Arabic Language Immersion-Based Learning Design For Teachers In Primary Islamic Schools

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Abstract
Language learning should focus more on communicative orientation. However, in practice, the teaching of Arabic in Indonesia faces numerous challenges, particularly in the learning process, which often does not align with the goals and expectations of teachers. This study aims to describe the design of Arabic language instruction based on language immersion for teachers at the Madrasah Ibtidaiyyah level, addressing aspects such as competence, strategy, and assessment in teaching. This research employs a literature review approach, examining documents related to language immersion models as a reference for designing the ideal competencies, strategies, and evaluations for Arabic language learning in Madrasah Ibtidaiyyah. Data analysis in this study uses the Miles and Huberman model, which includes the following steps: data collection, data reduction, data display, and conclusion drawing and verification. The design of Arabic language instruction at the Madrasah Ibtidaiyyah level requires the coordination of multiple parties, such as teachers, in planning the lessons and the school in supporting processes and activities related to Arabic language learning. Arabic instruction at the Madrasah Ibtidaiyyah level can be carried out inside and outside the classroom, drawing on experiences and examples of activities from Islamic boarding schools (pesantren) that can be implemented at the Madrasah Ibtidaiyyah level. Furthermore, the learning of Arabic in schools for students at the Madrasah Ibtidaiyyah level should resemble how they learn their mother tongue at home.
Keywords: Arabic Language Immersion; Learning Design; Primary Islamic School.

INTRODUCTION
     Arabic, as a foreign language in Indonesia, often becomes a daunting subject for students, particularly at the Madrasah Ibtidaiyyah level. This is not only due to the structural differences between Arabic and Indonesian but also because Arabic in Indonesia is predominantly oriented towards religious purposes, making communicative Arabic a lower priority. Despite the development of various teaching methods, the desired outcomes in language learning have yet to be fully realised. In practice, several issues have been identified, including the limited qualifications of teachers, their inadequate mastery of linguistic theories and language teaching methodologies, and the evaluation processes that do not align with communicative objectives. Additionally, Arabic is often viewed merely as a tool for understanding other subjects, rather than as a medium of communication. When Arabic is only used as a means to access other knowledge, the teaching orientation fails to achieve communicative competence.

Arabic language teaching has now entered the post-method era, where the teacher and the learner play central roles. The principle that "the method is more important than the material (*at}-t}ariqah ahammu minal maddah*)" has been replaced with "the spirit of the teacher is more important than the teacher themselves (*ru>h}ul mudarris ahammu min mudaris nafsihi*)" (Wahab & others, 2015). To support successful Arabic language learning, teachers are expected to possess several competencies, including pedagogical, professional, social, and personal competencies. To enhance pedagogical and professional competencies, a deep understanding of learning theories, including instructional design, is essential. Instructional design, which is based on the needs of learners, enables educators to focus on making the learning process more effective and efficient, thereby achieving the desired learning outcomes.

Arabic is introduced early in the curriculum, particularly in Madrasah Ibtidaiyyah. However, the teaching of Arabic at this level encounters several challenges. These challenges stem from various factors, one of which is the teachers' perspective. It has been observed that many Arabic teachers at the MI level are classroom teachers without a background in language education, leading to a monotonous teaching approach that often only covers basic writing of letters or sentences. This issue is especially prevalent in schools located in lower socioeconomic areas. Moreover, the material taught at higher levels, such as in Madrasah Tsanawiyyah, does not build upon what was learned at the MI level. Another challenge is found in inclusive Madrasah Ibtidaiyyah, where teachers must adapt their teaching methods to meet the diverse needs of their students. Additionally, first-grade students often struggle with reading and writing Arabic letters, making the material taught too advanced for their level. There is also a common misconception among parents that enrolling their children in a madrasah will automatically ensure they learn Arabic without needing additional guidance at home. Furthermore, the content in textbooks is often not relevant to everyday life and is overly textual, making it less engaging for MI students. There is also a lack of continuity between the levels of material, with high demands placed on students.

