Design And Development Of Arabic Language Camp For Postgraduate Islamic Studies

Amani Hakim, Suhaila Zailani Hj. Ahmad, Kaseh Abu Bakar
Universiti Kebangsaan Malaysia, Malaysia
P129595@siswa.ukm.edu.my, suzail@ukm.edu.my, kaseh@ukm.edu.my

Abstract
The Design and Development Research (DDR) approach is an increasingly employed research method by education researchers, as it aims to produce a product through specific stages. Therefore, this study aims to explain and detail the design and development aspects of an Arabic language camp called the Academic Arabic Language Camp (KeMBAA), which utilizes the Design and Development Research approach (DDR). This language camp targets the participation of new postgraduate students in the religious studies department at the Faculty of Islamic Studies, National University of Malaysia. Developing and implementing KeMBAA is an effort to design, develop, and execute a product that incorporates DDR elements such as multidisciplinary and interdisciplinary approaches, mixed methodologies, cycles, and various other components. KeMBAA aims to provide an Arabic language learning experience in an interactive and enjoyable environment for students who are accustomed to traditional Arabic language teaching methods, which require a new touch through more impactful innovation. This study employs the DDR approach, executed through three main phases: the needs analysis phase, the design and development phase, and concluding with the assessment phase. The study's findings present the key features of KeMBAA, alongside the foundational design principles, as an innovation in Arabic language learning for Islamic Studies students. The framework for developing KeMBAA is expected to serve as a reference for Arabic language teaching innovation, particularly for researchers in Arabic and foreign languages.
Keywords: Design and Development Research; DDR; Language Camp; Arabic Learning; Islamic Studies

INTRODUCTION

The Arabic language is a field of study closely associated with Islamic studies due to its high significance and direct relevance to various branches of religious knowledge. It is also considered a tool for understanding disciplines such as *'Ibadah*, *Fikah, 'Akidah,* and more. The society in this country is familiar with Arabic as a foreign language and Islamic studies, which are taught from an early age, starting from primary school to higher education institutions. Among the public higher education institutions in Malaysia offering Islamic studies programs are the International Islamic University Malaysia (IIUM), University of Malaya (UM), Universiti Putra Malaysia (UPM), Islamic Science University of Malaysia (USIM), National University of Malaysia (UKM), and several other public universities (Higher Education Department 2010). Consequently, students pursuing Islamic studies must possess a strong knowledge of Arabic. Proficiency in Arabic serves as an identity marker for religious students and provides an added advantage that assists students throughout their studies and research in

spiritual fields. This includes using Arabic references and readings on current religious affairs, engaging in scholarly discussions, exchanging ideas with Arabic-speaking lecturers and fellow students in the field of Islamic studies, as well as preparing soft skills before entering and competing in the job market after completing their studies.

Various efforts have been made to ensure that Islamic studies students at the higher education level have a good command of the Arabic language for academic and research purposes. The National University of Malaysia, through the Faculty of Islamic Studies (FPI), has taken the initiative to support this endeavor by implementing a general Arabic language test and intensive Arabic language classes for new students. These initiatives aim to provide an initial assessment of students' Arabic language knowledge acquired before postgraduate studies and further strengthen their existing language skills for academic and research purposes. Therefore, this study discusses the process of designing and developing an academic Arabic language camp module to prepare new postgraduate students enrolling in the Faculty of Islamic Studies for Arabic language skills. This module is designed and developed using the Design and Development Research (DDR) approach, also known as the Design and Development Research (DDR) approach.

Current trends in research approaches have undergone significant changes and improvements over time, starting from qualitative and quantitative approaches, then evolving into mixed-method approaches, and the most recent being an approach known as Design and Development Research (DDR) (Saedah, Muhammad Ridhuan & Rozaini 2022). According to Saedah, the DDR approach originated in fields such as engineering, information technology, and information systems before expanding and being applied in various other fields, including education. DDR is suitable for research that produces end products such as models, modules, frameworks, and other innovative conceptual research studies. Several past studies have utilized the design and development approach in creating teaching and learning materials, such as modules, educational games, and online applications, which have garnered the attention of researchers. These studies are not limited to language instruction but have also been widely applied across various subjects and educational levels.

