spontaneity and formal discussions were still lacking. About 60 percent of respondents expressed difficulty speaking spontaneously, especially in formal situations or in discussions that require timeliness. The main challenge in speaking ability is the lack of opportunities for intensive oral practice.

Respondents had a relatively good command of basic vocabulary, but many admitted that they were unable to apply new vocabulary effectively. Around 55 percent of respondents felt that they had a limited vocabulary, especially in academic contexts and formal discussions. Constraints in vocabulary acquisition mainly arise from the lack of application of new vocabulary in daily conversations.

Table 1: Summary of Strengths and Weaknesses by Aspect

Aspects	Strengths	Weaknesses
Reading	Quickly grasp the gist of a simple text.	Difficulty reading texts with complex nahwu-sorof structures.
	Some respondents have fluent reading skills, especially texts that are punctuated and familiar.	Reliance on translation app assistance for difficult texts.
Writing	Able to make simple sentences and paragraphs.	There are still many imla' and writing structure errors.

	Familiarity with basic concepts of Arabic text writing.	
Speaking	Able to communicate in everyday contexts with friends..	Difficulty speaking spontaneously or in formal situations.
		Lack of direct and interactive speaking practice opportunities.
Vocabulary	Master basic vocabulary commonly used in daily communication.	Limited mastery of specialised vocabulary, especially in the academic field.
		Difficult to remember new vocabulary if rarely used in mukalamah.

2. Factors Affecting Arabic Language Proficiency of UM Arabic Literature HMD Board 2025

A. Internal Factors

The analysis showed that the majority of respondents felt that personal motivation and interest were very influential in learning Arabic. From a total of 32 respondents, 29 people (90.6%) stated that they had strong motivation and interest in learning Arabic. Only 3 respondents (9.4%) stated that they had no motivation or felt uninterested in learning Arabic.

Table 2

Category	Number of Respondents	Percentage
High motivation and interest	29	90,6%
No motivation/interest	3	9,4%

Table 3

Interest Level	Influence on Arabic Language Comprehension
High	The learning process is easy, fun, and learning outcomes are optimised.
Medium	Skills are developing, although additional effort is needed to overcome challenges.
Low	The learning process feels heavy, understanding the material tends to be slow.

B. External Factors

a. Influence of Academic Environment

Most respondents (68.75%) considered that the academic environment at their institution was supportive of the development of Arabic language skills. The use of Arabic in class activities, discussions and assignments is considered to help familiarise students with vocabulary and sentence structures.

Table 4

Support Category	Number of Respondents	Percentage
Very Supportive	12	37,5%
Enough Supportive	10	31,25%
Less Supportive	6	18,75%
Not in favour	4	12,5%

b. HMD Organisational Influence

A total of 62.5% of respondents (combined "Very Influential" and "Moderately Influential" categories) stated that participation in HMD organisations had a positive impact on Arabic language skills. Activities such as scientific seminars and speech competitions provide practice opportunities that improve oral communication skills and understanding of language materials.

Tabel 5

Category of Influence	Number of Respondents	Percentage
Very Influential	8	25%
Moderately Influential	12	37,5%
Less Influential	7	21,88%
No Effect	5	15,62%

c. Teaching Quality

The majority of respondents, 75 per cent (when the "Very Good" and "Good Enough" categories are combined), rated the quality of teaching as a factor that strongly supports the Arabic language learning process. Good teaching quality facilitates understanding of grammatical aspects, such as nahwu and sharf, and improves speaking and writing skills.

Table 6

Assessment Category	Number of Respondents	Percentage
Very Good	14	43,75%
Good Enough	10	31,25%
Less Good	6	18,75%
Not Good	2	6,25%

d. Access to Media and Learning Resources

Most respondents (75% if "Very Helpful" and "Helpful Enough" are combined) rated access to media and learning resources as a significant supporting factor. Digital learning resources, videos and printed materials broaden the horizons and provide opportunities for students to study material outside of class hours.