The desired outcomes sought by madrasahs can be better supported through the implementation of a language immersion programme in Arabic language teaching. Language immersion is an approach that contrasts with the traditional language environment, which is often thought to offer significant support and opportunities in Arabic language education (Mustofa, 2023). The term "language immersion" is adopted in foreign language learning, including languages such as Canadian, English, Spanish, French, Swedish, Arabic, and other regional languages. When someone wishes to learn a language, they should immerse themselves in an environment with native speakers for some time, refraining from using any language other than the target language until they gain proficiency (Al-'Arabiyah, 2018). The success of a language immersion programme is closely linked to linguistic and cultural understanding. The more one understands the key aspects of a language, the better they become at that language. However, the success of language immersion cannot be observed immediately; the programme requires time to yield the desired results (Fortune & Tedick, 2003).

This research aims to develop an instructional design model based on Arabic language immersion for Arabic teachers at the Madrasah Ibtidaiyyah level. This design is intended to serve as a guide for institutions or individuals responsible for training Arabic teachers in designing Arabic language lessons based on immersion principles, thereby achieving communicative competence from the primary level at Madrasah Ibtidaiyyah.

METHOD

This study is a literature-based research that explores the concept of Arabic language instructional design based on language immersion, intended for teachers arabic language at Madrasah Ibtidaiyyah in Ponorogo East Java. Data for this research were gathered through documentation from a variety of sources, including books, journal articles, and other relevant literature. The data analysis in this study follows the Miles and Huberman method, which involves several steps: 1) Data collection, 2) Data reduction, 3) Data display, and 4) Conclusion drawing and verification (Sugiyono, 2018)

RESULTS AND DISCUSSION

Instructional Design

Instructional Design (ID) in English, is often referred to as Instructional System Design or sometimes Instructional System Development (ISD) by various experts. Different countries use varying terminology; for example, in the USA, the term "instruction" is used to describe activities that support learning, focusing on education and training. In the United Kingdom, it is more commonly understood as training. In France, the term used is conception pédagogique or Pedagogical Design, while in Brazil, the term planejamento pedagógico or Pedagogical Planning is employed, though the term "Instructional Design" is also accepted (Reigeluth & An, 2020).

The aim of instructional design is to better meet the needs of learners, motivate them, and accelerate their learning process. Based on these goals, instructional design not only addresses the question "What will be taught?" but also "How can the material be taught effectively, efficiently, and in a way that motivates learners?" by considering the challenges that arise. According to Reigeluth, instructional design is a deliberate, systematic, yet flexible process in planning, analysing, designing, developing, implementing, and evaluating education or training, whether in formal or informal settings. The scope of instructional design encompasses four domains: 1) Instructional System Design, 2) Message Design, 3) Instructional Strategies, and 4) Learner Characteristics. Instructional design has several key characteristics in its implementation, including: being learner-centred, goal-oriented, focused on improving learner performance, producing measurable outcomes that are valid and reliable, and being empirical, iterative, and self-correcting (Yaumi, 2017).

1. Types of Instructional Design

    Over time, instructional design has evolved to include several different models, among which are the ADDIE Model, The Dick and Carey Systems Approach Model, The Morrison, Ross, and Kemp Model, and the Holistic 4D Model. A brief explanation of these instructional design models is as follows:
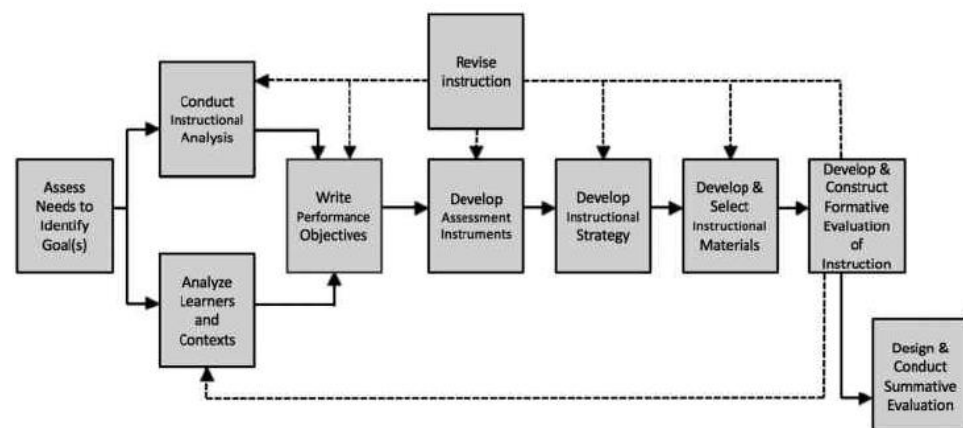
    a. ADDIE Model

