

Empowering Arabic Language Learning through Community-Based Assistance: A Model from TPA Nurussajadah, Lampoko Village

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Abstract. The Arabic language learning mentoring program at TPA Nurussajadah aimed to enhance students' Arabic language skills and strengthen the foundations of Islamic education. This initiative employed various interactive approaches, including language games, simulations, and interactive dialogues, which actively engaged students in the learning process. Additionally, the program provided intensive training for teachers, equipping them with modern and effective teaching methods tailored to young learners. The results were promising, showing a significant improvement in students' understanding of Arabic, with an average score increase of 30% compared to their initial assessments. Teacher competence also saw notable enhancements, allowing for more confident and effective instruction. Parental involvement was another key achievement, as parents became more engaged in their children's educational journey, reinforcing the importance of learning Arabic at home. The program's success highlights the effectiveness of interactive and immersive teaching strategies combined with comprehensive teacher training in improving students' language skills and supporting Islamic education. However, to ensure the program's sustainability, ongoing efforts are needed to address challenges such as limited facilities, inadequate teaching resources, and the varying levels of student proficiency. These issues require strategic planning and community support to maintain and build upon the program's successes.

Keywords: Arabic language education; interactive teaching; teacher competence; parental involvement; Islamic education

1. Introduction

The study of Arabic holds significant importance in fostering a deeper understanding of Islamic teachings (Ridwan, 2023). Beyond its role as a medium of communication (Zulkiflih & Fitria, 2023), Arabic is the language of the Qur'an, which serves as a guide for Muslims. Therefore, the ability to comprehend and use Arabic proficiently is an essential aspect of Islamic education, particularly in *Taman Pendidikan Al-Qur'an* (TPA), or Qur'anic Learning Centers.

TPA Nurussajadah Rappogading Selatan, located in Lampoko Village, is known as an Islamic educational institution dedicated to imparting Islamic values to the

younger generation. However, Arabic language education at this TPA faces significant challenges. Preliminary observations reveal obstacles such as low student motivation, a lack of interactive teaching methods, and limited teaching resources with adequate Arabic proficiency. These conditions hinder children's ability to understand Arabic, a foundational skill for studying the Qur'an and other Islamic sciences. Consequently, interventions in the form of assistance are necessary to improve the effectiveness of learning at this TPA.

Arabic plays a central role in Islamic education. Effective Arabic language education enhances religious understanding and fosters strong religious character. The emergence of various patterns and methods of teaching Arabic illustrates its role in shaping the character of students (Hasnil Oktavera, 2019). Local studies also indicate that improving the quality of teaching at TPA can influence children's interest in studying the Qur'an and religious education as a whole. Hence, such assistance is crucial to strengthening the foundation of religious education in the Rappogading community.

Arabic language learning assistance offers a strategic solution to address these issues. Assistance employing innovative, student-centered methods is believed to enhance students' motivation and comprehension of the material. Consequently, an innovative Arabic language education system that goes beyond traditional methods like PAIKEM (active, creative, effective, and fun learning) is needed (Muhbib, 2014). Furthermore, this assistance provides teachers with opportunities to enhance their teaching competencies through intensive training and mentoring.

More broadly, the assistance aims not only to improve students' Arabic language skills but also to strengthen the integration of Islamic values into daily life. With the ability to understand Arabic, students are expected to read, comprehend, and practice the Qur'anic content better. This aligns with the vision of TPA Nurussajadah, which is committed to developing spiritually and intellectually intelligent young generations.

Arabic language learning assistance programs have been implemented in various regions using diverse approaches, such as module-based training or technology utilization. However, this program offers an innovative integration of interactive teaching methods and direct mentoring tailored to the local context of TPA Nurussajadah. This approach provides a more personal and relevant learning experience for both teachers and students.

The importance of Arabic language learning assistance is also supported by various studies. The use of an assistance approach in Arabic language education is indispensable (Asriani, 2024) and can improve learning outcomes by up to 30% compared to conventional methods. When carried out consistently, such assistance not only positively impacts students' linguistic abilities but also fosters close teacher-student relationships, creating a conducive learning environment.

The conditions at TPA Nurussajadah reflect the general situation in many TPAs across Indonesia, where Arabic learning is often perceived as unappealing. This perception arises from overly theoretical teaching methods that fail to provide applicable

contexts for daily life. In light of technological advancements and the modern demands of education, innovation in Arabic language education at TPAs has become imperative to address these challenges.

The primary goal of this community service program is to enhance the teaching competencies of educators in delivering Arabic lessons, provide students with enjoyable and interactive learning experiences, develop teaching materials tailored to local needs, and encourage the sustainability of Arabic language education programs at TPA Nurussajadah.

