

ARABIC CURRICULUM DEVELOPMENT THROUGH DEBATE COMPETITIONS IN THE LANGUAGE FESTIVAL AT PMDG PUTRI CAMPUS 1

Fairuz Subakir¹, Agus Yasin², Ahmad Ario Sofian³, Nur Fera Khalifah⁴, Nuraeni Rahmawati⁵

^{1,2,3,4,5}Department Arabic Language Teaching, Faculty of Education, Darussalam Gontor University, East Java,

Coreesponden E-Mail; fairuz.subakir@unida.gontor.ac.id

Abstrak

Penelitian ini mengkaji peran Kompetisi Debat Bahasa Arab dalam Festival Bahasa sebagai strategi pengembangan kurikulum Bahasa Arab di PMDG Putri Kampus 1. Dengan menggunakan desain studi kasus kualitatif, penelitian ini mengeksplorasi bagaimana kegiatan debat berkontribusi pada pembelajaran bahasa komunikatif, pengayaan kurikulum, dan penguatan budaya bahasa institusional dalam pendidikan pesantren. Data dikumpulkan melalui observasi, wawancara semi-terstruktur, dan dokumentasi yang melibatkan pengawas bahasa, pelatih debat, anggota panitia penyelenggara, dan siswa yang berpartisipasi. Temuan menunjukkan bahwa Kompetisi Debat Bahasa Arab berfungsi sebagai kegiatan pembelajaran berbasis pengalaman dan kinerja yang mengintegrasikan berbicara, mendengarkan, pengembangan kosakata, berpikir kritis, dan penalaran argumentatif dalam konteks komunikatif yang autentik. Kompetisi ini juga memperkuat kepercayaan diri komunikatif siswa, kemampuan berbicara di depan umum, kerja tim, dan penggunaan bahasa Arab aktif di luar lingkungan kelas. Lebih lanjut, program ini berkontribusi pada penguatan bi'ah lughawiyah dan mendukung implementasi kurikulum berbasis kompetensi dalam pendidikan pesantren. Studi ini menyimpulkan bahwa kegiatan debat bahasa Arab dapat berfungsi sebagai strategi pengembangan kurikulum yang efektif dengan menghubungkan pengajaran bahasa formal dengan praktik linguistik interaktif dan pendidikan karakter. Temuan ini berkontribusi pada wacana tentang inovasi kurikulum bahasa Arab di pesantren dan memberikan implikasi praktis untuk mengintegrasikan program ekstrakurikuler komunikatif ke dalam sistem pembelajaran bahasa Arab.

Kata kunci: *Pengembangan Kurikulum Bahasa Arab, Debat Bahasa Arab, Festival Bahasa, Pembelajaran Komunikatif, Pendidikan Pesantren.*

Abstract

This study investigates the role of Arabic Debate Competitions in the Language Festival as a strategy for Arabic curriculum development at PMDG Putri Campus 1. Employing a qualitative case study design, the research explores how debate activities contribute to communicative language learning, curriculum enrichment, and the strengthening of institutional language culture within pesantren education. Data were collected through observation, semi-structured interviews, and documentation involving language supervisors, debate coaches, organizing committee members, and participating students. The findings reveal that the Arabic Debate Competition functioned as an experiential and performance-based learning activity integrating speaking, listening, vocabulary development, critical thinking, and argumentative reasoning within authentic communicative contexts. The competition also strengthened students' communicative confidence, public speaking ability, teamwork, and active Arabic language use beyond classroom settings. Furthermore, the program contributed to reinforcing bi'ah lughawiyah and supporting competency-based curriculum implementation in Islamic boarding school education. This study concludes that Arabic debate activities can serve as an effective curriculum development strategy by connecting formal language instruction with interactive linguistic practices and character education. The findings contribute to the discourse on Arabic curriculum innovation in pesantren and provide practical implications for integrating communicative extracurricular programs into Arabic language learning systems.