    The ADDIE Model stands for Analysis, Design, Development, Implementation, and Evaluation. A clearer understanding can be gained from the following diagram:
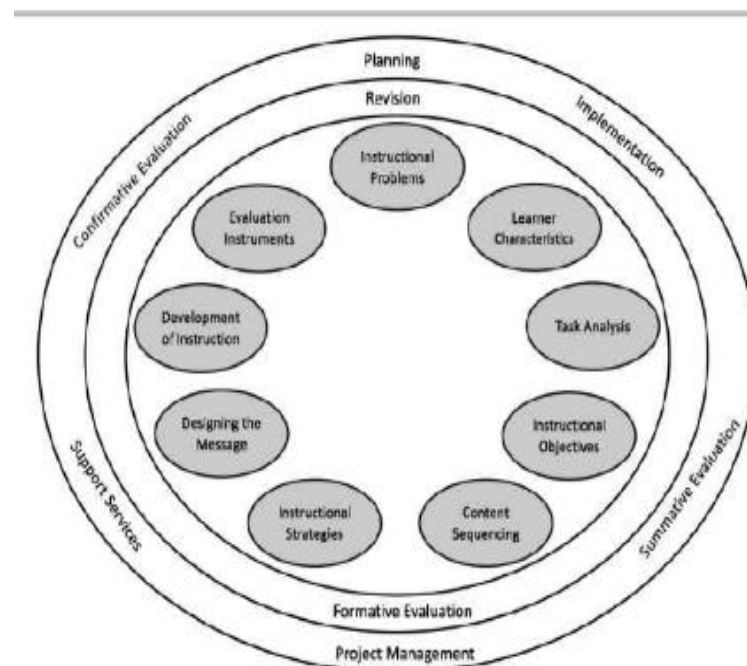
b. The Dick and Carey Systems Approach Model
This model was developed by Walter Dick and Lou Carey, who wrote the book titled The Systematic Design of Instruction. Over time, this approach became known as the Dick and Carey Model. The steps involved in this model can be seen in the following diagram:
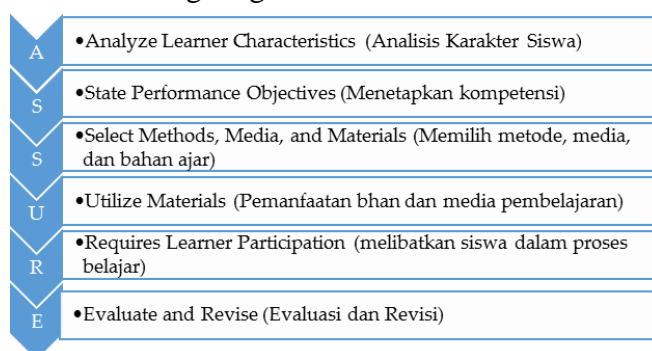

c. The Morrison, Ross, and Kemp Model
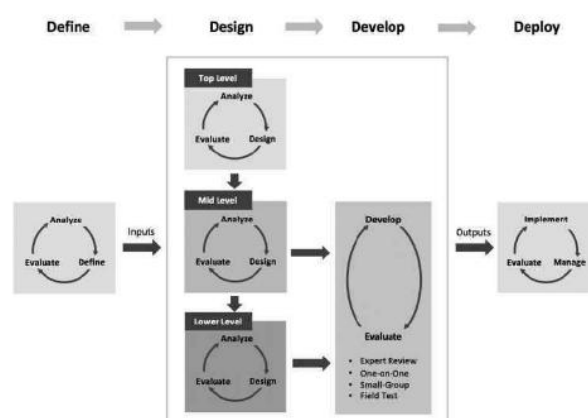The structure of this model can be observed in the following image:

d. ASSURE Model

The ASSURE Model was developed by Sharon Smaldino, Michael Molenda, Robert Heinich, and James Russell, and later published in the book Instructional Technology and Media for Learning. This model incorporates Robert M. Gagné's perspective on the "Events of Instruction". The steps of the ASSURE Model are illustrated in the following diagram:

e. The Holistic 4D Model

In his book, Charles M. Reigeluth introduced The Holistic 4D Model, which comprises four stages: Define, Design, Develop, and Deploy. This model emerged due to the rapid advancement in instructional design, which many existing models struggled to keep pace with. As a result, the U.S. Air Force commissioned Reigeluth's team to update their instructional design model.