This program stands out by integrating teacher training with the application of interactive methods based on simple technology. Additionally, its personalized mentoring approach ensures that each educator receives specific guidance according to their needs. The long-term impact of this program is the development of a young generation with basic Arabic language skills, which supports their religious studies. This program also has the potential to be replicated in other TPAs with minor adjustments.

This article discusses how the implementation of Arabic language learning assistance at TPA Nurussajadah Rappogading can serve as a strategic model to improve the quality of Arabic language education in similar institutions.

2. Methodolgy

TPA Nurussajadah is located in Dusun Rappogading Selatan, Lampoko Village, a predominantly Muslim community with varying levels of educational attainment. Most children in this village receive religious education at TPA, including Qur'anic studies and Arabic language learning. However, the Arabic language comprehension level among the students is relatively low due to limited teaching resources. The target audience for this program comprises TPA Nurussajadah students aged 7 to 15 and teachers who require competency development in Arabic language instruction.

This initiative is designed as an assistance program focused on improving the quality of Arabic language learning. A collaborative approach is employed, involving the implementing team, TPA instructors/teachers, and students. The program includes teacher training, the provision of interactive teaching materials, and direct teaching sessions with students. Additionally, continuous evaluation is conducted to ensure the program's effectiveness.

The primary targets are the 40 students of TPA Nurussajadah. Secondary targets include five active TPA instructors/teachers, as well as TPA administrators supporting program implementation.

The program activities consist of the following phases:

- **Preparation Phase:** This includes observation and interviews with TPA administrators to identify needs, development of Arabic learning modules based on thematic approaches, and short training sessions for the implementing team and TPA instructors/teachers.

- **Implementation Phase:** This involves assisting Arabic language learning through interactive class sessions using visual and audio media, intensive training for instructors/teachers in creative teaching methods, and assigning practice-based tasks to students to enhance their Arabic skills.
- **Evaluation Phase:** This comprises assessing student progress through pre-tests and post-tests and conducting joint reflections among the implementing team, teachers, and TPA administrators to evaluate the program's success.

The methodologies applied include thematic approaches, technology-based approaches, and personalized mentoring.

- **Thematic Approach:** Teaching Arabic using themes relevant to the students' daily lives.
- **Technology-Based Approach:** Utilizing educational videos and simple applications to engage students.
- **Personalized Mentoring:** Providing individual guidance to students struggling to grasp the material.

The tools, materials, and technologies used include writing tools and whiteboards, Arabic learning modules developed by the team, digital media such as laptops, projectors, and simple learning applications, as well as guidebooks for instructors/teachers as additional references.

The evaluation and measurement methods used are:

- **Process Evaluation:** Conducted through direct observation during the activities.
- **Outcome Evaluation:** Utilizing pre-tests and post-tests to measure the improvement in students' Arabic comprehension.
- **Feedback Collection:** Gathering input from instructors/teachers, students, and parents regarding the program's effectiveness.

The program is scheduled to run for one week, with the following details:

- **Day 1:** Observation, module development, and instructor/teacher training.
- **Days 2–6:** Implementation of Arabic language learning assistance.
- **Day 7:** Program evaluation and preparation of the activity report.

3. Results and Discussion

3.1. Quantitative Assessment

The quantitative assessment conducted in this program provided significant insights into the improvements in the students' Arabic language skills. The assessment was divided into two main parts: the Speaking Ability Assessment and the Vocabulary Test.

3.1.1. Speaking Ability Assessment

The Speaking Ability Assessment aimed to evaluate the students' proficiency in using Arabic vocabulary and sentence structures through a short conversation test.

Before the program began, the initial assessment revealed that only 40% of the students were capable of answering basic questions in Arabic without making significant errors. This low percentage indicated a fundamental need for improvement in their speaking abilities. The challenges the students faced included limited vocabulary, incorrect sentence structures, and a lack of confidence in speaking Arabic. These issues were likely due to insufficient practice and exposure to the language in a conversational context.

To address these challenges, the program implemented various interactive and immersive teaching methods. These included role-playing activities, conversational practice sessions, and interactive dialogues that encouraged students to use Arabic in real-life scenarios. The focus was on building their vocabulary, enhancing their understanding of grammar, and boosting their confidence in speaking. As a result of these targeted interventions, there was a marked improvement in the students' speaking abilities. By the end of the program, the percentage of students who could answer basic questions correctly rose to 70%. This significant increase demonstrated the effectiveness of the program's approach in enhancing the students' speaking skills.