In developing an online Arabic language vocabulary game prototype utilized the design and development approach as the chosen research methodology (Sahrir et al., 2012). The developed game prototype targeted the use among foundation level students at the Centre for Foundation Studies, International Islamic University Malaysia (IIUM). The primary objective of this study was to create a digital platform that offers interactive learning experiences and serves as an innovation in modern learning, employing computers and current technological trends. The discussions presented in this study stand out compared to other research that also discuss the DDR approach in product development. This uniqueness is evident in the researcher's description of findings and discussions concerning the elements within the DDR approach, extending beyond explanations of the design and development process.

There are also studies that focus on developing language skills modules, encompassing writing, reading, listening, and speaking skills. The study conducted by Sumaiyah Sulaiman et al. (2020), for instance, focused on the design and development approach to creating an Arabic writing skills module based on self-regulated learning theory. The foundational framework of this study was built upon the DDR framework and supported by the ADDIE Instructional Model, an acronym for its five main elements: Analysis, Design, Development, Implementation, and Evaluation.

The study conducted by (Hasbullah et al., 2022) also aimed to develop a mobile application model, similar to the study by (Sahrir et al., 2012). This application was designed for the subject of tarannum in the KKQ program (Special Class for Quran Recitation Skills). The concept of meaning-based learning was successfully integrated into the software model, along with other multimedia elements. The adaptation of the DDR approach in this study stemmed from DDR's potential to contribute to new knowledge discovery, enabling a deeper understanding of a specific research area and its predictive capabilities. The mentioned characteristics of this approach can guide researchers in efficiently designing and implementing a study.

Utilized the DDR approach to develop a framework regarding the roles and responsibilities of pre-service teachers in teaching writing skills for English as a Second Language (ESL) subjects (Mohd Amir Izuddin Mohamad Ghazali et al., 2022). A framework product, like the one developed in this study, can also be produced using the DDR approach due to its flexible and systematic nature, contributing to improvements in educational practices.

KeMBAA is an abbreviation for "Kem Modul Bahasa Arab Akademik" or Academic Arabic Language Module Camp, organized by the Faculty of Islamic Studies at the National University of Malaysia (UKM). This camp, aimed at the involvement of postgraduate students, is based on several main factors:

1. the faculty's concern with enhancing Arabic language proficiency among new postgraduate students in Islamic studies
2. improving Arabic language competence of postgraduate students for research purposes
3. maintaining the continuity of Arabic language enhancement courses for postgraduate students through innovative language camp development.

Mastery of the Arabic language is a critical aspect that needs special emphasis for students pursuing studies in Islamic studies. (Bakar et al., 2011) states three main reasons why Islamic Studies students need to master Arabic:

1. most sources and references in this field are written in Arabic.
2. it enables students to communicate effectively in scholarly discussions or conferences involving Arabic-speaking lecturers and students.
3. it prepares competent graduates for future professional careers with foreign language skills.

As a result, the Faculty of Islamic Studies has made enrollment in Academic Arabic Language a prerequisite for all postgraduate students, regardless of the language in which their thesis or dissertation will be written (Fakulti Pengajian Islam). The Academic Arabic Language course, which runs for one semester, concludes with an Arabic language camp known as the Academic Arabic Language Camp (KeMBAA), spanning two days. The first semester of the 2018/2019 academic session marked the initiation of KeMBAA at the Faculty of Islamic Studies, UKM. This language camp summarizes the output and discussions from five main modules distributed throughout the semester. Through the activities provided in this camp, students are exposed to several crucial aspects, such as proficiency in Arabic grammar and dictionary usage, understanding of modern and classical texts, audio-visual materials, and a variety of exercises that build confidence in communication and the art of argumentation in selected topics related to Islamic Studies.

METHOD

The methodology in a study provides a clear overview of the procedures and methods used. Therefore, the method employed to conduct this study utilizes the Design and Developmental Research (DDR) approach, also known as the Design and Development approach. The approach, pioneered by (Richey & Klein, 2014), characterizes DDR as a systematic study concerning design, development, and assessment aimed at establishing the foundation for a product's creation. Thus, the selection of the DDR method as the approach in this study aligns with the statement,

highlighting that the development of a product like the Academic Arabic Language Program begins with the design process and extends to the final assessment of its usability. (J. Ellis & Levy, 2010) list several types of research that can be conducted based on the DDR approach, namely:

1. Development of new theories for problem-solving,
2. Creation of new designs and developmental models in various fields,
3. Further development of a new method or process within an existing implementation model or equipment.