Keywords: *Arabic Curriculum Development; Arabic Debate Competition; Language Festival; Communicative Learning, Pesantren Education.*

INTRODUCTION

Arabic language learning in Islamic boarding schools (*pesantren*) has undergone significant transformation in response to the demands of global education, communicative competence, and 21st-century learning. Contemporary Arabic education is no longer oriented solely toward grammatical mastery and textual comprehension, but also toward students' active communicative abilities in authentic social contexts. Consequently, Arabic curriculum development requires innovative and contextual learning programs capable of integrating linguistic competence, critical thinking, collaboration, and public communication skills (Kholis & Mustofa, 2024; Hasan, 2020). Current curriculum trends in *pesantren* increasingly emphasize competency-based learning, communicative approaches, and the strengthening of language environments that support active language acquisition.

Within this context, extracurricular and institutional language programs play a strategic role in enriching formal curriculum implementation. Language festivals, competitions, and public performance activities function not merely as complementary programs, but as pedagogical spaces that connect classroom instruction with authentic language practice. Previous studies indicate that Arabic language development in *pesantren* becomes more effective when supported by intensive language environments, interactive learning activities, and communicative practices that engage students in meaningful linguistic interaction (Silviyanti et al., 2024; Fakhiroh & Hikmah, 2023).

Among various communicative activities, debate competitions represent one of the most relevant approaches for developing students' Arabic speaking skills. Debate activities encourage learners to construct arguments critically, negotiate meaning, respond spontaneously, and employ Arabic in persuasive communication contexts. In addition, debate competitions contribute to vocabulary development, communicative confidence, teamwork, and higher-order thinking skills. Such characteristics align with contemporary curriculum development perspectives emphasizing experiential learning, student-centered instruction, and performance-based assessment.

In *pesantren* education, debate activities also contribute to strengthening *bi'ah lughawiyyah* by encouraging the consistent use of Arabic in academic and social interaction. Through repeated communicative practice, students experience language learning beyond formal classroom instruction, enabling them to internalize Arabic as part of their daily educational culture. Thus, debate competitions function not only as competitive events but also as institutional mechanisms for sustaining language discipline and communicative engagement.

As one of the leading modern Islamic boarding schools in Indonesia, PMDG Putri Campus 1 continuously develops innovative educational programs to strengthen Arabic language learning. During the commemoration of the 100th anniversary of Gontor, the institution organized an Arabic Language Festival featuring several programs, including Arabic Debate Competition, Arabic Storytelling, Arabic Newscasting, and Arabic Listening Contest. Among these activities, the Arabic Debate Competition emerged as a significant platform for implementing communicative Arabic learning through collaborative and performance-based interaction.

Although numerous studies have discussed Arabic curriculum development in *pesantren*, limited research specifically examines debate competitions as instruments of curriculum development within *pesantren*-based language festivals. Previous studies have

mainly focused on curriculum structure, grammar instruction, language environment, or general Arabic learning practices (Ardiansyah & Muhammad, 2020; Fidayani & Ammar, 2023). Therefore, this study seeks to fill this gap by investigating how Arabic debate competitions contribute to Arabic curriculum development at PMDG Putri Campus 1, particularly in relation to communicative learning, curriculum enrichment, and institutional language culture.

This study is expected to contribute theoretically to the discourse of Arabic curriculum innovation in Islamic educational institutions and practically to the development of communicative and performance-based Arabic learning programs in pesantren. Furthermore, the findings may serve as a reference for integrating extracurricular linguistic activities into curriculum strategies that strengthen students' communicative competence and institutional language culture.



Figure 1. Conceptual Framework of Arabic Curriculum Development through Debate Competition

RESEARCH METHOD

This study employed a qualitative approach with a case study design to explore the implementation of Arabic debate competitions as a strategy for Arabic curriculum development in the Language Festival at PMDG Putri Campus 1. A qualitative approach was considered appropriate because the study aimed to understand educational phenomena within their natural setting and examine participants' experiences, interactions, and institutional practices comprehensively (Creswell & Poth, 2023). The case study design enabled an in-depth investigation of a specific educational program within a particular institutional context, namely the Arabic Debate Competition conducted during the Language Festival commemorating the 100th anniversary of Gontor.