Moreover, 20% of the students were able to answer more complex questions accurately, showcasing an advanced level of proficiency. This achievement was particularly noteworthy as it highlighted the students' ability to not only understand but also apply their knowledge in more challenging conversational contexts. The improvements in speaking abilities can be attributed to the comprehensive and engaging teaching methods that were employed throughout the program.

3.1.2. Vocabulary Test

The Vocabulary Test was another critical component of the quantitative assessment. In this test, students were required to memorize and correctly pronounce a set of Arabic words. The initial test results indicated that only 30% of the proposed vocabulary was accurately pronounced by the students. This low percentage reflected a limited vocabulary base and pronunciation skills among the students, which posed a significant barrier to their overall language proficiency.

To improve the students' vocabulary and pronunciation, the program incorporated various strategies such as repetition drills, flashcards, and pronunciation practice sessions. Additionally, the use of multimedia resources, including audio recordings and language apps, provided students with additional opportunities to practice and reinforce their learning. The emphasis was on consistent practice and exposure to new vocabulary in different contexts, which helped solidify their understanding and recall of the words.

By the end of the program, the students showed remarkable progress. The percentage of correctly pronounced vocabulary words increased to 65%, more than doubling the initial figure. This substantial improvement underscored the program's success in enhancing the students' vocabulary and pronunciation skills. The regular practice and reinforcement, coupled with the engaging and interactive teaching methods, played a crucial role in achieving these positive outcomes.

Overall, the quantitative assessment provided clear evidence of the program's effectiveness in improving the students' Arabic language skills. The significant increases in both speaking ability and vocabulary proficiency highlighted the value of the targeted interventions and teaching strategies implemented during the program. These improvements are expected to have a lasting impact on the students' language development, providing them with a stronger foundation in Arabic that will benefit them in their academic and personal pursuits.

In conclusion, the quantitative assessment revealed substantial progress in the students' Arabic language abilities. The improvements in speaking and vocabulary skills not only demonstrate the program's success but also highlight the importance of interactive and immersive teaching methods in language learning. By addressing the specific challenges faced by the students and providing consistent practice and reinforcement, the program was able to significantly enhance their language proficiency. The positive outcomes of the assessment underscore the need for continued support and investment in language learning programs to ensure that students can develop the necessary skills to succeed in their studies and beyond.

3.2. Program Objectives

The program at TPA Nurussajadah was designed with the primary goals of enhancing Arabic language skills among the children and fortifying the foundations of Islamic education, which are deeply rooted in Arabic texts. The successful implementation and outcomes of this program highlight its efficacy in achieving these objectives. The key areas of impact include strengthening religious literacy, developing local teacher potential, increasing awareness of the importance of Arabic, and empowering the social environment.

3.2.1. Strengthening Religious Literacy

One of the fundamental objectives of this program was to strengthen the religious literacy of the children at TPA Nurussajadah. Arabic plays a crucial role in Islamic education as it is the language of the Qur'an, Hadith, and numerous other religious texts. By improving the basic Arabic skills of the children, the program aimed to enhance their comprehension of Qur'anic readings, prayers, and Hadith. This is pivotal in shaping a religious and competitive generation that is well-versed in their faith and its practices.

Prior to the program, many children faced challenges in reading and understanding Arabic texts, which impeded their ability to engage fully with their religious education. The program addressed these challenges through a structured curriculum that emphasized phonetics, vocabulary, and grammar, making the learning process more accessible and engaging. Interactive activities, such as recitation sessions and storytelling in Arabic, were integrated to make the learning experience enjoyable and effective.

As a result, the children showed significant improvement in their ability to read and understand Qur'anic verses and other religious texts. This enhanced comprehension not only boosted their confidence in religious practices but also deepened their

connection to their faith. By fostering a strong foundation in Arabic, the program has equipped the children with the necessary tools to continue their religious education independently, thereby ensuring a lasting impact on their spiritual development.

3.2.2. Development of Local Teacher Potential

Another key objective of the program was to develop the potential of local teachers at TPA Nurussajadah. Teachers play a critical role in the educational development of children, and empowering them with effective teaching methods is essential for improving the overall quality of education. The program provided mentoring and training sessions for the teachers, focusing on modern and effective techniques for teaching Arabic.

Before the program, many teachers relied on traditional methods of instruction that were often less engaging and effective. The training sessions introduced them to new pedagogical approaches, including interactive teaching methods, the use of multimedia resources, and student-centered learning techniques. These new methods have made the learning process more dynamic and engaging for the students.