Research on design and development can be categorized into two types of studies, as depicted in Table 1; Type 1, which focuses on the developmental process of a product, and Type 2, which involves the generation of design models, development, and assessment of the final outcomes. Since the purpose of this study is to emphasize the product development process to meet the needs of an educational system, the Type 1 design and development research has been selected.

Table 1. Types of Design and Development Research (Richey & Klein 2007)

Aspect	Type 1	Type 2
Focus	Products and research tools	Research on Models, Modules, Frameworks, and Teaching Methodologies
Findings	A specific study of product or a design and the development of teaching projects that emphasize the involved processes.	Study of model development, validation or utilization of design and development of new procedures or models, and conditions that facilitate usability.
	A more specific and contextually distinct conclusion.	Conclusion to the final results of the study.

The implementation procedure of the Design and Development Approach (DDR) is divided into three main phases; commencing with the Analysis Phase, followed by the Design and Development Phase, and concluded by the Assessment Phase. There's also an opinion that categorizes the DDR procedure into four main phases by designating the design and development phase as a separate stage (Nor Aziah 2007). However, the integration of the design and development phase applied in this study does not affect the study's procedures and phases at all; in fact, this choice was made to generate a more practical study (Richey & Klein, 2014). The workflow description in each phase is as follows:

Table 2. Summary of Design and Development Research of KeMBAA

DDR Phases	Details
Phase 1: Needs Analysis	Analysis of KeMBAA Needs
	Phase for identifying the development needs of this research model. Analysis findings through:
	Researcher's experience in teaching the Arabic language.
	Feedback from postgraduate students of Arabic Language Reinforcement Classes 1 and 2.
	Literature review
Phase 2: Development and Design	Identifying Constructs and Items within KeMBAA
	Researcher's discussion with the KeMBAA module development committee.
	Development of KeMBAA design principles.
	Establishment of the main characteristics of the KeMBAA module.
Phase 3: Evaluation	Implementation and Evaluation of KeMBAA
	Feedback from postgraduate students of KeMBAA every semester.
	Expert assessment through KeMBAA 's participation in the Innovation Competition (KNovasi UKM).

Based on the summary in Table 2, the first phase of the design and development of KeMBAA begins with the needs analysis phase. At this stage, the researcher identifies the

developmental needs of the product, KeMBAA, through problem statements obtained from assessments of previous courses. Drawing from the researcher's experience as a language reinforcement course instructor, issues faced by students, the learning environment, and the literature review are acknowledged and studied to find solutions. Subsequently, this process continues with the second phase, which is the design and development phase. In this phase, the principles of designing KeMBAA and module criteria are initially formulated based on the findings from the analysis in the first phase. The researcher collaborates with the KeMBAA module development committee to conduct discussions for the framework of the module and the implementation of KeMBAA. The final phase involves the implementation and assessment of KeMBAA, involving the participation of postgraduate students. In this phase, KeMBAA is applied to all new postgraduate students in the Faculty of Islamic Studies. Changes and improvements are made based on feedback received from students at the end of each KeMBAA session. The main purpose of formative assessment at the end of each session is to gather continuous feedback from students to identify weaknesses in each session, thereby enhancing the design and implementation of KeMBAA in the future. This assessment involves several techniques, including student feedback and KeMBAA participation in the innovation competition (KNovasi), which is evaluated by expert groups from various fields.

RESULTS AND DISCUSSIONS

The use of the design and development approach is increasingly gaining attention in the education field as a structured and effective methodology. This is supported by (Wang & Hannafin, 2005), who characterizes this approach as a flexible methodology for educational improvement, featuring attributes such as iterative analysis, design and development processes, and collaborative efforts from various parties, leading to design principles and theories. In conclusion, this statement outlines the elements present in the design and development approach as proposed by Nor Aziah (2007), depicted in Table 3 below:

Table 3. Elements of a Design and Development Research (Adapted from Nor Aziah, 2007)

Goals	Dual Goals (Theory and practice)
Theory Development	Multidisciplinary and interdisciplinary
Process	Cyclical, iterative, teamwork
Resources	Extensive literature, collaboration, partnership, various research technologies
Outcomes	Improved theory, product, design principles