Table 7

Category	Number of Respondents	Percentage
Very Helpful	11	34,37%
Helpful Enough	13	40,62%
Less Helpful	6	18,75%

Not Helpful	2	6,25%
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3. Strategies that can be Implemented to Improve Arabic Language Proficiency of the UM Arabic Literature HMD Board 2025

A. "Arabic Language Day"

The "Arabic Language Day" programme refers to the mandatory use of Arabic exclusively for one full day a week. This approach is proposed to form a regular habit of communication and increase courage and fluency in speaking Arabic. The majority of respondents (59.38% when the "Strongly supportive" and "Moderately supportive" categories are combined) gave positive support to the implementation of the "Arabic Language Day" programme.

Table 8. Respondents' perception of the "Arabic Language Day" programme

Category	Number of Respondents	Percentage
Sangat mendukung	9	28,13%
Cukup mendukung	10	31,25%
Tidak terlalu mendukung	8	25%
Tidak mendukung	5	15,62%

B. Increased Participation in Academic and Organisational Activities

Efforts to improve Arabic language mastery are also made through active involvement in various activities, such as seminars, workshops, speech competitions, and assignments as MCs or mentors in HMD events. This approach opens up space for direct practice and can increase confidence in Arabic. Around 59.38% of respondents (combined "Very influential" and "Moderately influential") considered that participation in academic and organisational activities that promote the use of Arabic has a positive impact on their language skills.

Table 9: Effect of Participation in Academic Activities on Arabic Language Proficiency

Category	Number of Respondents	Percentage
Very Influential	7	21,88%
Moderately Influential	12	37,5%
Less influential	9	28,13%
No effect	4	12,5%

C. Establishment of Discussion Forums and Learning Groups

The establishment of regular Arabic discussion forums or study groups is a way to create an interactive and supportive learning environment. These forums can take the form of casual meetings, halaqah (small learning groups), or short message groups on digital media that facilitate information exchange and mutual correction.

Table 10: Effectiveness of Discussion Forums/Learning Groups in Improving Arabic Language Skills

Effectiveness Category	Number of Respondents	Percentage
Sangat efektif	11	34,38%
Cukup efektif	10	31,25%
Kurang efektif	7	21,88%
Tidak efektif	4	12,5%

A total of 65.63% of respondents (if the "Very effective" and "Quite effective" categories are combined) thought that discussion forums and study groups were effective strategies in improving Arabic language skills. This forum provides an opportunity for administrators to correct each other, exchange knowledge, and practice communication in a more relaxed and less formal atmosphere.

D. Arabic Language Integration in All Organisational Agendas

Another proposed strategy is to integrate the use of Arabic in every agenda of HMD activities, from internal meetings, documentation, to official communication. This approach aims to increase exposure and practice of Arabic naturally in the organisation's daily activities.

Table 11: Perceived Effectiveness of Arabic Language Integration in HMD Activity Agenda

Effectiveness Category	Number of Respondents	Percentage
Sangat efektif	8	25%
Cukup efektif	10	31,25%
Kurang efektif	9	28,13%
Tidak efektif	5	15,62%

3. DISCUSSION (المناقشة)

1. The Level of Arabic Language Skills Possessed by the Management of HMD Arabic Literature 2025

The majority of the respondents stated that their reading ability was quite good when faced with simple Arabic texts. They can understand narratives and descriptions with a sufficient level of fluency. However, difficulties arise when faced with texts with complex grammatical structures (nahwu and sharaf) or unfamiliar vocabulary. Purwanto and Santoso (2016) suggested that the development of reading skills should be done by diversifying reading materials so that students are familiar with various levels of difficulty. Fitri and Suryadi (2018) emphasised the importance of regular reading practice with authentic materials so that reading skills develop

The questionnaire results showed that the majority of students felt able to write simple sentences or paragraphs. However, many recognised problems in applying grammar rules, especially in the aspects of nahwu, sharf, and spelling (imla'). Structural errors occur due to the lack of directed writing exercises that combine theory with practice. Hidayat (2015) argues that learning methods that prioritise memorisation of theory without interactive writing exercises tend to produce writing with many errors. Firdaus (2017) stated that regular writing exercises and constructive feedback are very helpful for students in correcting writing errors and understanding grammar more deeply. Suharni (2019) found that participatory approaches, such as group work and discussion, can strengthen writing skills and improve grammar application.