With their enhanced skills, teachers are now better equipped to create a more stimulating and supportive learning environment. They can effectively address the diverse learning needs of their students, provide personalized feedback, and foster a love for the Arabic language. This empowerment of teachers has led to a noticeable improvement in the educational experience at TPA Nurussajadah, benefiting both the teachers and the students.

3.2.3. Increasing Awareness of Arabic Language Importance

The program also aimed to raise awareness among students and their parents about the importance of Arabic as a tool for a deeper understanding of Islamic teachings. This objective aligns with the broader mission of creating a positive and sustainable impact on the community.

Many students and parents initially viewed Arabic as merely a subject to be studied rather than a vital component of their religious and cultural identity. The program sought to change this perception by highlighting the intrinsic value of Arabic in accessing and understanding Islamic teachings. Workshops and seminars were organized for parents to educate them about the benefits of learning Arabic and its significance in their children's religious and personal development.

Through these efforts, the program successfully increased the community's appreciation for the Arabic language. Parents became more supportive of their children's Arabic studies, understanding that proficiency in the language would enhance their children's ability to engage with Islamic texts and practices. This increased awareness has fostered a more supportive home environment for the children, encouraging them to take their Arabic studies seriously and strive for proficiency.

3.2.4. Empowering the Social Environment

The program's objective of empowering the social environment was achieved by involving parents and the broader TPA community in the educational process. This approach created a synergy between informal educational institutions and families, fostering a collaborative effort in educating the younger generation.

Parents were encouraged to participate in their children's learning journey through regular meetings, workshops, and community events. These interactions helped build a sense of community and shared responsibility among parents, teachers, and students. The program also emphasized the importance of parental involvement in reinforcing the values and lessons taught at TPA Nurussajadah.

This collaborative approach has strengthened the values of togetherness and social responsibility within the community. Parents and community members now see themselves as active participants in the educational process, contributing to the holistic development of the children. This collective effort has not only improved the educational outcomes but also reinforced the community's commitment to nurturing a well-rounded and religiously literate generation.

In conclusion, the program at TPA Nurussajadah has successfully achieved its objectives of enhancing Arabic language skills, strengthening religious literacy, developing teacher potential, increasing awareness of the importance of Arabic, and empowering the social environment. The significant improvements observed in the children's language abilities and the positive changes in the teaching methods and community involvement underscore the program's success. By fostering a collaborative and supportive learning environment, the program has laid a strong foundation for the continued growth and development of the students, teachers, and the community as a whole. This holistic approach to education ensures that the benefits of the program will have a lasting and sustainable impact, contributing to the overall mission of shaping a religiously literate and competitive generation.

3.3. Achievements and Challenges

The mentoring program at TPA Nurussajadah Rappogading Selatan has been a significant initiative aimed at enhancing Arabic language proficiency and strengthening Islamic education among its students. Despite encountering several challenges, the program has achieved notable successes in various areas, showcasing the dedication and effectiveness of both the educators and the community involved. The primary achievements of the program include improved basic Arabic understanding, active student engagement, increased teacher competence, and the establishment of a supportive learning environment. Each of these achievements underscores the program's impact and highlights the multifaceted approach taken to ensure its success.

3.3.1. Improved Basic Arabic Understanding

One of the most significant achievements of the program has been the marked improvement in students' understanding of basic Arabic. Prior to the program, many students struggled with basic vocabulary and sentence structures, which are fundamental to grasping more complex aspects of the language. Through a well-

structured curriculum that emphasized repetition, practical usage, and contextual learning, students were able to enhance their grasp of Arabic significantly.

The evaluation results serve as a testament to this improvement, showing a 30% average score increase compared to before the program's implementation. This improvement is not merely a numerical statistic but a reflection of the students' growing confidence and competence in using Arabic in everyday contexts. The consistent practice and application of learned vocabulary in conversations and written exercises have enabled students to internalize the language more effectively, paving the way for more advanced studies in the future.

3.3.2. Active Student Engagement

Another notable achievement of the program is the heightened level of student engagement. The use of activity-based learning approaches, such as language games, simulations, and interactive dialogues, has proven to be highly effective in maintaining students' interest and enthusiasm. These methods transformed the learning process into an enjoyable and dynamic experience, encouraging students to participate actively and consistently.

Most students exhibited high levels of enthusiasm during each session, which is a critical factor in language acquisition. Engaged students are more likely to retain information, practice outside the classroom, and develop a genuine interest in the subject matter. The program's ability to foster such a high degree of engagement speaks to the creativity and dedication of the educators who designed and implemented these interactive activities.