The research was conducted at PMDG Putri Campus 1, an Islamic boarding school recognized for its strong Arabic language environment and integrated curriculum system. Participants consisted of language supervisors, debate coaches, organizing committee members, student debaters, judges, and audience representatives involved in the competition activities. A total of 20 participants were selected purposively based on their active involvement and relevance to the implementation of the program (Merriam & Tisdell, 2021). This sampling technique enabled the researcher to obtain rich and contextual information regarding curriculum practices, language learning processes, and educational values embedded in debate activities.

Data were collected through observation, semi-structured interviews, and documentation. Observations were conducted during preparation sessions and debate competition activities, including semifinal and final rounds, to examine students' communicative performance, language interaction, and learning atmosphere. Semi-structured interviews were carried out with teachers, organizers, and students to explore their perceptions regarding the contribution of debate activities to Arabic language learning and

curriculum development. Documentation data included competition guidelines, festival schedules, assessment sheets, institutional reports, and curriculum-related documents. The use of multiple data sources supported triangulation and enhanced research credibility (Yin, 2021).

Table 1. Research Participants and Their Roles

| No. | Participants | Roles in the Research Context | Number of Participants |
|---------------------------|------------------------------|--|------------------------|
| 1 | Language Supervisors | Coordinated Arabic language programs and supervised curriculum implementation during the Language Festival | 2 |
| 2 | Debate Coaches | Guided students in debate preparation, argument construction, and Arabic speaking performance | 2 |
| 3 | Organizing Committee Members | Managed the implementation and technical organization of the Arabic Debate Competition | 3 |
| 4 | Student Participants | Participated actively in the Arabic Debate Competition as debaters | 8 |
| 5 | Judges | Assessed students' debate performance based on linguistic and argumentative criteria | 2 |
| 6 | Audience Representatives | Provided supporting perspectives regarding students' language interaction and competition atmosphere | 3 |
| Total Participants | | | 20 |

The data were analyzed using the interactive analysis model of Miles, Huberman, and Saldaña (2020), consisting of data condensation, data display, and conclusion drawing. Interview transcripts, observation notes, and documentation were coded and categorized into themes related to communicative learning, curriculum enrichment, and institutional language culture. The findings were then interpreted using the theoretical framework of communicative language learning and curriculum development. To ensure trustworthiness, this study applied credibility, transferability, dependability, and confirmability procedures (Lincoln & Guba, 2020). Credibility was strengthened through triangulation of techniques and sources, prolonged engagement, and member checking with selected participants. Transferability was supported through detailed descriptions of the research setting and participants, while dependability and confirmability were maintained through systematic documentation of research procedures and analytical processes.

This study also considered research ethics by obtaining institutional permission from PMDG Putri Campus 1 and ensuring participants' voluntary involvement and confidentiality throughout the research process.

RESULTS

Seminar as Curriculum Enrichment and Institutional Transformation

The findings reveal that the Arabic Language Seminar organized by PMDG Putri Campus 1 functioned as a strategic instrument of curriculum enrichment within the pesantren educational system. Observation data indicate that the seminar created an immersive Arabic linguistic environment in which students actively engaged in Arabic communication during formal sessions (opening ceremonies, presentations, and Q&A forums) as well as informal interactions.



Figure 2. Arabic Debate

This condition demonstrates that the seminar operated as a *situated learning environment* in which language acquisition occurred through social participation rather than formal instruction alone. In this sense, the seminar extends the institutional curriculum into experiential and context-based learning, aligning with socio-constructivist perspectives that emphasize learning through authentic interaction.

Observation data also indicated that the debate competition integrated several Arabic language competencies simultaneously, including speaking skills (*maharah al-kalam*), listening comprehension (*maharah al-istima'*), vocabulary development (*mufradat*), grammatical accuracy (*qawa'id*), and critical reasoning ability. Students were observed employing persuasive expressions, formal debate terminology, and contextual vocabulary related to social, educational, and contemporary issues discussed during the competition. The integration of these competencies showed that debate activities contributed to a more holistic Arabic learning process.