Speaking ability was the aspect that received the most notes of limitation. Almost all respondents stated that although they had mastered the basics of communication, the practice of spontaneous speaking was far from optimal. The limitation is mainly due to the lack of oral practice opportunities in a truly supportive environment. Purwanto and Santoso (2016) emphasise that interactive programmes such as "Arabic Language Day" or conversation simulations can improve speaking skills by providing hands-on practice experiences and real time feedback. Sari and Putri (2017) showed that regular muhadatsah activities through discussion groups helped improve fluency and reduce awkwardness in communication.

Most respondents felt they had mastered basic vocabulary for everyday use, but they recognised difficulties in mastering technical vocabulary or more complex academic terms. Many stated that declarative memorisation of vocabulary is not enough without application in real contexts. Ramadhani (2018) explains that vocabulary teaching should be done in an applicable communicative context, with repetition and usage practice to internalise new words. Setyawati (2022) supports that vocabulary development strategies through a communicative approach are more effective in improving vocabulary recall and application in conversation. Rizki (2023) emphasises that the use of digital applications as a complement to learning allows students to get more varied and contextual vocabulary exposure.

Various studies in Indonesia emphasise the importance of integration between aspects of grammar theory and communication practice to achieve effective Arabic language learning. Purwanto and Santoso (2016) stated that communicative-based learning models, with authentic materials and interactive exercises, can overcome the gap between passive skills (reading and writing) and active skills (speaking and vocabulary). Hidayat (2015) highlights that without direct practice, mastery of theory alone is inadequate to improve speaking skills. Sari and Putri (2017) also emphasised the importance of intensive practice activities in the curriculum to support Arabic language learning as a whole. Martini (2019) showed that involving students in discussions and simulations of real situations can increase the natural use of Arabic.

Creating an Arabic environment (bi'ah Arabiyah) is a crucial factor in improving oral skills. Suleiman (2015) stated that students who are regularly exposed to Arabic-speaking environments have better speaking skills. Pratiwi (2021) added that programmes such as "Arabic Language Day" and regular discussion groups are effective in creating an environment that supports oral practice. Hafizah and Pranoto (2022) proposed a community-based learning model to improve speaking skills through direct interaction.

Handayani (2018) emphasised that digital media can facilitate Arabic language learning independently and interactively through videos, e-modules, and learning applications [7]. Rizki (2023) argues that digital applications can accelerate vocabulary acquisition while increasing oral practice. Wulandari (2020) also stated that the integration of technology in learning provides real time feedback which is critical in improving writing and speaking skills. Thus, optimising digital media is an important part of the learning strategy to overcome practice limitations and strengthen vocabulary acquisition.

Research by Suharni (2019) and Pratiwi (2021) emphasised the importance of students' active role through participatory activities such as discussion, simulation, and role play in Arabic language learning. Setyawati

(2022) showed that a communicative approach that prioritises direct interaction can improve confidence and speaking ability. Hafizah and Pranoto (2022) asserted that the community-based learning model provides a conducive learning atmosphere for oral skills development. Martini (2019) concluded that the participation-based interactive learning method had a positive impact on all four aspects of Arabic language skills.

2. Factors Affecting Arabic Language Proficiency of HMD Arabic Literature Management UM 2025

Arabic language proficiency, especially in the realm of university learning, is greatly influenced by personal motivation and interest. The results of a questionnaire involving 32 respondents showed that most students felt that a love for Arabic, both as a religious language and an academic tool, increased their engagement. In contrast, those who lack motivation or interest face difficulties in accessing materials and implementing active learning.

