

## ARABIC SEMINAR-BASED CURRICULUM DEVELOPMENT FOR ENHANCING TRANSNATIONAL DA'WAH COMPETENCIES IN FEMALE ISLAMIC BOARDING SCHOOLS

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### ABSTRAK

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Penelitian ini mengkaji peran seminar bahasa Arab dalam pengembangan kurikulum untuk memperkuat kompetensi dakwah transnasional santriwati di Pondok Modern Darussalam Gontor (PMDG) Putri Kampus 1. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus melalui observasi, wawancara semi-terstruktur, dan analisis dokumentasi. Partisipan penelitian meliputi guru bahasa Arab, panitia seminar, pemateri, dan santriwati peserta Seminar Bahasa Arab dalam rangka peringatan 100 tahun Gontor. Hasil penelitian menunjukkan bahwa seminar bahasa Arab tidak hanya berfungsi sebagai kegiatan akademik seremonial, tetapi juga sebagai instrumen pengayaan kurikulum yang bersifat transformatif dalam sistem pendidikan pesantren. Kompetensi dakwah transnasional yang berkembang mencakup kemampuan komunikasi bahasa Arab yang komunikatif, kepercayaan diri dalam interaksi lintas budaya, serta pemahaman nilai-nilai Islam dalam konteks global yang tercermin melalui praktik komunikasi autentik dan pembelajaran berbasis pengalaman. Selain itu, seminar ini mencerminkan transformasi pengembangan kurikulum bahasa Arab di pesantren menuju model pendidikan integratif yang menggabungkan penguasaan bahasa, pembentukan karakter dakwah, dan orientasi global. Dalam konteks ini, *hidden curriculum* dipahami sebagai nilai-nilai, budaya akademik, dan praktik pembelajaran tidak tertulis yang terbentuk melalui pengalaman partisipasi dalam kegiatan seminar dan lingkungan pendidikan pesantren. Penelitian ini memberikan kontribusi teoretis dengan menunjukkan bahwa seminar akademik dapat berfungsi sebagai bagian dari *hidden curriculum* dalam pengembangan kurikulum pendidikan Islam, serta memperluas kajian tentang integrasi bahasa, dakwah, dan globalisasi dalam pendidikan pesantren.

**Kata Kunci:** Pengembangan Kurikulum; Seminar Bahasa Arab; Pesantren; Kompetensi Dakwah Transnasional; Santriwati.

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**ABSTRACT**

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*This study examines the role of Arabic language seminars in curriculum development for strengthening global da'wah competencies among female students at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1. The research employed a qualitative case study approach involving observations, semi-structured interviews, and documentation analysis. The participants consisted of Arabic language teachers, seminar organizers, invited speakers, and female students participating in the Arabic Language Seminar commemorating the centenary of Gontor. The findings reveal that the seminar functioned not merely as an academic event but as a strategic instrument of curriculum enrichment within the pesantren educational system. The seminar contributed significantly to strengthening students' communicative confidence, intercultural awareness, and global Islamic orientation through authentic language interaction and experiential learning practices. Furthermore, the seminar reflected the transformation of Arabic curriculum development in pesantren toward integrative and competency-based educational models that combine Islamic values, language mastery, and global engagement. This study contributes theoretically to the discourse of curriculum development in Islamic education by positioning academic seminars as part of hidden curriculum and educational culture in pesantren. Practically, the findings suggest that Islamic boarding schools should integrate collaborative and globally oriented academic programs into Arabic language education to prepare students for contemporary da'wah challenges.*

**Keyword:** *Curriculum Development; Arabic Language Seminar; Pesantren; Global Da'Wah Competence; Female Students.*

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**1. INTRODUCTION**

Curriculum development in Islamic boarding schools (*pesantren*) has recently become an important concern in responding to the challenges of globalization, educational transformation, and the strengthening of 21st-century competencies. Islamic educational institutions are no longer only required to preserve religious traditions, but also to produce globally competent graduates who are able to communicate Islamic values in international contexts. In this regard, Arabic language education occupies a strategic position because it functions not merely as a linguistic competence, but also as an instrument for accessing Islamic sciences and disseminating da'wah values globally (Kholis & Mustofa, 2024; Hanifa & Ali, 2025).