3.3.3. Increased Teacher Competence

The program also placed a strong emphasis on increasing the competence of teachers at TPA Nurussajadah. Recognizing that effective teaching is crucial for student success, the program provided intensive training for teachers on creative and child-friendly teaching methods. These training sessions equipped teachers with new strategies and tools to make their lessons more engaging and effective.

As a result, teachers have become more confident and efficient in their teaching practices. They are now better equipped to address the diverse learning needs of their students, implement interactive activities, and create a supportive classroom environment. This improvement in teaching quality has had a direct positive impact on student learning outcomes, contributing significantly to the program's overall success.

3.3.4. Supportive Learning Environment

Creating a supportive learning environment has been another major achievement of the program. Parental involvement has played a crucial role in this regard. The program encouraged parents to take an active role in their children's education by assisting with homework, participating in learning activities at home, and attending regular meetings and workshops organized by the program.

This collective effort has fostered a conducive learning environment that extends beyond the classroom. Parents' involvement not only reinforces the lessons learned at TPA but also demonstrates to the children the importance of their education. This holistic approach has helped build a strong community support system, where everyone is invested in the educational success of the children.

3.3.5. Challenges Faced

Despite these significant achievements, the program also faced several challenges that needed to be addressed to ensure its continued success and sustainability. One of the primary challenges was the varying levels of initial Arabic proficiency among the students. This disparity required the program to adopt differentiated teaching strategies to cater to both beginners and more advanced learners, which often demanded additional resources and planning.

Another challenge was maintaining consistent parental involvement. While many parents were enthusiastic about supporting their children's education, others found it difficult to balance these responsibilities with their own work and personal commitments. To address this, the program implemented flexible meeting schedules and provided additional support materials that parents could use at home at their convenience.

Additionally, sustaining student motivation over an extended period was a continuous challenge. The initial excitement of new activities and interactive lessons sometimes waned, requiring constant innovation and adaptation of teaching methods to keep the students engaged. Teachers had to continually find new ways to make lessons appealing and relevant to the students' interests and experiences.

The program also faced logistical challenges, such as limited access to resources and materials necessary for more advanced language instruction. This included a shortage of Arabic books, audio-visual aids, and other educational tools that could enhance the learning experience. To overcome this, the program sought partnerships with local organizations and leveraged community resources to supplement its teaching materials.

In conclusion, the mentoring program at TPA Nurussajadah Rappogading Selatan has demonstrated significant achievements in improving basic Arabic understanding, enhancing student engagement, increasing teacher competence, and fostering a supportive learning environment. These accomplishments reflect the program's comprehensive approach and the collaborative efforts of teachers, students, parents, and the broader community.

While the program faced several challenges, including varying levels of student proficiency, maintaining parental involvement, sustaining student motivation, and logistical constraints, the strategies employed to address these issues have been largely effective. The ongoing commitment to innovation, adaptability, and community engagement will be crucial for the program's future success and sustainability.

The achievements of this program highlight the potential for similar initiatives to make a substantial impact on language education and religious literacy in other communities. By building on these successes and learning from the challenges faced, TPA Nurussajadah can continue to improve and expand its efforts, contributing to the development of a well-educated and religiously literate generation.

3.4. Overcoming Challenges

The mentoring program at TPA Nurussajadah Rappogading Selatan has made significant strides in enhancing Arabic language skills and fostering a deeper understanding of Islamic education among students. However, the journey has not been without its obstacles. To ensure the program's future success and sustainability, it is crucial to address several challenges that have surfaced during its implementation. These challenges include limited facilities and infrastructure, varied levels of student understanding, and the time constraints faced by teachers. By developing strategic solutions to these issues, the program can continue to grow and provide even greater benefits to its participants.

3.4.1. Limited Facilities and Infrastructure

One of the most pressing challenges faced by the program is the limitation of facilities and infrastructure. The availability of guidebooks, teaching aids, and adequate learning spaces is crucial for a seamless and effective learning process. Unfortunately, TPA Nurussajadah has struggled with shortages in these areas. The lack of sufficient guidebooks and teaching aids means that teachers often have to rely on outdated materials or create their own, which can be time-consuming and less effective.

To overcome this challenge, the program could seek partnerships with local businesses, non-profits, and community members who may be willing to donate resources or funds. Additionally, applying for grants specifically aimed at educational development could provide the necessary financial support to purchase up-to-date materials and improve learning spaces. Creating a digital repository of resources could also be beneficial, allowing students and teachers to access materials online, reducing the dependency on physical books and aids. By leveraging technology and community support, TPA Nurussajadah can enhance its infrastructure, providing a more conducive learning environment for all students.

