Enhancing Arabic Language Proficiency through Interactive Learning Programs

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Abstract

This study examines the effectiveness of interactive learning programs in enhancing Arabic language proficiency among intermediate-level students at Pondok Pesantren Darullughah Wadda'wah, Indonesia. This study employed a mixed-methods design, integrating both descriptive statistics and thematic analysis to provide comprehensive insights. Grounded in constructivist pedagogy and employing a mixed-methods approach, the research integrates quantitative data from pre- and post-test assessments with qualitative insights derived from classroom observations, teacher interviews, and student surveys. Interactive strategies—including role-plays, peer collaboration, muhawarah simulations, and gamified digital tools—were implemented to foster active engagement and contextual language use. Quantitative findings revealed statistically significant improvements across all language domains, with the most substantial gains observed in speaking fluency (+22.4 points) and reading comprehension (+20.4 points). Qualitative data further illustrated a marked shift in student behavior, from passive reception to confident participation, as well as reductions in language anxiety and heightened motivation. The use of digital media enhanced learner autonomy and vocabulary retention, while also supporting the development of a stronger linguistic identity among students. Despite challenges related to classroom management and teacher readiness, the study underscores the transformative potential of interactive, technology-enhanced, and culturally grounded pedagogy in Islamic boarding schools. The results offer practical implications for Arabic language curriculum design, teacher

training, and policy reform, while also contributing to the broader discourse on learner-centered education in non-native Arabic-speaking contexts.

Keywords: *Arabic Language Proficiency; Interactive Learning Programs; Constructivist Approach; Language Engagement; Islamic Education*

Introduction

In the realm of Arabic language education, the quest to enhance students' linguistic proficiency remains a significant and ongoing challenge. Traditional instructional models, which emphasize rote memorization and teacher-centered lectures, have shown limited effectiveness in fostering communicative competence, especially in non-Arabic speaking environments. In response to this issue, interactive learning programs have emerged as innovative pedagogical alternatives, offering dynamic, student-centered approaches that actively engage learners in the process of language acquisition.

The core issue faced by Arabic language educators lies in the persistent gap between learners' theoretical understanding of linguistic rules and their practical ability to apply these rules in real-life communication. Moreover, a lack of motivation and limited access to immersive language experiences often result in students' low speaking confidence and poor retention. These problems are particularly evident in secondary and tertiary Islamic educational institutions, where the focus often remains on grammar and translation rather than interactive communication.

A growing body of research affirms the effectiveness of interactive strategies in enhancing Arabic language learning, particularly in non-Arabic speaking contexts. These approaches represent a shift from traditional, rote-based instruction toward learner-centered models that emphasize participation, expression, and contextual communication.

Solehudin (2023) showed that interactive debates significantly improved students' fluency[1], vocabulary, and confidence while reducing speaking anxiety—highlighting their psycholinguistic benefits in real-time communication. Similarly, Hanifansyah and Mahmudah (2024) demonstrated that communicative strategies at Maktab Mahmud Yan empowered students to speak more actively[2], ask questions, and apply vocabulary

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[1] Muhamad Solehudin, "INTERACTIVE DEBATE STRATEGIES FOR ENHANCING ARABIC SPEAKING," *El-Jaudah : Jurnal Pendidikan Bahasa dan Sastra Arab* 5, no. 2 (December 27, 2024): 92–111.

[2] Nur Hanifansyah and Menik Mahmudah, "Enhancing Arabic Vocabulary Mastery Through Communicative Strategies: Evidence from Malaysia.," *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan*

meaningfully. Recent innovations in educational technology further support this shift. Parvez et al. (2023)[3] and Qedear et al. (2024)[4] introduced gamified and AI-based Arabic learning tools that enhanced engagement and memory retention. Studies by Hamid et al. (2024)[5] and Ghani et al. (2022)[6] also confirm that interactive modules and mobile games improve grammar mastery and learner motivation. Complementary to this, Kerras & Essayahi (2022)[7] and Rahmawati & Febriani (2021) emphasized the importance of emotionally responsive and student-centered approaches to mitigate digital fatigue and sustain meaningful language acquisition[8].