Language Immersion

The brief history of language immersion can be traced back to the use of Latin during the Middle Ages across Europe. Latin was widely used in churches, schools, and scientific texts. The concept of language immersion in Canada began with the desire of parents, teachers, and researchers from various Canadian communities to create a more equitable and appealing society, not only for French and English speakers but for all ethnolinguistic groups in Canada. Language immersion was first implemented in 1965 at Saint Lambert School in Quebec, Canada, where the programme was designed to teach English-speaking students a second language—French. This programme yielded successful results, leading to its expansion in various parts of Canada, such as the University of Ottawa, the Ontario Institute, and other locations worldwide (Aminah & Yahya, 2016; Lyster & Genesee, 2012). In Utah, Portugal, language immersion was

implemented by transforming the school environment to resemble that of the target language country. Additionally, communication practices within the school had to be conducted in the target language. Estonia also implemented a language immersion programme for several reasons, including its national scope, support from the Ministry of Education, ensured long-term sustainability, and clear social and educational value.

Wallace Lambert and Richard Tucker, from McGill University, were prominent figures who significantly contributed to the development of language immersion and conducted evaluations of the learning process in Canada. By the late 1990s and early 2000s, the term "dual language education" emerged to describe bilingual programmes for both minority and majority languages, as an evolution of the concept of language immersion. Other terms, such as bilingualism, have also been widely used by scholars to describe the development of language immersion.

Understanding Language Immersion

The term "Language Immersion" in Arabic is referred *Al-Ingima>s al-Lugawi>*. The phrase *Al-Ingima>s* originates from the Arabic root *ga-ma-sa* or *ga-ma-ra*, which, according to *Mu'jam Maqayis Lugah*, means to cover something or to immerse clothing and hands into water, or even to throw something into water. The word *ga-ma-ra* in *Mu'jam Maqayis Lugah* suggests covering or, in the context of water, submerging what is beneath it (Harun & 'Abdul Salam, 1979). In *Mu'jam Lisanul Arab*, the term *ga-ma-sa* similarly refers to immersing something in water (Ibnu Mandzur, 1992).

Jessica Bell'Aver and Edson Rabelo refer to this concept with the term Dual Language Immersion (DLI), where the programme is not just a subject matter but also a tool or vehicle for learning that aligns with the content and its technicalities (Bell'Aver & Rabelo, 2020). Some even view immersion as an additional name for bilingual programmes, which have various names across different countries. For instance, in France, it is known as an Immersion Programme, while in the United States, terms like Dual Language Programme and Submersion Programme are used (Alzahrani, 2020). Language immersion involves a learner practising the use of a language before fully understanding its rules, or it is the process by which a learner acquires language competence without initially knowing the language's rules, which are learned later. The aim is for the learner to become similar to a native speaker. Additionally, language immersion is described as deep immersion in a social context, where learners engage in conversations with the community using the target language (Al–'Arabiyah, 2018).

The Language Immersion Programme is a variant of Content and Language Integrated Learning (CLIL), commonly known in North America as Content-Based Instruction (CBI) or Content-Based Language Teaching (CBLT) (Lyster & Genesee, 2012). The programme aims to develop learners' proficiency in the target language across various language skills, enhance their linguistic competence, and elevate their proficiency in the target language (Al–'Arabiyah, 2018). Immersion schools provide both the quantity and quality of engagement necessary for L2 proficiency development (Gallagher, 2011). Several benefits can be derived from language immersion programmes. Immersion surrounds learners with an intensive language environment, which reduces the use of their mother tongue and minimises language interference. It also provides opportunities for learners to understand the cultural, social, and communicative contexts of the target language. Furthermore, immersion promotes active and interactive learning, encourages

the use of the target language in instruction, and allows learners to grasp language structures naturally without referring to the grammar of their native language. It also helps learners become aware of the differences between their mother tongue and the target language, encouraging them to use the target language, which greatly aids in developing their linguistic skills (Mustofa, 2023). In conclusion, language immersion involves the use of the target language and the creation of a language-rich environment within language learning.