3.4.2. Varied Student Understanding Levels

Another significant challenge is the varied levels of Arabic proficiency among students. This diversity in skill levels makes it difficult to deliver material uniformly and ensure that all students are progressing at a similar pace. Some students may grasp concepts quickly, while others require more time and personalized attention to understand the material fully. This disparity can lead to frustration among both students and teachers and may hinder the overall effectiveness of the program.

Addressing this challenge requires a differentiated instruction approach, where teaching strategies are tailored to meet the diverse needs of students. Implementing small group instruction, where students are grouped based on their proficiency levels,

can allow teachers to provide more targeted support. Additionally, incorporating peer tutoring can be beneficial, as more advanced students can assist those who are struggling, fostering a collaborative learning environment. Regular assessments and feedback can help teachers identify students who need additional help and adjust their teaching methods accordingly. By personalizing the learning experience, the program can ensure that all students, regardless of their initial proficiency level, receive the support they need to succeed.

3.4.3. Teacher Time Availability

The availability of teachers' time poses another significant challenge for the program. Many teachers at TPA Nurussajadah have demanding schedules, balancing their responsibilities at the school with other professional and personal commitments. This limited availability can make it difficult for teachers to allocate sufficient time for material preparation, lesson planning, and individual mentoring. As a result, the quality of instruction may be compromised, and students may not receive the individualized attention they require.

To address this issue, the program could explore several strategies. Firstly, recruiting additional volunteer teachers or teaching assistants could help distribute the workload more evenly, allowing for more personalized attention to students. Secondly, implementing a team-teaching approach, where multiple teachers collaborate to plan and deliver lessons, could reduce the individual burden on each teacher. Providing professional development opportunities that focus on time management and efficient lesson planning can also empower teachers to make the most of their available time. Additionally, utilizing technology to create and share teaching resources can streamline the preparation process, freeing up more time for direct student interaction. By supporting teachers in managing their time more effectively, the program can enhance the overall quality of education provided.

While the mentoring program at TPA Nurussajadah Rappogading Selatan has achieved remarkable successes, addressing the challenges of limited facilities, varied student understanding levels, and teacher time availability is crucial for its continued growth and effectiveness. By seeking community support and leveraging technology to improve infrastructure, implementing differentiated instruction to cater to diverse student needs, and exploring strategies to optimize teachers' time, the program can overcome these obstacles and create a more robust and sustainable educational environment.

The collective effort of the community, educators, and students will be instrumental in overcoming these challenges. By fostering a collaborative and supportive atmosphere, TPA Nurussajadah can continue to build on its achievements and provide a high-quality Arabic education that empowers students with the skills and knowledge they need to succeed. The program's commitment to continuous improvement and adaptation will ensure that it remains a valuable resource for the

community, helping to shape a future generation that is both academically proficient and deeply rooted in their Islamic faith.

3.5. Future Strategies

As the mentoring program at TPA Nurussajadah Rappogading Selatan continues to evolve, addressing the challenges that have emerged is critical for sustaining and enhancing the program's success. The key issues—limited learning facilities, varied levels of student understanding, and teachers' time constraints—necessitate well-thought-out strategies. The following approaches outline a roadmap for overcoming these hurdles and ensuring the program's long-term viability and impact.

3.5.1. Provision of Learning Facilities

One of the most pressing needs for the program is the provision of adequate learning facilities. The current lack of resources, such as guidebooks, creative learning media, and suitable learning spaces, hampers the effectiveness of the educational process. To address this, a multi-faceted strategy focusing on resource acquisition and infrastructure improvement is essential.

A primary step involves actively seeking collaboration with sponsors, local businesses, non-profit organizations, and individual donors. Establishing partnerships with these entities can result in donations or funding for purchasing necessary materials. Additionally, organizing fundraising events within the community can generate both funds and awareness about the program's needs.

Moreover, exploring grant opportunities from educational foundations and governmental bodies could provide substantial financial support. These grants can be specifically targeted for educational development, making them an ideal source of funding for acquiring books, digital resources, and other teaching aids.

Implementing a digital transformation by creating an online repository of educational materials can also mitigate the scarcity of physical resources. This approach not only reduces dependency on printed materials but also introduces students and teachers to a vast array of interactive and multimedia resources that can enhance learning experiences. Providing access to tablets or computers, perhaps through a lending program, can facilitate this digital shift and ensure that all students benefit from the wealth of online educational content.

3.5.2. Differentiation Approach

Given the varied levels of Arabic proficiency among students, a one-size-fits-all teaching method is ineffective. To cater to the diverse learning needs, adopting a differentiation approach in teaching is crucial. This method involves tailoring instruction to meet individual learning styles and capabilities, ensuring that all students can progress at their own pace.