The majority of respondents revealed that personal motivation is a crucial factor in improving Arabic language skills. For example, some students stated that the desire to understand the Qur'an encouraged them to study more diligently, so that their mastery of vocabulary and grammar developed positively. This is supported by research by Sulaiman and Pratiwi (2021) who found that intrinsic motivation has a significant effect on performance in Arabic language learning. Strong personal motivation is the main foundation in achieving Arabic language competence. In contrast, respondents who claimed to have no motivation took the example that they had difficulty in following the material, in line with research that shows low motivation has an impact on low learning outcomes (Ramadhani, 2019).

Personal interest in choosing Arabic as a field of study also increases student activeness. Darmawan and Sari (2019) stated that students who have high interest show more active participation in discussions and learning activities. Fadhlurrahman and Nugroho (2022) also found that interest-orientated teaching strategies can improve learning outcomes, especially in vocabulary acquisition and speaking skills. Hasanah and Rahmat (2021) in their study stated that creative learning methods helped increase motivation and interest, thus having an impact on the progress of Arabic language skills.

Some respondents stated that the support of friends and the campus environment greatly influenced their motivation level. Hidayat and Saptawati (2020) found that social interaction in a conducive academic environment can increase students' confidence in using Arabic. A supportive social environment contributes greatly to increasing students' motivation to learn Arabic actively (Hidayat & Saptawati, 2020). Irawati and Lestari (2021) also said that study group support and collaboration between students significantly increased motivation and learning outcomes in Arabic.

Respondents also highlighted that involvement in extracurricular activities such as speech competitions and Arabic language seminars played a role in improving their language skills. Jamilah and Prasetyo (2022) showed that Arabic-based extracurricular activities can improve oral skills and learning engagement. Participation in Arabic extracurricular activities improves students' oral communication skills (Jamilah & Prasetyo, 2022). Kartika and Wulandari (2022) found similar results where extracurricular activities boosted learning interest and academic achievement in Arabic.

Most respondents stated that the academic environment at universities where Arabic is intensively used-through class discussions, assignments, and daily interactions-has a positive impact on Arabic language skills. According to Kurniawan & Nugroho (2020), a conducive academic environment can encourage students to actively use Arabic, resulting in improved communication skills. This is also supported by Hidayat & Rakhmah (2019) who emphasised that interactive learning methods, such as simulation and role play, are very effective in improving conceptual understanding and practical application of language.

The HMD organisation serves as an external platform where students can practice their Arabic language skills in a more relaxed and practical atmosphere. Wibowo & Sari (2020) showed that students who are active in HMD organisations tend to get more intensive speaking and writing practice experiences, thus improving their language skills. Furthermore, Kartika & Puspitasari (2022) found that extracurricular programs in HMD organisations, such as competitions and workshops, also had a positive impact on improving Arabic language achievement and vocabulary acquisition.

The quality of teaching is considered a central factor that can influence the understanding of concepts and the practical application of Arabic. Fitriani & Rahman (2021) stated that lecturers who use an interactive approach and provide applicable materials help students in understanding grammar and vocabulary. In addition, Wardani & Syafril (2020) emphasised that direct interaction between lecturers and students in learning activities increases learning motivation and material comprehension results.

Easy access to digital media and learning resources is also a supporting factor in improving Arabic language skills. Nugroho & Pramesti (2021) emphasise that the use of digital media, such as e-modules, online journals, and learning applications, makes it easy for students to access up-to-date and in-depth material. Digital media facilitates the independent learning process for students by providing various relevant and actual learning resources (Nugroho & Pramesti, 2021).