In the realm of inclusive education, recent innovations have expanded Arabic instruction to learners with special needs. Nedjar & M'hamedi (2024)[9] and Hussein & Mohammed (2025) developed AI-powered systems and robotic arms to support Arabic sign language learning among children with learning disabilities[10]. These technologies exemplify how adaptive learning environments can bridge accessibility gaps and promote equity in language education.

Together, these studies underscore that interactivity—whether through debates, dialogue, or digital platforms—enhances both linguistic performance and learner autonomy. The present study extends this discourse by applying such strategies within the pesantren context, offering a culturally grounded yet innovative model for Arabic language education.This study focuses on two main research problems: How can interactive learning programs be effectively designed and implemented to enhance Arabic language proficiency? What are the observed impacts of such programs on students'

Bahasa Arab IAIN 12, no. (2) (2024): 263–278.

[3] Mohammad Tanvir Parvez, Abdulaziz Mohmmad Alsuhibani, and Ahmad Hussein Alamri, "Educational and Cybersecurity Applications of an Arabic CAPTCHA Gamification System," *Ingénierie Des Systèmes D Information* (2023).

[4] Aseel Qedear et al., "Real-Time Air-Writing Recognition for Arabic Letters Using Deep Learning," *Sensors* (2024).

[5] Mohd Fauzi Abdul Hamid et al., "Evaluating Student Acceptance of Interactive Infographics Module for Arabic Grammar Learning Using the Technology Acceptance Model (TAM)," *International Journal of Learning Teaching and Educational Research* (2024).

[6] Mohammad Taufiq Abdul Ghani et al., "The Impact of Mobile Digital Game in Learning Arabic Language at Tertiary Level," *Contemporary Educational Technology* (2022).

[7] Nassima Kerras and Moulay Lahssan Baya Essayahi, "Education and COVID-19: Learning Arabic Language and Perspectives," *Electronic Journal of e-Learning* 20, no. 1 (January 26, 2022): pp36-52.

[8] Rahmawati Rahmawati and Suci Ramadhanti Febriani, "Investigating the Problems of Learning Arabic for Islamic Universities in the Era of Covid-19 Pandemic," *International Journal of Language Education* (2021).

[9] Imane Nedjar and Mohammed M'hamedi, "Interactive System Based on Artificial Intelligence and Robotic Arm to Enhance Arabic Sign Language Learning in Deaf Children," *Education and Information Technologies* (2024).

[10] Laila Hussein and Ziad Saeed Mohammed, "ArSLR-ML: A Python-Based Machine Learning Application for Arabic Sign Language Recognition," *Software Impacts* (2025).

linguistic performance and classroom engagement?

The scope of this study is limited to students at Pondok Pesantren Darullughah Wadda'wah, a renowned Islamic boarding school in Indonesia that emphasizes Arabic language proficiency as a core component of its curriculum. The participants are primarily intermediate-level learners who have undergone formal Arabic instruction for at least two years. This institution offers a unique linguistic environment that blends traditional Islamic education with modern pedagogical strategies, making it an ideal context to examine the impact of interactive learning programs. By focusing on this setting, the research provides an in-depth perspective on the practical implementation and pedagogical outcomes of interactive methods within a pesantren system, while acknowledging the cultural and institutional dynamics that influence Arabic language acquisition.

While this study does not attempt to offer a one-size-fits-all solution, it seeks to contribute meaningful insights into how interactive programs can be a strategic response to pedagogical stagnation. The significance of this research lies in its potential to inform educators, curriculum designers, and policy-makers about innovative yet culturally grounded approaches that can revitalize Arabic language teaching and learning. Through critical engagement with previous literature and empirical evidence, the study offers a pathway toward a more communicative, interactive, and learner-centered paradigm in Arabic education.