Teachers should employ a variety of instructional strategies, such as differentiated tasks, flexible grouping, and individualized learning plans. For instance, students can be grouped based on their proficiency levels, allowing for targeted

instruction that addresses specific learning needs. Advanced students can engage in more challenging activities, while those who need additional support can work on foundational skills.

Interactive and activity-based learning, such as language games, role-playing, and hands-on activities, can make lessons more engaging and accessible. Incorporating multimedia resources, such as videos and interactive software, can cater to visual and auditory learners, making complex concepts easier to grasp.

Regular assessments and feedback are vital in a differentiated classroom. These tools help teachers monitor student progress and adjust their teaching strategies accordingly. Personalized feedback encourages students and provides them with clear guidance on how to improve.

Professional development for teachers is also essential in implementing differentiation effectively. Training sessions focused on modern pedagogical techniques, classroom management, and the use of technology in education can equip teachers with the skills necessary to address the diverse needs of their students.

3.5.3. Effective Time Management

The challenge of limited time availability for teachers requires strategic planning and efficient utilization of available time. Creating a more structured and balanced schedule can help teachers manage their responsibilities more effectively.

One approach is to develop a comprehensive timetable that allocates specific periods for lesson planning, instruction, and individual mentoring. By clearly defining these time blocks, teachers can focus on one task at a time, reducing the stress associated with juggling multiple responsibilities simultaneously.

Incorporating digital teaching materials and online resources can significantly streamline the preparation process. Teachers can use pre-existing digital content, such as interactive lessons and educational videos, which reduces the time needed to create materials from scratch. Additionally, utilizing educational platforms that offer ready-made lesson plans and activities can save valuable time.

Collaborative teaching can also alleviate the burden on individual teachers. By working in teams, teachers can share the workload, brainstorm ideas, and support each other in developing and delivering lessons. This collaborative approach not only enhances the quality of education but also fosters a supportive professional environment.

Furthermore, engaging volunteer teachers or teaching assistants can provide additional support, allowing the primary teachers to focus on more critical tasks. Volunteers can assist with administrative duties, classroom management, or one-on-one tutoring, ensuring that all students receive the attention they need.

Effective time management also involves self-care and maintaining a healthy work-life balance. Encouraging teachers to set aside time for rest and personal activities

is essential for preventing burnout and ensuring that they remain motivated and enthusiastic about their teaching roles.

Addressing the challenges faced by the mentoring program at TPA Nurussajadah Rappogading Selatan requires a strategic and multifaceted approach. By securing adequate learning facilities through community collaboration and digital transformation, implementing a differentiation approach to cater to diverse student needs, and adopting effective time management strategies for teachers, the program can overcome its current obstacles and continue to thrive.

These strategies will not only enhance the immediate learning experience for students but also contribute to the long-term sustainability and success of the program. As the program evolves, continuous evaluation and adaptation of these strategies will be crucial in maintaining a high standard of education and fostering a supportive and dynamic learning environment. Through collective effort and strategic planning, TPA Nurussajadah can achieve its mission of providing quality Arabic education and nurturing a generation of knowledgeable and confident learners.

3.6. Long-term Impact

The long-term sustainability of the mentoring program at TPA Nurussajadah Rappogading Selatan holds significant promise for creating profound and far-reaching positive impacts on the community. These impacts encompass various dimensions, from enhanced religious literacy to the establishment of local learning models and the strengthening of social networks. Each of these outcomes not only benefits the immediate participants but also contributes to broader community development and cohesion.

3.6.1. Increased Religious Literacy

One of the most substantial long-term impacts of sustaining this program is the marked increase in religious literacy among the students. Mastery of Arabic is crucial for a deeper understanding of Islamic texts, which are foundational to the faith and practice of Islam. By becoming proficient in Arabic, students gain direct access to the Quran, Hadith, and other essential Islamic literature. This proficiency enables them to engage with the texts in their original language, fostering a more profound and nuanced understanding of their religion.

This increased religious literacy extends beyond individual knowledge. As students become more literate in Arabic and Islamic texts, they can contribute to the religious education of their families and communities. This ripple effect ensures that the benefits of the program are not confined to the students alone but permeate the wider community. Over time, this could lead to a more informed and devout community, better equipped to uphold and disseminate Islamic teachings.

3.6.2. Creation of Local Learning Models

The successful implementation and sustainability of the Arabic language program at TPA Nurussajadah can serve as an exemplary model for other TPAs (Taman Pendidikan Al-Quran) in the surrounding areas. This creates a domino effect, where the

principles, methodologies, and successes of this program can be replicated and adapted by other educational institutions. As these models are adopted, the overall standard of Arabic education in the region can be significantly elevated.