This finding was reinforced by an interview with one of the language supervisors, who stated:

“Arabic debate is not only about competition, but also about training students to think critically and communicate systematically in Arabic. Through debate activities, students practice language skills more naturally and intensively than in regular classroom learning.” (Interview with Language Supervisor, October 2025).

Similarly, a debate coach explained that the competition became part of curriculum reinforcement because students were encouraged to apply linguistic knowledge in authentic communication contexts:

“Students usually study vocabulary and grammar in class, but debate activities force them to use the language directly in real argumentative situations. This is where actual language mastery develops.” (Interview with Debate Coach, October 2025).

This condition demonstrates that the seminar operated as a *situated learning environment* in which language acquisition occurred through social participation rather than

formal instruction alone. In this sense, the seminar extends the institutional curriculum into experiential and context-based learning, aligning with socio-constructivist perspectives that emphasize learning through authentic interaction.

Table 2. Components of Arabic Debate Competition Activities

| No | Activity Components | Description of Activities | Curriculum Contribution |
|----|-----------------------------------|---|---|
| 1 | Debate Training Sessions | Students received intensive coaching on Arabic debate techniques, argument construction, pronunciation, and public speaking | Strengthening communicative competence and speaking skills |
| 2 | Vocabulary Enrichment | Participants practiced thematic Arabic vocabulary related to education, social issues, religion, and contemporary topics | Expanding lexical mastery and contextual language use |
| 3 | Argument Development | Students prepared claims, rebuttals, and supporting evidence in Arabic | Developing critical thinking and analytical skills |
| 4 | Team Discussion and Collaboration | Debate teams discussed strategies and organized arguments collaboratively | Encouraging cooperative learning and teamwork |
| 5 | Semifinal Competition | Selected teams competed in structured Arabic debate sessions before judges and audiences | Applying authentic language performance |
| 6 | Final Debate Competition | Finalists demonstrated advanced argumentative communication and spontaneous responses in Arabic | Enhancing fluency, confidence, and public communication |
| 7 | Evaluation and Feedback | Judges and coaches provided feedback regarding language accuracy, delivery, and argument quality | Supporting reflective learning and performance improvement |
| 8 | Audience Engagement | Students and spectators supported participants during the competition activities | Strengthening bi'ah lughawiyah and institutional language culture |

Strengthening Communicative Competence through Debate Activities

Another important finding demonstrated that Arabic debate competitions significantly strengthened students' communicative competence. Based on observation, participants showed increased confidence in public speaking and greater fluency in expressing ideas in Arabic. Students were observed responding spontaneously to opposing arguments without relying heavily on memorized texts, indicating the development of active language production skills. Several participants acknowledged that debate activities improved their ability to communicate effectively in Arabic. One student stated:

"Before joining the debate competition, I was afraid of making mistakes when speaking Arabic. However, through continuous practice and competition sessions, I became more confident in expressing opinions publicly." (Interview with Student Participant, October 2025).

Another participant explained:

"Debate activities help us learn new vocabulary and train us to think quickly in Arabic. We are required to understand issues deeply and respond directly using Arabic." (Interview with Student Participant, October 2025).

Integrative Interpretation of Findings

The findings suggest that debate competitions created authentic communicative situations that encouraged students to use Arabic interactively and meaningfully. Unlike conventional classroom learning, the debate activities required students to negotiate meaning, construct arguments, and engage in dynamic communication processes. These activities strengthened not only linguistic competence but also higher-order thinking skills, collaboration, and public speaking ability.



Figure 3. Linguistic Competence

Furthermore, observations revealed strong audience engagement during the competitions. Support from spectators, teachers, and fellow students created a motivating learning atmosphere that encouraged participants to maximize their linguistic performance. This condition contributed positively to the formation of *bi'ah lughawiyah* (Arabic language environment) within the pesantren community.

Arabic Debate Competition and the Development of Institutional Language Culture

The study also found that the Arabic Debate Competition contributed significantly to strengthening institutional language culture at PMDG Putri Campus 1. Documentation and observation data showed that the Language Festival was designed as part of the broader institutional effort to commemorate the 100th anniversary of Gontor while simultaneously reinforcing educational values and language discipline.