Method

This study adopts a mixed-methods approach, integrating both qualitative and quantitative data to provide a comprehensive understanding of how interactive learning programs influence students' Arabic language proficiency. The combination of these approaches allows for a deeper exploration of learner experiences and the measurable outcomes of instructional interventions[11].

The research was conducted at Pondok Pesantren Darullughah Wadda'wah, an Islamic boarding school in East Java, Indonesia, known for its intensive Arabic language curriculum[12]. The institution was chosen due to its structured language program, strong linguistic culture, and openness to pedagogical innovation. The case focused specifically

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[11] John W. Creswell, *A Concise Introduction to Mixed Methods Research* (SAGE Publications, Inc, 2021).
[12] Segaf Baharun and Nur Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa," *Shaut Al-Arabiyah* 12, no. 2 (November 29, 2024), https://journal.uin-alauddin.ac.id/index.php/Shautul-Arabiyah/article/view/52825/20925.

on the implementation of various interactive learning strategies, such as role-play, language games, peer collaboration, and digital applications, integrated into the daily Arabic instruction of intermediate-level students.

The unit of analysis includes 60 students from the senior secondary level who have been exposed to Arabic language learning for at least two years. These students were purposively selected based on their language proficiency level and active participation in the interactive learning pilot program. In addition, five Arabic language teachers were involved to provide instructional input and classroom management perspectives.

Primary data were collected through observations[13], questionnaires, and semi-structured interviews[14]. Classroom observations focused on the nature of student-teacher and peer interactions during the implementation of interactive tasks. Questionnaires were distributed to gather students' perceptions of learning effectiveness, motivation, and confidence. Interviews with teachers provided insights into the planning, facilitation, and challenges of executing interactive learning strategies.

Secondary data were drawn from institutional documents, teaching syllabi, and student performance records to triangulate findings and provide contextual background. All instruments were validated through expert judgment and piloted before data collection commenced.

The data analysis was conducted in two phases. Quantitative data from the questionnaires were analyzed using descriptive statistics (mean scores, standard deviation) and paired sample t-tests to measure changes in language proficiency. Qualitative data from observations and interviews were analyzed using Miles and Huberman's model, which involves data reduction, data display, and conclusion drawing. Thematic coding was employed to identify recurring patterns related to student engagement, language use, and instructional effectiveness.

This methodological approach aims to produce valid, context-rich findings that not only assess the efficacy of interactive programs but also inform broader strategies for Arabic language education reform in similar institutional settings.

Result and Discusion

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[13] Leovani Marcial Guimarães and Renato Da Silva Lima, "A Systematic Literature Review of Classroom Observation Protocols and Their Adequacy for Engineering Education in Active Learning Environments," *European Journal of Engineering Education* 46, no. 6 (November 2, 2021): 908–930.

[14] Omolola A. Adeoye-Olatunde and Nicole L. Olenik, "Research and Scholarly Methods: Semi-structured Interviews," *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY* 4, no. 10 (October 2021): 1358–1367.

Effective Interactive Learning Programs

Interactive learning programs, when grounded in constructivist pedagogy, have demonstrated significant potential in enhancing Arabic language acquisition. This approach emphasizes learner engagement through meaningful activities such as *muhawarah* simulations[15], peer-led role-plays[16], and digital language games[17]. These strategies shift learners from passive to active participants, promoting language use in authentic contexts rather than rote memorization.

Empirical findings from the current study revealed a measurable impact: a 22-point average improvement in post-intervention scores, particularly in speaking and reading. These outcomes are consistent with Long's Interaction Hypothesis and Swain's Output Hypothesis, which emphasize the value of real-time communication for second language development.

Furthermore, interactive activities reduced students' language anxiety—an effect aligned with Krashen's Affective Filter Hypothesis. Interviews revealed heightened student motivation, confidence, and willingness to speak. The integration of collaborative learning enabled peer scaffolding, supporting Vygotsky's Zone of Proximal Development (ZPD) through meaningful interaction[18].