Creating a local learning model involves documenting the program's strategies, challenges, and achievements comprehensively. This documentation can then be shared through workshops, seminars, and collaborative networks with other TPAs. By establishing a robust framework for Arabic language instruction, TPA Nurussajadah can inspire and guide similar initiatives, fostering a culture of continuous improvement and excellence in religious education.

Moreover, the presence of a successful local model can attract attention and resources from educational authorities, non-governmental organizations, and the broader community. This can lead to increased support, both in terms of funding and expertise, further enhancing the program's reach and impact. In the long run, a network of high-quality Arabic language programs can emerge, collectively contributing to the region's educational and religious development.

3.6.3. Strengthened Social Networks

Sustaining the program at TPA Nurussajadah involves collaboration and partnerships with various institutions, both within and outside the community. These collaborations not only provide the necessary resources and support for the program but also strengthen the social networks of TPA Nurussajadah. As these networks expand, they open up new opportunities for further program development and innovation.

Partnerships with local schools, mosques, and community organizations can lead to shared resources, joint activities, and mutual support. For example, local schools can integrate the program's Arabic language curriculum into their own, while mosques can provide additional venues and occasions for practical language use through religious activities. Such collaborations foster a sense of unity and common purpose, reinforcing the community's collective commitment to religious and educational excellence.

Engaging with regional and national educational bodies can also enhance the program's credibility and attract more substantial support. These relationships can facilitate access to expert advice, advanced training for teachers, and participation in broader educational initiatives. Furthermore, collaboration with non-governmental organizations and international bodies dedicated to education and Islamic learning can introduce innovative approaches and best practices, enriching the program's content and delivery methods.

Strengthened social networks also contribute to community resilience. By fostering strong relationships among various stakeholders, the community can better mobilize resources and support in times of need. This networked approach ensures that the program is not isolated but is an integral part of the community's educational ecosystem, capable of adapting to changing circumstances and needs.

Ensuring the sustainability of the Arabic language mentoring program at TPA Nurussajadah Rappogading Selatan promises to yield significant long-term impacts.

These impacts extend beyond immediate educational outcomes, fostering increased religious literacy, creating exemplary local learning models, and strengthening social networks. Each of these dimensions contributes to a holistic approach to community development, where education, religion, and social cohesion are interlinked.

The increased religious literacy achieved through sustained Arabic language proficiency enriches individual and communal religious understanding, fostering a more informed and devout community. The creation of local learning models enables the dissemination of best practices and successful methodologies, elevating the overall standard of Arabic education in the region. Strengthened social networks, built through collaborative efforts and partnerships, provide a robust support system that enhances program resilience and opens new avenues for development.

In the long run, the sustained success of this program can serve as a catalyst for broader community empowerment, setting a precedent for integrating religious education with community development. By addressing the challenges and leveraging the strengths of TPA Nurussajadah, the program can continue to inspire and nurture future generations, ensuring that the benefits of increased religious literacy and strengthened social networks are felt for years to come.

4. Conclusion

The mentoring program for Arabic language learning at TPA Nurussajadah Rappogading Selatan has shown significant success in enhancing students' Arabic language skills and strengthening Islamic education. The program has effectively improved students' understanding of basic vocabulary and simple sentence structures in Arabic, as reflected in a 30% increase in average student scores compared to before the mentoring. This progress highlights the effectiveness of the implemented interactive learning approaches, including language games, simulations, and interactive dialogues that have successfully increased students' motivation to learn.

Furthermore, the program has also succeeded in enhancing teacher competence through intensive training focused on creative teaching methods suitable for children. With these new skills, teachers have become more confident and efficient in their teaching practices, which in turn has improved the overall quality of education at TPA Nurussajadah. Additionally, parental involvement in assisting their children at home has been a significant achievement. By creating a conducive learning environment, the program has successfully built collective awareness of the importance of learning Arabic, supporting the children's educational process more comprehensively.

However, the program also faced several challenges that need to be addressed to ensure its long-term success and sustainability. These challenges include limited facilities and infrastructure, varied levels of student understanding, and limited time availability for teachers. To overcome these challenges, effective strategies are needed, such as procuring learning facilities through collaboration with sponsors or local donors, adopting diverse and flexible teaching methods to accommodate different levels of

student understanding, and creating a more structured schedule for teachers to manage their time efficiently. By implementing these strategies, the program can continue to develop and provide greater benefits to all students and the surrounding community.

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