The utilization of these design and development elements applied in this study can be detailed as follows:

Multidisciplinary And Interdisciplinary

The design and development of the Academic Arabic Language Program involve various findings derived from the involvement of multiple disciplines in shaping and developing modules, as well as conducting the program. The results from this combination of multidisciplinary and interdisciplinary perspectives are necessary to address the issues faced by students and instructors in learning the Arabic language. The fields of Arabic language and Islamic studies are the two main disciplines underpinning this study. Islamic studies are a discipline that directly discusses Islam and its related practices, such as *Usuluddin, Sharia, Tawhid, Fiqh,* and more. This discipline draws its sources from the Quran and Hadith, with discussions by Islamic scholars recorded in the Arabic language (Yuslina et al., 2018). This emphasizes the importance of the Arabic language in Islamic studies, as it serves as a language of worship and a tool for understanding various aspects of Islamic disciplines (Noor & Husni, 2021). The interdisciplinary aspect in the design and development of the Academic Arabic Language Program can be seen through the integration of elements from second language acquisition theories, as follows:

1. Motivation: Motivation is a crucial element in foreign language learning. Motivation, as described by (Anczewski, 2024), is the combination of effort and desire to achieve a goal along with an attitude that supports that goal. Motivation can be likened to the heartbeat of students, as stated by (Adwani & Shrivastava, 2017), that "without motivation, students have no pulse and no life in the classroom." The learning approach implemented in the Academic Arabic Language Program is student-centered. This strategy encourages students to actively engage in their learning sessions, with the teacher acting as a facilitator (Muhammad, 2007).

2. Anxiety and Apprehension: (MacIntyre, 1999) states that anxiety in foreign language learning is a form of negative emotional reaction that occurs during the process of learning or using a second language, while (Horwitz et al., 1986) define it as a complex set of self-perceptions, beliefs, feelings, and behaviors that occur in the classroom during second language learning. Therefore, the Academic Arabic Language Program is designed to create a conducive, interactive, and enjoyable environment for learning the Arabic language to prevent the emergence of negative emotions among students during the learning process.

3. Engagement or Environment: The engagement referred to in the teaching and learning process pertains to the quantity and quality of involvement in completing language learning tasks or activities (Hiver et al., 2024) In line with this statement, the KeMBAA module encourages active engagement of students throughout activities, whether it's processing Arabic texts along with comprehension, arguing in Arabic about topics related to Islamic studies, or applying Arabic grammar and morphology in their research. Furthermore, the quality of instructional materials used in the development of the KeMBAA module isn't limited to classical Arabic texts; it also highlights contemporary Arabic texts, sources, and references in the field of Islamic studies.

Cyclical, Iterative, Teamwork

Upon observing the design and development of KeMBAA, the process goes through an iterative cycle throughout the three main phases (analysis phase, design and development phase, and assessment phase). After each series of KeMBAA implementations, participants, including students, provide feedback to evaluate the module and the execution of KeMBAA. All the feedback given is recorded to assess the KeMBAA product and for improvements in subsequent iterations. Furthermore, the process involves focus group discussions among the KeMBAA module development committee, consisting of academic members from the Faculty of Islamic Studies (FPI) at UKM, to review and enhance the module. The design and development process also includes repetitive cycles based on current needs and feedback.

One of the researchers acts as the primary designer and initiator of the concept of implementing Arabic language teaching through the language program. However, research is never isolated from the collaboration of fellow researchers to make a study successful. Therefore, the development of KeMBAA is seen as a product resulting from the combined efforts and ideas of various parties, including Arabic language and Islamic Studies instructors at FPI, UKM, as well as the faculty itself.