The strategic use of digital tools—such as Arabic-language Kahoot quizzes, vocabulary flashcards, and gamified mobile apps—further amplified cognitive retention and learner autonomy. These findings align with Hamid et al. (2024) and Ghani et al. (2022), who observed that such tools facilitate grammar mastery and encourage self-directed learning, even in resource-constrained settings like pesantren.

Notably, interactive programs also supported linguistic identity formation. Students began to view Arabic not only as a subject but as a living language tied to their religious and cultural identity. This echoes Norton's theory of language and identity,

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[15] Masnun Masnun, Nur Hanifansyah, and Syarif Muhammad Syaheed bin Khalid, "Senior Teaches Junior (STJ) Approach in Enhancing Arabic Vocabulary through Kitab Af'al: A Case Study in Malaysia," *Arabi : Journal of Arabic Studies* 9, no. 2 (2024).

[16] Nur Hanifansyah, Menik Mahmudah, and Sultan Abdus Syakur, "Peer Tutoring as a Collaborative Approach in Arabic Language Learning," *Lahjatuna: Jurnal Pendidikan Bahasa Arab* 4, no. 1 (October 20, 2024): 26–43.

[17] Menik Mahmudah and Nur Hanifansyah, "Implementation of the Jigsaw Learning Method for Maharah Qiro'ah Learning at MA As-Sholach, Kejeran Boyeman, Gondangwetan, Pasuruan," *Lughawiyah: Journal of Arabic Education and Linguistics, Universitas Islam Negeri Mahmud Yunus Batusangkar, Indonesia* Vol 6, no. No 2 (2024): 165–184.

[18] Latifa Rahman, "Vygotsky's Zone of Proximal Development of Teaching and Learning in STEM Education," *IJERT* 13, no. 8 (August 24, 2024), https://www.ijert.org/vygotskys-zone-of-proximal-development-of-teaching-and-learning-in-stem-education.

which emphasizes meaningful use as a vehicle for self-expression and belonging.

Implementation of Effective Interactive Learning Programs

The implementation of interactive programs at Pondok Pesantren Darullughah Wadda'wah led to both academic and affective gains. Observations showed a notable behavioral transformation: students who were previously hesitant became active, expressive participants during Arabic sessions[19].

Survey results indicated that 87% of students found interactive methods more effective than lectures, and 73% reported increased confidence in speaking Arabic. A teacher commented that students began improvising beyond memorized sentences after only two weeks of simulation-based practice.

However, several implementation challenges emerged. The most prominent was the teacher readiness gap—many educators struggled with classroom management, balancing spontaneity with curricular goals. This echoes findings by Jamil et al. (2024)[20], highlighting the need for ongoing teacher training in digital and interactive pedagogy.

Moreover, writing skills improved more modestly than speaking and reading. This suggests a need to extend interactivity into productive writing tasks through collaborative platforms and AI-driven feedback tools that bridge *kalam* and *kitabah* practices.

From a policy perspective, this study reveals pesantren as fertile ground for pedagogical reform. Contrary to perceptions of rigidity, pesantren communities are open to innovation when it aligns with cultural and religious values. To maximize this potential, stakeholders must invest in infrastructure, teacher development, and the localization of interactive content[21].

Ultimately, the success of interactive learning in this context confirms that even traditional educational settings can adopt modern pedagogies to foster fluency, motivation, and meaningful language use. The initiative at Darullughah Wadda'wah stands as a replicable model for revitalizing Arabic instruction through interactivity, technology, and cultural contextualization.

Designing and Implementing Effective Interactive Learning Programs

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[19] Bulhayat, Nur Hanifansyah, and Nasron Hakim, "PENGEMBANGAN MEDIA PEMBELAJARAN PAI MODEL ADDIE DI MTSN 1 BANGIL," *Jurnal Pendidikan Islam* 11, no. 1 (July 5, 2021): 40–60.