The results of the questionnaire and comparison with previous studies indicate that the supportive academic environment and HMD organisation play a critical role in the improvement of Arabic language competence, particularly in the aspects of communication practice and vocabulary application. The quality of interactive and participatory teaching greatly influences the understanding of grammar and practical application of Arabic. Access to digital media and learning resources makes it easier for students to access materials and enrich language acquisition. Internal factors (personal motivation and interest) as well as external environmental support should be thoroughly integrated in the learning curriculum to achieve optimal results. The findings of this study suggest that universities need to strengthen learning community programmes, integrate interactive learning technologies, and develop curricula that are responsive to students' needs.

3. Strategies that can be Implemented to Improve the Arabic Language Skills of HMD Arabic Literature 2025 Administrators

Arabic language proficiency is an important competency for students, especially in organisations such as the Departmental Student Association

(HMD). In this context, effective strategies to improve Arabic language skills do not only depend on formal academic aspects, but also involve the role of the organisation, the quality of teaching, and access to learning resources and supporting media. Based on the questionnaire completed by 32 respondents, various strategies have been proposed, such as holding an "Arabic Language Day" programme, establishing discussion forums, using digital media, and organising internal workshops and competitions.

Most respondents suggested a weekly "Arabic Language Day" programme, where all HMD members are required to speak Arabic in every activity, from meetings to casual conversations. This strategy is considered effective for building speaking habits. With the regular use of Arabic, respondents felt that their speaking courage increased, as well as expanding their vocabulary. Internalising conversational patterns, consistent responses helped students overcome awkwardness in using Arabic spontaneously. This is in line with the findings of Nugroho and Wibowo (2021) who stated that the intensive implementation of *bi'ah Arabiyah* (Arabic language environment) can improve students' speaking ability and vocabulary mastery. Consistent use of Arabic in academic and organisational environments has a positive impact on speaking skills and vocabulary use in daily activities.

Fitriani & Rahman (2021) also suggested that full Arabic language use programmes need to be complemented with training support so that students, especially those with basic skills, can keep up with communication challenges in formal and informal contexts. Intensive programme approaches such as "Arabic Language Day" should be accompanied by training and mentoring to adjust for differences in ability between students.

Some respondents suggested the establishment of regular forums or discussion groups, which allow HMD members to practice interactive communication. Casual discussions through *muhadatsah* or study groups allow administrators to correct each other and share strategies in Arabic language use. Improving understanding of language context, thematic discussions help students understand the use of Arabic in real situations.

Research by Jamilah and Prasetyo (2022) shows that the use of small group discussions is very effective in increasing students' confidence and speaking ability. Intensive group discussions help students internalise natural Arabic usage without formal pressure (Jamilah & Prasetyo, 2022). Rahmawati and Anwar (2021) highlighted that thematic discussions can improve vocabulary understanding as well as strengthen relationships between students, making it easier for them to apply Arabic to academic tasks. Thematic discussion activities bridge theory with practice, so that the learning vehicle becomes more applicable (Rahmawati & Anwar, 2021).

Respondents also considered digital media as a very potential tool for deepening Arabic language learning. The use of learning apps, learning videos, and podcasts provides advantages, among others, flexible access to materials. Students can access the materials anytime and anywhere. Interactive exercises, digital applications allow repeated practice in vocabulary acquisition as well as conversation simulations. Variety of materials, digital media provides various types of materials, ranging from learning videos to interactive quizzes.

Handayani (2018) revealed that digital applications increase the effectiveness of Arabic language learning through technology-based

interaction. Digital media opens opportunities for students to learn independently and provide interactive exercises that accelerate language acquisition (Handayani, 2018). Setyawati (2022) also stated that the use of learning videos and podcasts can improve listening skills and understanding of context in Arabic. The use of digital learning resources is proven to expand students' understanding in reading and writing Arabic effectively (Setyawati, 2022).