Language Immersion in Arabic Langugae Learning

The teaching of Arabic has undergone significant development in practice, evolving from its early days when the *qawaid wa tarjamah* (Grammar-Translation) method was used at the end of the 18th century and into the 1830s. This approach later gave way to the cognitive approach (1940-1950), the Direct Method (*mubasyirah*) in the 1970s, the Communicative Method (1960s to early 21st century), the Total Physical Response (TPR) Method (1960s to early 21st century), the Silent Way Method (1960s to early 21st century), and the Context-Based Learning Approach (1970s to early 21st century) (Wahab & others, 2015), culminating in the Total Immersion Method (Raid Musthofa et al., 2019).

Arabic language immersion has also begun to gain traction in several countries, such as at the Middlebury Language School in Middlebury, Vermont. At this institution, learners are immersed in an intensive language environment through innovative instructional methods. The Arabic immersion programme typically lasts for about 7-8 weeks, with the possibility of extending up to a year, similar to undergraduate programmes. The primary aim of this programme is to achieve language proficiency balanced with socio-cultural competence and other cultural aspects of the language.

When learners commence their studies at this institution, they enter into an agreement stipulating that during the duration of the programme, everything spoken, heard, and written must be in the target language. This initial agreement creates a strong impetus for consistent use of the target language throughout the programme. The curriculum at this institution extends beyond the classroom, incorporating co-curricular activities that reach into aspects of daily life. These additional activities outside the classroom provide learners with opportunities to use and develop the language they have acquired in real-world contexts (Al-Jarf, 2022; John, 2016).

Experiences of Institutions and Islamic Boarding Schools in Implementing Arabic Language Immersion

Arabic language education in Indonesia has long been established, with various methods and types of institutions contributing to its development, including the Islamic boarding schools known as pondok pesantren. Each Boarding Schools is characterised by its unique background and distinct teaching methods.

One of the Islamic boarding schools that has implemented a language immersion programme is Pondok Modern Darussalam Gontor, abbreviated as PMDG. At PMDG, Arabic language education is conducted both inside and outside the classroom using a method referred to as the Direct Method, which closely resembles language immersion in its execution. PMDG adheres to the principle of "*Al-Lughatu Taj al-Ma'had*," meaning "Language is the crown of the institution." In-class Arabic language education at PMDG involves delivering 80 per cent of the instructional content in Arabic, covering subjects

such as *Durusullugah* (Arabic language lessons), *Nahwu* (grammar), *Sharaf* (morphology), *Balaghah* (rhetoric), *Muthala'ah* (literature), *Fiqh* (Islamic jurisprudence), *Tauhid* (theology), *Mawaris* (inheritance), *Hadith* (Prophetic traditions), *Mahfudzat* (proverbs), and others. The remaining 20 per cent of instruction is conducted in English and Indonesian. During these lessons, students use Arabic as their language of communication.

Outside the classroom, Arabic language immersion encompasses all student activities for 24 hours a day. The languages spoken include Arabic and English, as per a schedule arranged by the language department. First-year students are permitted to use Indonesian for the first six months at PMDG, after which they are required to communicate in Arabic and English. Extracurricular language education is categorised according to the programme's schedule, including daily, weekly, and annual programmes. The daily programmes consist of muhadasah (morning conversations), daily interactions among students and with teachers, teaching preparation checks for teachers, *haris maskan* (dormitory supervisor) duties to monitor dormitories during study periods, *Mahkamah Lughah* (Language Court), evening study sessions, and other activities. The weekly programmes include *Islah Lughah* (watching Arabic-language videos) on Tuesdays or Fridays, KMI teacher meetings every Thursday, class leader meetings on Friday nights, dormitory supervisor meetings on Friday nights, speech practice every Thursday afternoon, club activities according to students' interests, and Arabic-language bulletin boards. Annual programmes include *Fathul Kutub* and *Fathul Mu'jam* (Arabic text and dictionary study) for fifth and sixth-year students, drama contests, speech competitions*, 'Amaliyah Tadris* (teaching practice) for sixth-year students, language club expos, international seminars featuring native Arabic speakers as a learning resource for students, language leagues, and other events (Dr. Hisyam Zaini, M.A, 2013).