[20] Nursuriati Jamil et al., "Bridging Gaps in Online Arabic Language Instruction: Addressing Key Challenges in Higher Education Institutions," *Global Journal Al-Thaqafah* (2024).

[21] Muhamad Solehudin, Nur Hanifansyah, and Iqbal Fathi Izzuddin, "Enhancing Arabic Listening and Vocabulary Acquisition through AI-Powered Music: A Study on Suno AI," *Arabiyat : Jurnal Pendidikan Bahasa Arab dan Kebahasaaraban* 11, no. 2 (2024): 175–188.

The implementation of interactive learning programs at *Pondok Pesantren Darullughah Wadda'wah* involved several key strategies, including role-play dialogues[22], peer discussions, muhawarah simulations, and digital-based language games. Based on four weeks of classroom observation, the majority of students demonstrated active engagement during instructional sessions. Contextual role-playing activities—such as simulating real-life communication in markets or dormitories—proved effective in reducing students' speaking anxiety and encouraging natural usage of new vocabulary.

Survey results indicated that 87% of respondents felt that interactive methods made it easier to understand conversation contexts compared to traditional lecture-based approaches. Furthermore, 73% reported increased confidence in speaking Arabic after participating in the interactive sessions. One Arabic teacher interviewed emphasized the positive change:

"Previously, they could only answer with one or two short sentences. But after two weeks of muhawarah practice and role-playing market transactions in Arabic, I saw them becoming more expressive and even improvising sentences confidently."

This level of engagement highlights how interactive approaches situate language learning within meaningful experiences, supporting the principles of constructivist learning theory. The program also facilitated both linguistic and social competence among students, which are essential for effective communication.

To evaluate the impact of the interactive learning program quantitatively, pre- and post-intervention assessments were administered to 60 intermediate-level students. These assessments measured performance across four key skill domains: speaking fluency, reading comprehension, vocabulary usage, and grammar accuracy.

Skill Area	Pre-Test Mean	Post-Test Mean	Mean Gain	Standard Deviation	t-value	p-value
Speaking Fluency	61.3	83.7	+24	7.8	14.62	< 0.001
Reading Comprehension	64.1	84.5	+20.4	8.2	13.78	< 0.001
Vocabulary Usage	68.5	85.2	+16.7	9.1	11.24	< 0.001

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[22] Baharun and Hanifansyah, "Efektivitas Pembelajaran Kitab Al-Af'al Al-Yaumiyyah Pada Daurah Ramadhan Di Pon Pes Dalwa."

Grammar Accuracy	66.8	78.4	+11.6	8.9	9.03	< 0.001

Table 1. Pre- and Post-Test Results of Students' Arabic Language Proficiency Across Four Skill Areas, All improvements are statistically significant at p < 0.001.

A paired sample t-test was conducted to determine the statistical significance of the observed improvements. The results confirmed that all four domains showed significant gains at the p < 0.001 level, with speaking and reading demonstrating the highest increases in mean scores.

These findings validate the pedagogical effectiveness of interactive methods in facilitating measurable linguistic development. The largest gains in speaking and reading suggest that context-driven, communicative activities had the most impact—consistent with the theoretical emphasis on meaning-focused output and interaction in second language acquisition.

Additionally, student self-report surveys (n = 60) indicated: 87% felt more confident in using Arabic post-program. 79% reported increased enjoyment and engagement during lessons. 72% stated that they began using Arabic spontaneously outside of class.

The quantitative findings from this study provide strong empirical evidence for the effectiveness of interactive learning programs in enhancing Arabic language proficiency. As shown in Table 1, all four measured skill areas—speaking fluency, reading comprehension, vocabulary usage, and grammar accuracy—exhibited statistically significant improvements (p < 0.001). The most notable gains were observed in speaking and reading skills, with mean increases of +22.4 and +20.4 points respectively. These outcomes suggest that the implementation of communicative and task-based instructional strategies—such as *muhawarah*, role-plays, and scenario-driven reading tasks—successfully facilitated more meaningful language engagement and output.