Some respondents suggested involvement in extracurricular activities that promote the Arabic language, such as seminars, workshops or speech competitions. These activities are considered to encourage positive competition as speech and debate competitions can create a competitive atmosphere that spurs the improvement of oral skills. Providing practical experience such as workshops with alumni or expert lecturers provides new insights and motivates students to hone their skills.

Jamilah and Prasetyo (2022) found that Arabic-based extracurricular activities significantly improved communication skills and expanded vocabulary. Extracurricular activities that emphasise the use of Arabic directly have a positive impact on students' language fluency and activeness (Jamilah & Prasetyo, 2022). Kartika and Puspitasari (2022) supported this by stating that non-formal activities through organisations can increase the sense of community and support between students, making it easier to apply Arabic in the daily environment. Active participation in organisational activities improves social integration and Arabic academic achievement (Kartika & Puspitasari, 2022).

4. CONCLUSIONS (الإستنتاج)

Broadly speaking, most of the administrators of HMD Arabic Literature State University of Malang 2025 stated that reading skills showed quite good development, especially in understanding simple texts and capturing the essence of reading. However, some administrators of HMD Arabic Literature State University of Malang 2025 admitted difficulties in understanding texts that use advanced terminology or complex nahwu sorof structures. Writing skills are still an area that is less than optimal. Many administrators of HMD Arabic Literature State University of Malang 2025 feel that they have not mastered proper writing grammar or imla', and have not been able to build a solid writing structure, especially if it has to contain nahwu and sorof rules. Speaking skills are quite diverse. While some feel quite fluent in the context of everyday conversation, many also express limitations, especially when it comes to speaking spontaneously and in formal contexts. Vocabulary mastery also shows a similar trend. Most respondents have an adequate command of basic vocabulary, but still struggle to recall and actively apply new vocabulary, especially in more complex or academic discussions.

The results show that personal motivation and interest play a central role in the improvement of students' Arabic language skills in the HMD environment. Intrinsically motivated students - driven by a desire to learn the Qur'an and religious values - showed significant improvements in vocabulary acquisition, grammar, and reading and writing skills. In contrast, those who lacked interest tended to struggle in following the lessons and internalising the material, indicating that internal drive is a key foundation in optimising Arabic language learning. In addition to internal factors, this

study also underlines the role of academic environment, organisation and learning resources in supporting the improvement of Arabic language proficiency. The academic environment that implements interactive practices such as conversation simulations and group discussions, as well as the HMD organisation that organises seminars, workshops, and competitions, proved to help students in applying Arabic practically. The use of digital media is also considered effective to complement the learning process, as it provides access to diverse materials and interactive exercises that support vocabulary enhancement as well as listening skills. The results of this study show that a supportive academic environment, an active HMD organisation, interactive teaching quality, and access to digital media and learning resources all play a significant role in improving students' Arabic language skills.

Overall, this study concludes that an effective learning strategy to improve Arabic language skills among the administrators of HMD Arabic Literature State University of Malang 2025 should integrate personal motivation, a supportive learning environment, and optimal utilisation of digital media. A holistic approach incorporating regular programmes such as "Arabic Language Day," discussion forums, and language-based extracurricular activities, as well as structured evaluation and feedback, was shown to improve reading, writing, speaking, and vocabulary acquisition skills. Environmental support, both academic and social, as well as the quality of lecturer teaching along with access to learning resources, greatly influenced the success of this strategy. By implementing these programmes, it is hoped that the management of HMD Arabic Literature State University of Malang 2025 can develop Arabic language skills comprehensively, which not only supports academic needs but also increases confidence and communication in professional contexts and daily life. The implications of this research are an important basis for designing an Arabic curriculum that is adaptive to the digital era and student needs. This strategy not only improves students' academic skills, but also facilitates the development of more natural and applicable oral communication, so that it can be used as a reference for universities in developing Arabic language learning curricula that are adaptive to the digital era. Therefore, the integration of internal motivation, community participation, and technology utilisation is key in optimising Arabic language learning in higher education.

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