Extensive Literature, Collaboration, Partnership And Various Research Technologies

The design and development of KeMBAA represent an innovation in teaching and learning the Arabic language that goes through various design and development phases. KeMBAA, as an educational product, undergoes an analysis phase involving a thorough review

of references from a wide range of literature sources, cooperation and sharing of opinions, and feedback from various parties including students, teaching staff, and field experts. Strong collaboration among these diverse areas of expertise is necessary to design and execute each module and activity within KeMBAA successfully. The theory of Second Language Acquisition (SLA), introduced by (Krashen, 1982), serves as the foundation for analyzing the theories that shape the design of KeMBAA, resulting in the various elements within second language acquisition. In addition to extensive literature analysis, this study also leverages the researcher's personal experience as an Arabic language instructor at FPI, UKM for more than five years, as a primary source to address issues and challenges faced by students in learning the Arabic language. Based on the researcher's experience along with insights from fellow Arabic language instructors who are involved in teaching new postgraduate students, they have identified problems that students commonly encounter, including:

1. Inability to comprehend Arabic texts effectively, leading to anxiety, lack of confidence, and a desire to avoid any Arabic text,
2. Weak mastery of basic morphological skills, hindering the ability to recognize words and understand texts,
3. Deficiency in using effective language learning strategies and reading strategies,

and several other issues that need to be addressed (Bakar et al., 2011) Simultaneously, the researcher's observations from teaching the Arabic Language Reinforcement Class in the past have revealed that students' failures stem from a low commitment to attending classes, limited proficiency in the Arabic language, and a high dependence on explanations and assistance from instructors. These mentioned factors can be linked to students' attitudes and motivation towards learning the Arabic language.

Improved Theory, Product And Design Principles

KeMBAA is a product that emerged as a solution to the challenges faced by postgraduate Islamic Studies students, particularly in learning the Arabic language. It is also a result of the researcher's observations and experiences as an Arabic language instructor at FPI, UKM. Hence, KeMBAA did not originate from an academic project, but rather from the academic research of the investigator and the real issues observed in the Arabic language teaching field.

The initial design of KeMBAA involved all new postgraduate Islamic Studies students at FPI, UKM, as well as faculty instructors. The involvement of instructors from various fields, especially Arabic language, and Islamic Studies, was essential to refine the Arabic language content embedded in the KeMBAA module, in addition to their expertise in management for organizing the implementation of KeMBAA. By the end of this phase, successful design principles were established to guide the subsequent development process.

Main Characteristics Of KeMBAA

The instructional design within KeMBAA is framed to provide a distinct curriculum experience and foster an active and effective learning environment between students and instructors. To fulfil these needs, the main characteristics of the KeMBAA module are designed as follows:

1. Specifically designed for new postgraduate students at FPI, UKM. Involvement in KeMBAA is a prerequisite set by the faculty for all newly enrolled students.
2. Five instructional modules are designed and developed, covering aspects of grammar, morphology, dictionary applications, reading and comprehension, digital literacy, communication, and the art of debate.
3. The module software is derived from various sources including classical texts, contemporary texts, texts related to historical and contemporary issues, Arabic songs, and audio from reader's theatre (oral dramatic reading performances).

4. The involvement of expert instructors in each module guidance session.
5. Flexibility in module teaching within KeMBAA based on the number of students and instructors. The implementation of the module is categorized into three groups:
   a. General module: Module teaching is conducted by an instructor in a general session.
   b. Parallel module: Students are divided into two groups for exercises within the module, such as debate activities.
   c. Intramodule rotation: Exercises within the module are conducted simultaneously by an instructor for each group.

Design Principle Of KeMBAA

The significant findings obtained from this study are encapsulated in the form of design principles that were prominently present throughout the design and development process of KeMBAA. These principles can indirectly serve as references for further research in the field of foreign language education, especially Arabic language education. The summarized design principles are as follows:

1. "Stepping out of the comfort zone" for students in Arabic language learning.

The KeMBAA module is designed to move students away from traditional teacher-centered learning approaches and towards student-centered learning. The previous learning environment was often associated with the metaphor of the "spoon-feeding" paradigm, which depicted a situation where students heavily depended on the teacher to complete tasks, understand input, and try new things. Some examples of comfort zone situations observed by the researcher include:

a. Students rely more on Arabic-Indonesian or Arabic-Malay translations compared to Arabic-Arabic translations.
b. Students depend solely on the translations provided by the instructor and copy them without a deep understanding of the text.
c. Students are reluctant to communicate, ask questions, or initiate discussions in the classroom using the Arabic language.

Through the activities and exercises structured in the implementation of KeMBAA, students are metaphorically immersed in "turbulent waters," through varied exercises and activities that challenge their comfort zones. These challenges compel them to explore their talents and abilities, simultaneously encouraging them to communicate confidently in the Arabic language.