The substantial increase in speaking fluency reflects the efficacy of activities designed to lower anxiety and encourage spontaneous use of Arabic, in line with Krashen's Affective Filter Hypothesis. Similarly, the improvement in reading comprehension indicates that students were not only practicing more frequently but also processing input more deeply, consistent with Nation's model of meaning-focused input. Gains in vocabulary and grammar, although slightly lower in magnitude, affirm that contextual and game-based methods helped reinforce form-function connections in

learners' minds.

Collectively, these quantitative results underscore the transformative potential of interactive pedagogy in Arabic instruction, particularly within pesantren environments. The findings validate that well-designed interactive learning can bridge the gap between passive grammatical knowledge and active linguistic performance.

These findings are echoed in digital contexts by Jamil et al. (2024), who addressed online instructional challenges and proposed flexible, interactive content as a remedy for disengagement. Almakky (2024) further stressed the role of engaging environments in empowering Arabic-speaking students toward academic excellence.

Advancements in educational technology continue to enhance this trajectory. Parvez et al. (2023) introduced gamified CAPTCHA systems that merge language learning with real-world applications, while Qedear et al. (2024) developed AI-based air-writing recognition tools for Arabic letters to strengthen memory and phonetic retention. Ali et al. (2021) demonstrated how multimedia applications can help children acquire vocabulary through gamification[23], and Tolba et al. (2024) confirmed that augmented reality improves phonetic comprehension[24]. Studies by Hamid et al. (2024) and Ghani et al. (2022) further affirmed the power of interactive infographics and digital games in making grammar acquisition and vocabulary retention more accessible and enjoyable. Finally, Sa'Idah et al. (2024)[25] showed that AI-driven instruction can personalize the learning journey, offering tailored support to diverse learners. Collectively, these studies validate the pedagogical, technological, and cognitive relevance of interactive programs in reshaping Arabic language education for the digital era.

Impact on Linguistic Performance and Classroom Engagement

Based on pre- and post-intervention formative assessments, students' average scores increased by 22 points, particularly in speaking fluency and reading comprehension. A *paired sample t-test* confirmed the statistical significance of this improvement ($p < 0.05$). Students demonstrated noticeable gains in sentence structure, vocabulary usage, and pronunciation clarity.

Qualitative interviews also reflected enhanced emotional engagement. One student noted:

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[23] Zeyad Ali et al., "Understand My World: An Interactive App for Children Learning Arabic Vocabulary" (2021).

[24] Rahma M. Tolba et al., "Interactive Augmented Reality System for Learning Phonetics Using Artificial Intelligence," *Ieee Access* (2024).

[25] Mandrasi Amira Sa'Idah et al., "Enhancing Arabic Language Teaching Through Artificial Intelligence: Assessing Effectiveness and Educational Implications" (2024).

"When we do role-plays or discussions, it feels like real communication. We're not just memorizing—we actually feel like we can speak the language."

Overall, the study demonstrates that interactive learning approaches can bridge the gap between theoretical linguistic competence and practical communicative performance. Interactivity fosters a natural, communicative, and participatory learning atmosphere—an essential condition for effective second language acquisition. Additionally, these approaches support the internalization of communication etiquette (adab) valued in pesantren traditions.

These findings align with Solehudin (2023), who found that interactive debates enhanced Arabic fluency and critical thinking while reducing language anxiety, and with Hanifansyah and Mahmudah (2024), who confirmed the effectiveness of communicative strategies in improving students' ability to express themselves actively in classroom discourse.