Designing Arabic Listening Skills Instruction Based on Language Immersion for Teachers at Madrasah Ibtidaiyyah

Listening skills are the foundational abilities that individuals need to acquire when learning a language. For teachers, enhancing listening skills is crucial to enable them to design Arabic language instruction rooted in language immersion within their respective schools. The design of *Istima'* (listening) instruction based on language immersion for teachers is achieved through training programmes organised by schools in collaboration with universities or training institutions. This training is aimed at improving the pedagogical and linguistic competencies of teachers within the educational context. The instruction in listening skills is guided and focused on the learning of letters, words, and sentences. The training of listening skills is conducted using various teaching methods and strategies, supported by appropriate learning media. At Madrasah Ibtidaiyyah, listening skills are taught using strategies that align with child psychology, such as songs or brain-challenging games for students. The materials used in this listening skills instruction reference resources like learning.aljazeera.net and are also supplemented with content from YouTube. Below are the reference materials used as learning media for teaching Arabic listening skills based on language immersion:

No	Learning Material	Reference Materials as Learning Media

1	Letters	https://learning.aljazeera.net/en/lessons/level/introductory https://youtu.be/07J5iNy835c?si=1HjHwpxX8gpp_Vdu https://youtu.be/2Au1BxQLPVE?si=92U4uXcITAbc5pBI
2	Words	https://learning.aljazeera.net/en/lessons/level/beginner https://youtu.be/3c_MfadlKRw?si=Fop9K5hlB4ryOhqp https://youtu.be/dV10JUEWG38?si=M2RB3Exzp8VSWs7W
3	Sentences 23	https://youtu.be/AdQCja4MBcY?si=U0aVUuFDPORt2Jd https://youtu.be/AdQCja4MBcY?si=KtMCei6tCUI919oj https://youtu.be/Gmhk7mWG050?si=QsNWtz-yAE2mR4VY

Designing Arabic Language Instruction Based on Language Immersion at Madrasah Ibtidaiyyah

The design of a language immersion-based teaching strategy can be formulated by drawing upon the experiences of researchers in developing language immersion programmes. When designing a programme for Madrasah Ibtidaiyyah (MI), several factors should be considered, such as the characteristics of the students, learning styles, psychological aspects, and other relevant factors.The use of Arabic in instruction also serves as a fundamental strategy in classroom teaching. Additionally, several methods are employed, including *As-Sima* (listening), *At-Tikrar* (repetition), *Al-Hifz* (memorisation), and *Al-Tatbiq/Al-Mumārasa* (practising). Lessons are interspersed with activities such as watching Arabic-language videos from YouTube, films, or news segments, and engaging in language games or singing in Arabic, all of which are tailored to the psychological needs of MI-level students.

Outside the classroom, supportive activities are organised, such as providing engaging Arabic-language books, including magazines, storybooks, and newspapers. Students are encouraged to participate in language courses during holidays to enhance their competency, particularly in speaking, to improve their communication skills in Arabic. Furthermore, a language-rich environment is created outside the classroom with initiatives like weekly wall magazines, a language lab, and engaging language activities. These activities can include training aligned with the students' interests and talents, such as conducting events in Arabic, singing in Arabic, delivering speeches in Arabic, and performing Arabic-language dramas as extracurricular activities.

Evaluation is incorporated in accordance with KMA 347 of 2022, particularly in the aspect of assessment. This includes both formative assessment (which aims to monitor and improve the learning process and evaluate the achievement of learning objectives) and summative assessment (which determines class promotion and graduation from the educational unit). The forms of assessment may include written tests, practical exams, assignments, portfolios, and other activities such as Arabic-language dramas, cultural performances, and hosting events in Arabic. In formative assessment, teachers can employ one of the language skills; for reading and writing skills, they may use sample exercises from textbooks, and for speaking skills, they may conduct oral exams related to simple conversations in Arabic. For listening and speaking skills, teachers may hold oral and written exams to assess these competencies. This evaluation can also take the form of practical tasks, such as practising speaking in Arabic. In summative assessment, the

teaching materials in Arabic language lessons are already equipped with example test questions, covering writing and reading skills. In addition, to support the desired language competency, teachers conduct oral exams to assess speaking and listening skills. Thus, all four language skills are evaluated in the Arabic language learning process at the MI level.

CONCLUSION

In designing and planning the curriculum, the process begins with establishing the competencies that the learning aims to achieve. The language immersion programme is introduced to teachers through training sessions conducted over a specified period, allowing them to experience the programme in practice. Achieving the goals of a language immersion programme is not feasible within a single classroom lesson; additional material outside of class is necessary to enhance other skills, such as speaking and listening. Teachers must also recognise that learning a second language is more effective when it is implemented in a manner similar to how a first language is acquired.

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