Figure 4. Arabic Debate Competition

The debate competition became a medium for internalizing pesantren values such as discipline, confidence, leadership, cooperation, and intellectual responsibility. During the competition, students were not only evaluated based on linguistic performance but also on ethics, teamwork, and respect toward opponents. These aspects reflected the integration of

language education and character formation within the pesantren curriculum system. A festival committee member stated:

“The Language Festival is not solely about winning competitions. It is part of our educational mission to strengthen students’ language competence, mentality, discipline, and courage in public communication.” (Interview with Festival Committee Member, October 2025).

In addition, the findings demonstrated that the debate competition strengthened the sustainability of Arabic usage beyond formal academic activities. During preparation sessions, coaching activities, and daily interactions surrounding the festival, students consistently practiced Arabic communication. This continuous exposure reinforced the institutional language environment and supported curriculum implementation through experiential learning practices.

Overall, the findings indicate that Arabic debate competitions within the Language Festival served as an effective strategy for Arabic curriculum development at PMDG Putri Campus 1. The activities enriched formal learning processes, strengthened communicative competence, promoted authentic language use, and reinforced the institutional language culture within the pesantren educational environment.

Table 3. Contributions of Arabic Debate Competition to Curriculum Development

| No. | Research Findings | Evidence from Observation, Interview, and Documentation | Contributions to Curriculum Development |
|-----|--|--|--|
| 1 | Improvement of Arabic speaking skills | Students actively delivered arguments, rebuttals, and spontaneous responses in Arabic during debate sessions | Strengthening communicative and performance-based language learning |
| 2 | Enhancement of vocabulary mastery | Participants used thematic and contextual Arabic vocabulary related to contemporary issues | Enriching students’ lexical competence within authentic communication contexts |
| 3 | Development of critical thinking skills | Students analyzed debate motions, constructed arguments, and defended opinions systematically | Integrating higher-order thinking skills into Arabic learning |
| 4 | Strengthening students’ confidence | Participants demonstrated increased courage and fluency in public speaking activities | Supporting students’ self-confidence and communicative readiness |
| 5 | Reinforcement of bi’ah lughawiyah | Arabic was consistently used during preparation, coaching, and competition activities | Sustaining institutional language culture and daily language practice |
| 6 | Integration of collaborative learning | Debate teams discussed strategies and prepared arguments collectively | Encouraging teamwork and cooperative learning processes |
| 7 | Character formation through debate activities | Students practiced discipline, responsibility, respect, and sportsmanship during competitions | Integrating character education into curriculum implementation |
| 8 | Curriculum enrichment through extracurricular programs | The Language Festival complemented formal Arabic classroom instruction | Expanding curriculum implementation through experiential learning |
| 9 | Authentic assessment implementation | Judges assessed fluency, pronunciation, argument quality, and teamwork using performance rubrics | Supporting competency-based and authentic assessment models |
| 10 | Institutional curriculum innovation | The debate competition became part of PMDG’s strategy for strengthening Arabic education | Promoting innovative curriculum development in pesantren education |

DISCUSSION

The findings of this study demonstrate that the Arabic Debate Competition conducted during the Language Festival at PMDG Putri Campus 1 functioned as an effective strategy for Arabic curriculum development through communicative and experiential learning practices. The debate activities transformed Arabic learning from a predominantly classroom-oriented

process into an interactive and performance-based educational experience. This finding supports the contemporary view that curriculum development should not merely focus on content delivery but also facilitate authentic communicative engagement and student-centered learning experiences (Richards, 2022).

The implementation of debate competitions reflects the shift from traditional grammar-oriented Arabic instruction toward competency-based language education. In many Islamic educational institutions, Arabic learning has historically emphasized memorization, grammatical analysis, and textual comprehension. However, the present study indicates that debate activities encourage students to utilize Arabic dynamically in argumentative discourse, spontaneous interaction, and public communication. This aligns with the perspective of communicative language teaching, which emphasizes meaningful language use in authentic contexts as the foundation for language acquisition (Nation & Macalister, 2020). Through debate activities, students were required not only to understand linguistic structures but also to apply them strategically in real communication situations.