Moreover, a broader synthesis of recent technological advancements supports the significance of interactive methodologies in Arabic instruction. Studies by Parvez et al. (2023) and Qedear et al. (2024) illustrate how gamification systems and AI-based applications like air-writing tools contribute to better language retention, cognitive engagement, and learner motivation. Likewise, Hamid et al. (2024) and Ghani et al. (2022) show that interactive infographics and mobile game-based learning help students grasp complex linguistic structures more enjoyably. These findings are in line with broader innovations in Arabic language education that prioritize emotional engagement and inclusivity. Complementary to this, Kerras & Essayahi (2022) and Rahmawati & Febriani (2021) emphasized the need for emotionally responsive and student-centered approaches to overcome digital fatigue, particularly in online learning settings. In parallel, inclusive education efforts by Nedjar & M'hamedi (2024) and Hussein & Mohammed (2025) illustrate how AI-driven tools and robotic systems can facilitate Arabic sign language acquisition for learners with disabilities. Such advancements highlight the growing potential of adaptive technologies to ensure equitable and meaningful access to Arabic language learning across diverse learner populations.

These combined insights reinforce that Arabic language pedagogy benefits substantially from learner-centered, technology-enhanced, and communicatively rich environments. The present study contributes to this growing body of knowledge by offering a contextual model grounded in the pesantren learning tradition, while simultaneously resonating with global innovations in language education. However,

challenges were noted in managing large interactive classrooms. Some teachers reported difficulties in monitoring all student groups effectively, pointing to the need for professional development in classroom management and the use of collaborative teaching strategies. Unlike many Arabic language programs that rely heavily on textbook-based instruction, the pesantren model offers a spiritually rich, socially immersive environment. This unique context reinforces the idea that language acquisition is not only a cognitive process but also an affective and identity-forming journey.

This research underscores that pedagogical transformation in Arabic language instruction—particularly within Islamic educational institutions—must be grounded in meaningful engagement, contextual application, and learner-centered design. The study contributes to the growing discourse on interaction-based Arabic language pedagogy and provides a foundation for future research exploring AI integration, adaptive technology, and culturally responsive learning platforms.

Conclusion

This study has demonstrated that interactive learning programs can significantly enhance Arabic language proficiency among intermediate-level students at Pondok Pesantren Darullughah Wadda'wah. By integrating strategies such as role-play, peer collaboration, language games, and digital tools, the program fostered active participation, improved fluency, and increased learner confidence. The findings—supported by both statistical data and qualitative insights—affirm the alignment between interactive methods and constructivist learning theory, emphasizing the value of experiential, learner-centered instruction.

From a quantitative perspective, pre- and post-test results revealed statistically significant improvements across all measured language domains, with a mean gain of 22 points in speaking fluency and 20.4 in reading comprehension. These gains affirm that context-rich, interaction-driven tasks can measurably enhance both receptive and productive skills. Meanwhile, qualitative findings from classroom observations and interviews reinforced these outcomes, highlighting students' increased motivation, reduced language anxiety, and a notable shift from passive memorization to meaningful, spontaneous language use. The emergence of linguistic confidence and identity, as expressed by students, further illustrates how interactive pedagogy cultivates not only competence but also connection to the Arabic language.

This research also validates the contributions of prior studies (e.g., Solehudin,

Hanifansyah & Mahmudah, Parvez et al., and Qedear et al.) by extending their insights into the pesantren context, showing that traditional Islamic learning environments can effectively adopt and benefit from modern pedagogical innovations. However, this study is not without limitations. It was conducted within a single pesantren with a relatively small sample size, limiting the generalizability of the findings. Additionally, managing interactive activities in large classes presented challenges that require more systematic solutions, such as targeted teacher training and classroom management tools. Future research could explore longitudinal impacts of interactive programs, comparative studies across multiple pesantren, and the integration of adaptive technologies such as artificial intelligence and augmented reality. As Arabic language education continues to evolve, the insights from this study offer a practical framework and compelling argument for reimagining language instruction through interactivity, technology, and learner empowerment. Ultimately, Arabic language education must embrace innovation while preserving cultural identity—a balance exemplified in this study.

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