2. Independent Learning

Independent learning, also known as autonomous learning, arises from the responsible attitude of students during the learning process. According to Horvath (2007), the responsible attitude displayed by an individual during the learning process demonstrates their ability to guide themselves without waiting for external instructions. Through the exercises provided in KeMBAA, students are required to complete tasks within each module independently, without instructor assistance. All references such as dictionaries and technological aids are allowed to be used by students to complete tasks. Instructors act as facilitators in providing explanations about the exercises and facilitating peer discussions.

3. Practice as a Review of Existing Knowledge

Most students enrolling in master's and doctoral programs at FPI, UKM, have an educational background in Islamic studies from institutions both within and outside the country. Therefore, they have already studied the Arabic language to some extent in their prior education. KeMBAA, as a language program under the Academic Arabic Language Course, a prerequisite for every new student at FPI, UKM, serves as a "review class" for the Arabic language. Various

drills are condensed into each module and given to students during course meetings to be completed before KeMBAA takes place. Successful completion of each exercise is then presented and discussed by students during the two days of KeMBAA. This review process is crucial and necessary as a reinforcement of the student's knowledge as they begin their studies.

4. Conducive Learning Environment

Enjoyment and a conducive environment are factors that aid the process of learning a foreign language. The design and development of KeMBAA incorporate interactive activities to create a pleasurable learning atmosphere for students while facilitating effective yet relaxed learning. When students do not perceive learning Arabic as a burden or punishment, their engagement and participation are more easily fostered throughout the course. Elements within KeMBAA that aim to create a conducive learning environment include a variety of activity types and exercises, effective instructional methods from the instructor, group communication and relationships, and other elements as indicated in (Lucardie, 2014).

5. Arabic as a Tool for Islamic Studies Students

Students pursuing Islamic studies cannot avoid using Arabic throughout their education, whether in the form of reference reading, scholarly writing, or the necessity for academic discussions in Arabic. The use of Arabic in the field of Islamic studies falls under the scope of Arabic for Specific Purposes (ASP), as described in the Arabic Language for Specific Purposes (ASP) branch (Yuslina et al., 2018). The researcher, who acts as one of the main designers in KeMBAA's design and development, as well as its modules, leverages KeMBAA's implementation as a model developed according to the needs of postgraduate Islamic studies students. This is evident through the role of KeMBAA, which can assist students throughout their master's and doctoral studies. Through the modules structured in KeMBAA's implementation, students can prepare themselves in terms of fundamental Arabic language skills, such as scholarly writing, reference reading, studying Arabic language books, and communication skills, as outlined in the course's learning outcomes, including:

a. Having the ability to manage learning through the application of Arabic grammar and morphology to aid comprehension, sentence construction, and dictionary use.
b. Providing personal responses and opinions about a given text or digital material.
c. Interpreting information effectively through proper language rules in public speaking and general discussion sessions.
d. Engaging in scholarly arguments and opinions using Arabic as an intermediary language, effectively and comprehensibly.

6. Producing Quality Students

To achieve the goal of producing high-quality postgraduate students with Arabic language skills through participation in KeMBAA, students must first be exposed to a learning environment that closely resembles or simulates the experience of learning with native Arabic speakers. This is because language and culture are closely interconnected; language not only functions as a tool for conveying and receiving information but also plays a role in depicting social behaviors in specific cultural contexts. If information is not properly interpreted, non-native speakers may struggle to understand the intended context (Ali et al., 2015). Proficiency in a foreign language can be achieved by providing extensive exposure to various aspects such as communication through accurate pronunciation and sound, knowledge of the culture in the language's country of origin, and more.

To create the desired conducive environment, the implementation of KeMBAA involves instructional materials that use sources from native speakers. For example, reader's theatre featuring short Arabic texts and audio readings by native Arabic speakers are utilized. Invited speakers from Arab countries also participate in certain KeMBAA sessions. Insights from native speakers offer valuable experiences to students in learning Arabic, even if they have never set foot in an Arab country. Listening and speaking skills using the natural cadence of native speakers

are also practiced through audio recordings. Without specific exposure to the native speaker environment, students tend to experience language interference between Malay and Arabic. This linguistic interference occurs due to the transfer of systems from their native language, Malay, into Arabic, affecting phonetics, phonology, syntax, and other linguistic systems (Azidan & Abdul, 2004).