Furthermore, the findings reveal that Arabic debate activities strengthened multiple language competencies simultaneously, including speaking, listening, vocabulary mastery, critical thinking, and argumentative reasoning. This multidimensional learning process demonstrates that debate competitions may serve as an integrative curriculum enrichment model capable of connecting linguistic competence with higher-order thinking skills. Such findings are consistent with previous studies emphasizing that debate-based learning significantly contributes to learners' communicative confidence, analytical thinking, and academic speaking abilities (Alasmari & Ahmed, 2023). In this context, debate activities become more than extracurricular competitions; they function as educational instruments that support holistic language development

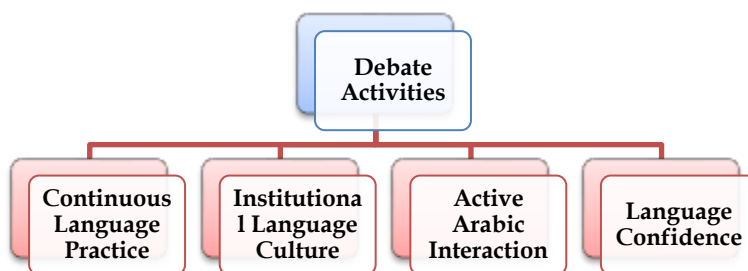


Figure 5. The Role of Arabic Debate Competition in Strengthening Bi'ah Lughawiyyah

Another important finding concerns the role of Arabic debate competitions in strengthening bi'ah lughawiyyah (language environment) within the pesantren educational system.

Observational data showed that students consistently practiced Arabic not only during formal competition sessions but also throughout preparation activities, peer discussions, and informal interactions surrounding the festival. This continuous exposure created an immersive language environment that supported natural language acquisition processes. According to Krashen's Input Hypothesis, intensive exposure to meaningful and comprehensible language input significantly enhances language acquisition and communicative fluency (Krashen, 2021). The Arabic debate competition therefore contributed to sustaining the institutional language culture that has long characterized the educational philosophy of Gontor.

The findings also indicate that the Language Festival represented a form of curriculum innovation integrating academic, linguistic, and character education dimensions. The debate competition encouraged discipline, teamwork, leadership, confidence, and respect for differing opinions. Such values reflect the broader objectives of pesantren education, which aims not only to develop intellectual competence but also moral and social character formation. This supports the argument that curriculum development in Islamic boarding schools should integrate cognitive, affective, and behavioral dimensions within educational activities (Tan, 2023).

From the perspective of curriculum theory, the Arabic Debate Competition may be categorized as part of the hidden curriculum and experiential curriculum operating within institutional educational culture. Although debate activities may not always appear explicitly within formal curriculum documents, they significantly influence students' communicative behavior, learning motivation, and language attitudes. Eisner (2020) explains that educational experiences occurring outside formal classroom instruction often shape learners' competencies more effectively because they involve direct participation and social interaction. The present study confirms that extracurricular language programs can function as substantial curriculum enrichment mechanisms in pesantren-based Arabic education.

This study also contributes to the discourse on Arabic curriculum development in Islamic educational institutions by highlighting the strategic role of language festivals as curriculum-supporting platforms. Previous studies on Arabic curriculum development in pesantren have mainly focused on instructional materials, grammar learning, or classroom management (Fidayani & Ammar, 2023; Hasan, 2020). In contrast, this study emphasizes institutional language competitions as pedagogical instruments capable of integrating communicative competence, collaborative learning, and authentic assessment. Therefore, the novelty of this research lies in its exploration of Arabic debate competitions as a curriculum development strategy embedded within pesantren language culture.

Despite these contributions, this study acknowledges several limitations. The research focused only on one institutional context, namely PMDG Putri Campus 1, and concentrated primarily on qualitative findings related to curriculum practices and student experiences. Future studies may investigate the effectiveness of debate-based Arabic learning quantitatively, compare debate programs across Islamic boarding schools, or examine the long-term impact of language competitions on students' communicative proficiency and academic achievement. Overall, the findings indicate that Arabic debate competitions within the Language Festival contributed significantly to Arabic curriculum development at PMDG Putri Campus 1. The program strengthened communicative competence, enriched experiential learning practices, reinforced institutional language culture, and supported the integration of linguistic and character education within the pesantren curriculum system.