Recent studies indicate that the transformation of Arabic language curricula in pesantren has shifted toward integrative and competency-based approaches. Arabic learning is increasingly directed not only

toward grammatical mastery, but also toward communicative skills, critical thinking, and contextual language use in social and religious life (Hasan, 2020; Fakhroh & Hikmah, 2023). Furthermore, curriculum innovation in pesantren requires adaptive academic programs capable of integrating religious values, language proficiency, and global engagement. The development of Arabic language programs through seminars, language environments, and experiential learning activities reflects an institutional effort to strengthen students' communicative competence and confidence in public da'wah practices (Aini & Septi, 2023).

Within the discourse of curriculum development, academic seminars represent an important but underexplored educational strategy. Most previous studies on Arabic curriculum development in pesantren have focused on classroom learning models, curriculum structures, grammar instruction, or language environment programs (Ardiansyah & Muhammad, 2020; Kholis & Mustofa, 2024). Limited attention has been given to how large-scale academic seminars function as part of curriculum enrichment and institutional strategies for strengthening students' global da'wah competencies. In fact, seminars involving scholars, practitioners, and international speakers potentially contribute to students' linguistic motivation, intercultural awareness, and understanding of Arabic as a medium of Islamic communication in global society.

This phenomenon can be observed in the Arabic Language Seminar organized by Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1 during the commemoration of the centenary of Gontor. Carrying the theme "Language as a Medium of Da'wah: Becoming a Global Muslimah," the seminar involved Arabic scholars and language experts from national and international backgrounds. The activity was attended by female students, teachers, and participants of the Arabic and English Language Festival from Islamic boarding schools across Indonesia. Beyond being a ceremonial academic event, the seminar reflected Gontor's educational philosophy emphasizing experimentation, observation, and active language use as part of holistic education. In this context, Arabic is positioned not merely as a subject of study, but as a transformative medium for intellectual, spiritual, and global da'wah engagement.

Theoretically, this study is grounded in the perspective that curriculum development in Islamic education should be dynamic, contextual, and responsive to societal changes while maintaining Islamic identity and values. Curriculum innovation in pesantren requires the integration of formal learning, extracurricular activities, and academic culture as interconnected educational ecosystems (Arifin et al., 2024). Academic seminars can therefore be understood as part of the hidden curriculum and institutional culture that shape students' worldview, motivation, communication skills, and global religious orientation.

This study aims to analyze how Arabic language seminars contribute to curriculum development in strengthening global da'wah competencies among female students at PMDG Putri Campus 1. The research specifically explores the educational objectives, implementation process, and pedagogical implications of the seminar within the broader framework of Arabic curriculum development in pesantren. The novelty of this study lies in its focus on academic seminars as a curriculum enrichment strategy in Islamic boarding schools, particularly in connecting Arabic language education with global Muslimah da'wah competencies. This research is expected to contribute both theoretically to the discourse of Islamic curriculum development and practically to the innovation of Arabic language education in pesantren institutions.

## **2. METHOD**

This study employed a qualitative research approach using a case study design. The qualitative approach was selected because this research aims to understand in depth the process, meaning, and

educational implications of Arabic language seminars as part of curriculum development in Islamic boarding schools. The case study method enables an in-depth exploration of educational phenomena within their real-life context, particularly related to curriculum innovation, institutional culture, and language education practices in pesantren settings (Andriani, 2024; Musaddad, 2024).

The research was conducted at Pondok Modern Darussalam Gontor (PMDG) Putri Campus 1, Indonesia, during the Arabic Language Seminar held in October 2025 in commemoration of the centenary of Gontor. The seminar carried the theme “Language as a Medium of Da’wah: Becoming a Global Muslimah” and involved Arabic language scholars, teachers, and female students from various Islamic boarding schools. PMDG Putri Campus 1 was selected purposively because it represents a modern pesantren that integrates formal curriculum, language environment, and extracurricular academic programs within its educational system.