7. Empowering Students' True Potential

One of the objectives embedded in KeMBAA's design is raising awareness of students' strengths and weaknesses in learning Arabic. Classroom activities and exercises inherently encourage students to think. However, this thinking process must occur critically and constructively so that they can expand the boundaries of their abilities to construct their own knowledge rather than simply receiving information from instructors (Pinevich & Safaryan, 2020).

As students begin to identify their weaknesses and strengths in the learning process, they can begin to explore their hidden potential. Resolutions provided by students at the end of KeMBAA sessions help shed light on the appropriate actions to be taken after recognizing their potential in Arabic. This is crucial to ensure that the values instilled in this program are genuinely achieved and aid students in mastering Arabic.

Challenges And Obstacles

The Design and Development Research (DDR) approach is one method to develop a product through a structured and systematic design based on solid theoretical principles. Through the approach present in DDR, the process of designing and developing educational modules is carried out based on guidelines following predefined phases and through assessment to achieve the desired outcomes. However, every effort put into it is not without its challenges and obstacles, and researchers along with other fellow researchers involved throughout the development of KeMBAA are not exempt from them. The challenges and obstacles stated in this study are findings drawn from the researcher's experience during the course of the KeMBAA design and development process and are expressed as follows:

1. Communication issues between students and lecturers

Lecturers or course coordinators need to ensure the dissemination of information and any updates on data and teaching materials are conveyed to the students. Platforms used as mediums for delivering information about the Academic Arabic Language Course and KeMBAA utilize two main platforms, namely UKMFolio as an e-learning platform that consolidates all references and student exercises, while the Telegram application acts as a communication medium between all students registered for the course and the involved lecturers. Communication issues arise when both mentioned delivery mediums are not effectively utilized by a portion of the students. This leads to problems such as important learning-related information not being read and understood by students, issues of absenteeism and non-submission of assignments due to lack of information provided, and various other problems.

2. Student Attitude

Communication issues as stated in the above statement stem from the attitudes and awareness of students in carrying their responsibilities. The low attendance rate is one example that portrays the attitude of a small number of students attending this course. As a result, these students will fall behind in their studies and may fail to submit assignments from each given module.

3. Lecturer Preparedness

The challenge of arranging a schedule for teaching staff for each module session in KeMBAA is a difficulty often encountered by the course coordinator. The number of lecturers as teaching staff managing each KeMBAA session needs to consider several factors such as lecturer availability, the number of lecturers involved in KeMBAA, and the total sessions requiring simultaneous management by several teaching staff.

4. Stigma towards the Arabic Language

Among the main objectives and original ideas of the researchers in designing and developing the KeMBAA module is to empower the language skills and proficiency of postgraduate students majoring in religion at FPI, UKM. This pure idea is deemed crucial in maintaining and upholding the credibility of Islamic studies students to be proficient in the Arabic language. However, these efforts faced significant criticism and opposition due to societal stigma towards the Arabic language at that time. The Arabic language was perceived as a factor impacting the number of new postgraduate students interested in enrolling in Islamic studies. This is because they saw Arabic as something that shouldn't be a prerequisite or requirement for Islamic studies students.

CONCLUSION

The Arabic language proficiency among Islamic studies students is an issue that requires attention from all parties. One of the efforts that can be undertaken to enhance this proficiency is through innovative teaching approaches to strengthen students' skills, especially newcomers. Proper structuring in developing a module should be emphasized to ensure that the teaching and learning process achieves the set objectives. This study has presented an initiative to establish the Academic Arabic Language Camp (KeMBAA) using the Design and Development Approach (DDR) for postgraduate newcomers at the Faculty of Islamic Studies, National University of Malaysia. KeMBAA continues to be a prerequisite for all new students enrolling in the faculty and has entered its eighth edition (KeMBAA 8.0) since its introduction in 2018. The development outcomes through the DDR approach have managed to extract elements throughout its three main phases, alongside discovering design principles underlying the structure of KeMBAA. The results of this development and implementation are expected to promote the use of design and development-based methodologies in Arabic language education research, mainly based on the needs of the learning environment in higher educational institutions.

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