CONCLUSION

This study concludes that the Arabic Debate Competition conducted within the Language Festival at PMDG Putri Campus 1 functioned as an effective strategy for Arabic curriculum development through communicative, experiential, and performance-based learning practices. The debate activities strengthened students' Arabic communicative competence while simultaneously developing critical thinking, collaboration, public speaking, and argumentative reasoning within authentic linguistic contexts.

The findings demonstrate that curriculum development in pesantren-based Arabic education can be enriched through institutional language programs that connect classroom instruction with interactive language practices. The debate competition also contributed significantly to strengthening *bi'ah lughawiyah* and sustaining the institutional language culture of the pesantren through continuous Arabic interaction during preparation sessions, competitions, and social communication.

This study further indicates that extracurricular language activities should not be viewed merely as supplementary programs, but as integral components of curriculum innovation in Arabic language education. Debate-based activities provide opportunities for students to practice Arabic meaningfully while fostering confidence, leadership, discipline, and intellectual responsibility as part of holistic Islamic education.

Theoretically, this study contributes to the discourse of Arabic curriculum innovation by positioning debate competitions as curriculum enrichment instruments that integrate linguistic competence, higher-order thinking skills, and character education. Practically, the findings suggest that Islamic boarding schools should incorporate more communicative and participatory programs, such as debates, language festivals, and public speaking forums, to strengthen competency-based Arabic learning. Nevertheless, this study is limited to a single institutional setting and specific program context. Future research is recommended to explore the long-term impact of debate-based Arabic learning on students' linguistic achievement, intercultural competence, and academic development across diverse pesantren environments.

ACKNOWLEDGMENT

The researcher would like to express sincere gratitude to PMDG Putri Campus 1 for providing institutional support and research access throughout this study. Special appreciation is extended to the language supervisors, debate coaches, organizing committees, and students who actively participated in the research process and generously shared their experiences and perspectives. The researcher also acknowledges all parties involved in the implementation of the Arabic Language Festival as part of the educational efforts commemorating the 100th anniversary of Gontor.

REFERENCES

- Alasmari, N., & Ahmed, S. S. (2023). Using debate in EFL classes to develop students' speaking skills and critical thinking. **Arab World English Journal*, 14*(1), 120–135. <https://doi.org/10.24093/awej/vol14no1.9>
- Ardiansyah, A. A., & Muhammad, A. (2020). Implementation of integrative Arabic grammar (Nahwu & Sharaf) curriculum in Islamic boarding school. **Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature*, 3*(3), 211–228. <https://doi.org/10.22219/jiz.v3i3.13264>