The participants of this study consisted of 21 individuals in total, comprising 4 Arabic language teachers, 3 seminar organizing committee members, 2 invited speakers, and 12 female students from grades 3 Intensive, 4, 5, and 6 KMI. In addition, institutional documents such as seminar guides, curriculum documents, activity reports, and publications were also analyzed as supporting data sources. Participants were selected using purposive sampling based on their direct involvement in the planning, implementation, and educational processes of the seminar. Qualitative sampling is considered appropriate for obtaining rich and contextual data regarding educational experiences and curriculum practices in pesantren environments (Siregar et al., 2024).

**Table 1. Research Participants and Their Roles**

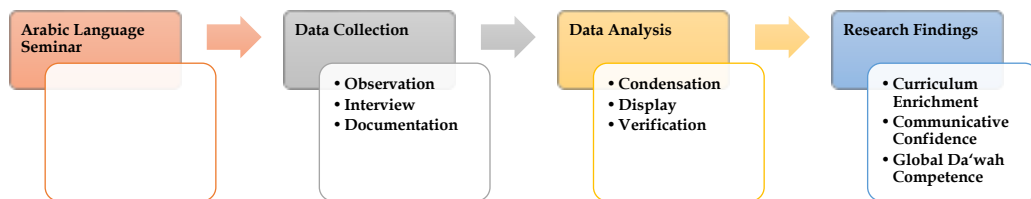
No.	Participants	Number of Participants	Roles in the Study	Data Collection Techniques
1	Arabic Language Teachers	4	Providing information regarding curriculum development, Arabic language programs, and educational objectives of the seminar	Semi-structured interviews, documentation
2	Seminar Organizing Committee	3	Explaining seminar planning, implementation process, and institutional goals	Interviews, documentation
3	Invited Speakers	2	Providing perspectives on Arabic as a medium of global da’wah and educational transformation	Interviews
4	Female Students (Grades 3 Intensive, 4, 5, and 6 KMI)	12	Sharing learning experiences, communicative practices, and perceptions regarding the seminar	Observation, interviews
5	Institutional Documents	—	Supporting data related to seminar schedules, guidebooks, publications, and curriculum programs	Documentation analysis
Total Participants		21 participants		

Data were collected through three main techniques: observation, semi-structured interviews, and documentation. Observations were conducted during the seminar sessions to examine learning atmosphere, student participation, Arabic language use, and interaction patterns between speakers and participants. Semi-structured interviews were conducted with teachers, committee members, invited speakers, and students to explore their perceptions regarding the role of the seminar in enhancing Arabic communicative competence and global da’wah awareness. Documentation analysis included seminar schedules, institutional reports, curriculum documents, and student language activity records. The combination of

these techniques allows data triangulation and enhances the credibility of qualitative findings (Sunoko & Ma'rifah, 2024; Winata et al., 2021).

The data analysis followed the interactive model of Miles, Huberman, and Saldaña, which consists of data condensation, data display, and conclusion drawing or verification. First, data condensation was carried out through coding, selecting, and simplifying interview transcripts, observation notes, and documents relevant to curriculum development and Arabic language learning. Second, data display was organized in the form of matrices and thematic categories to identify patterns related to curriculum enrichment, language practices, and global da'wah competencies. Finally, conclusions were drawn and continuously verified throughout the analysis process to ensure consistency and accuracy of findings. This analytical model has frequently been applied in qualitative studies on pesantren curriculum development and educational innovation (Sahra et al., 2025; Asrori, 2024).

To ensure data trustworthiness, this study applied credibility, transferability, dependability, and confirmability criteria. Credibility was strengthened through data triangulation (source triangulation and technique triangulation), member checking with selected participants, and prolonged engagement during field observation. Transferability was ensured by providing thick description of the research context and participants. Dependability and confirmability were maintained through audit trail documentation, including systematic recording of data collection procedures, coding processes, and analytical decisions. These procedures are essential in qualitative educational research to maintain methodological rigor and research validity (Musfah et al., 2020; Bali & Ramadani, 2024).



**Figure 1. Research Design Framework**

### 3. RESULTS

#### **Arabic Language Seminar as an Instrument of Curriculum Enrichment**

The findings reveal that the Arabic Language Seminar organized by PMDG Putri Campus 1 functioned as an important instrument for curriculum enrichment within the pesantren educational system. Based on observational data, the seminar atmosphere reflected a highly immersive Arabic linguistic environment in which students actively engaged in Arabic communication during opening sessions, discussions, question-and-answer forums, and informal interactions among participants. The use of Arabic expressions by students indicated that the seminar was not merely ceremonial, but constituted an extension of the institutional language curriculum embedded within the pesantren culture.