- Aspers, P., & Corte, U. (2021). What is qualitative in qualitative research. *Qualitative Sociology*, 44*(4), 599–608. <https://doi.org/10.1007/s11133-021-09497-w>
- Atabik, A., Yahya, M. S., & Mustajab. (2023). Life skills approach in Arabic language learning at Islamic boarding school-based Madrasah Aliyah. *Al-Hayat: Journal of Islamic Education*, 7*(2), 327–342. <https://doi.org/10.35723/ajie.v7i2.378>
- Braun, V., & Clarke, V. (2021). One size fits all? What counts as quality practice in reflexive thematic analysis? *Qualitative Research in Psychology*, 18*(3), 328–352. <https://doi.org/10.1080/14780887.2020.1769238>
- Creswell, J. W., & Poth, C. N. (2023). *Qualitative inquiry and research design: Choosing among five approaches** (5th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/qualitative-inquiry-and-research-design/book246896>
- Eisner, E. W. (2020). *The educational imagination: On the design and evaluation of school programs** (4th ed.). Routledge. <https://doi.org/10.4324/9781315306117>
- Fakhiroh, N., & Hikmah, K. (2023). Enhancing Arabic language proficiency in Islamic boarding schools: A comprehensive study. *Indonesian Journal of Islamic Studies*, 11*(3), 1–15. <https://doi.org/10.21070/ijis.v11i3.1673>
- Fidayani, E. F., & Ammar, F. M. (2023). The use of Azhari curriculum in Arabic language learning at Islamic boarding school. *Nazhruna: Jurnal Pendidikan Islam*, 6*(1), 1–17. <https://doi.org/10.31538/nzh.v6i1.2866>
- Hamid, M., Murtadho, M. A. C., Firdaus, A. Y., & Masturi. (2024). Language environment and acquisition dynamics of Arabic in pesantren: Perspectives on Islamic education and learning tradition. *International Journal of Islamic Thought and Humanities*, 3*(2), 145–160. <https://doi.org/10.54298/ijith.v3i2.608>
- Hasan, A. A. (2020). Arabic language learning curriculum Islamic boarding school system. *Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban*, 4*(2), 138–152. <https://doi.org/10.15575/jpba.v4i2.9985>
- Kholis, N., & Mustofa, M. A. (2024). Development of competency-based Arabic language curriculum in traditional Islamic boarding schools. *Arabiyatuna: Jurnal Bahasa Arab*, 8*(2), 827–848. <https://doi.org/10.29240/jba.v8i2.10819>
- Krashen, S. D. (2021). *Second language acquisition and second language learning**. Cambridge University Press. <https://doi.org/10.1017/CBO9781139524599>
- Lincoln, Y. S., & Guba, E. G. (2020). *Naturalistic inquiry**. SAGE Publications. <https://us.sagepub.com/en-us/nam/naturalistic-inquiry/book842>
- Merriam, S. B., & Tisdell, E. J. (2021). *Qualitative research: A guide to design and implementation** (5th ed.). Jossey-Bass. <https://www.wiley.com/en-us/Qualitative+Research%3A+A+Guide+to+Design+and+Implementation%2C+5th+Edition-p-9781119003618>
- Miles, M. B., Huberman, A. M., & Saldaña, J. (2020). *Qualitative data analysis: A methods sourcebook** (4th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/qualitative-data-analysis/book246128>
- Nation, I. S. P., & Macalister, J. (2020). *Language curriculum design** (2nd ed.). Routledge. <https://doi.org/10.4324/9780429203763>
- Richards, J. C. (2022). *Curriculum development in language teaching** (3rd ed.). Cambridge University Press. <https://doi.org/10.1017/9781009024556>

- Silviyanti, T. M., Yusuf, Y. Q., Samad, I. A., & Mukminin, A. (2024). The implementation of English and Arabic practices at an Islamic bilingual boarding school. **Jurnal Cakrawala Pendidikan, 43*(3), 1–15.* <https://doi.org/10.21831/cp.v43i3.72204>
- Siregar, Z. U., Fauzia, E. L., & Fathurrahman, Y. (2023). Development of Arabic language skills for students at Syamsul Ulum Muhammadiyah Bandung Islamic boarding school. **Ta'lim al-'Arabiyyah: Jurnal Pendidikan Bahasa Arab & Kebahasaaraban, 7*(1), 55–70.* <https://doi.org/10.15575/jpba.v7i1.24453>
- Sopian, A., Abdurahman, M., Ali, M., Tantowi, Y. A., Aeni, A. N., & Maulani, H. (2025). Arabic language learning in a multicultural context at pesantren. **Jurnal Pendidikan Islam, 11*(1), 1–18.* <https://doi.org/10.15575/jpi.v11i1.44104>
- Tan, C. (2023). **Islamic education and indoctrination: The case in Indonesia**. Routledge. <https://doi.org/10.4324/9781003263166>
- Tie, Y. C., Birks, M., & Francis, K. (2020). Grounded theory research: A design framework for novice researchers. **SAGE Open Medicine, 8*, 1–8.* <https://doi.org/10.1177/2050312120902995>
- Yin, R. K. (2021). **Case study research and applications: Design and methods** (6th ed.). SAGE Publications. <https://us.sagepub.com/en-us/nam/case-study-research-and-applications/book275150>