Field observations further showed that the seminar integrated academic, religious, and communicative dimensions simultaneously. Students demonstrated strong enthusiasm when interacting with invited speakers from both national and international backgrounds. During several sessions, participants voluntarily posed questions in Arabic despite grammatical limitations. This condition illustrates the existence of a communicative-oriented learning atmosphere emphasizing courage and participation over linguistic perfection. Such findings support the argument that curriculum development in contemporary Islamic boarding schools increasingly prioritizes communicative competence and experiential learning approaches in Arabic education (Muhajir, 2021).

Interview data with Arabic language teachers revealed that the seminar was intentionally designed as part of the pesantren's curriculum strengthening agenda during the commemoration of the centenary of Gontor. One teacher explained:

*"This seminar is not only a celebration activity. It is part of our effort to build students' confidence and broaden their insight that Arabic is a language of civilization and global da'wah."*

Similarly, another teacher emphasized that the seminar complements classroom instruction by exposing students to authentic language practices and international academic discourse. These findings indicate that curriculum development at PMDG Putri Campus 1 extends beyond formal classroom structures into academic-cultural activities that shape students' intellectual and communicative capacities.

Documentation data also confirmed the institutional orientation of the seminar toward curriculum enhancement. Seminar guidebooks, activity schedules, and official publications consistently highlighted themes related to Arabic mastery, global Muslim identity, and Islamic communication. The seminar theme, "Language as a Medium of Da'wah: Becoming a Global Muslimah," demonstrates the pesantren's effort to align Arabic education with broader global and religious competencies. This reflects the growing tendency of pesantren curriculum transformation toward integrative educational models combining language mastery, religious identity, and global engagement (Hanifa & Ali, 2024).

**Table 2. Forms of Curriculum Enrichment through Arabic Language Seminar**

No.	Seminar Activities	Curriculum Dimensions	Educational Contributions	Expected Competencies
1	Academic lectures by Arabic scholars	Cognitive and linguistic development	Expanding students' understanding of Arabic language and Islamic civilization	Arabic literacy and intellectual insight
2	Interactive discussion sessions	Communicative competence	Encouraging active Arabic communication and public speaking confidence	Speaking and discussion skills
3	Question-and-answer forums	Critical and reflective thinking	Developing students' courage to express ideas and ask questions in Arabic	Critical thinking and communicative confidence
4	Participation of international speakers	Intercultural and global competence	Introducing global perspectives on da'wah and Muslim women's roles	Intercultural awareness
5	Arabic language immersion atmosphere	Hidden curriculum and language culture	Strengthening habitual Arabic usage in academic interactions	Language discipline and fluency
6	Motivational messages from speakers	Character and affective development	Building students' self-confidence and motivation in learning Arabic	Self-confidence and learning motivation
7	Integration of da'wah themes	Religious and global orientation	Connecting Arabic mastery with Islamic communication and global da'wah missions	Global da'wah competence
8	Institutional collaboration during seminar	Curriculum enrichment strategy	Supporting curriculum flexibility through extracurricular academic activities	Holistic educational competence

The table illustrates how the Arabic Language Seminar functioned not only as an academic event but also as a strategic instrument of curriculum enrichment integrating linguistic, religious, communicative, and global competency dimensions within pesantren education.

### **Strengthening Students' Communicative Confidence in Arabic**

One of the most significant findings concerns the strengthening of students' communicative confidence in using Arabic. Observational findings indicated that students became increasingly active throughout the seminar sessions. At the beginning of the program, only several participants volunteered to speak during discussions. However, by the end of the seminar, more students participated confidently in Arabic conversations, public questioning sessions, and group discussions.

Interview findings further revealed that students perceived the seminar as a motivational experience that reduced their fear of making linguistic mistakes. A fifth-grade student stated:

*"Usually we are afraid of speaking Arabic because we think too much about grammar. But during the seminar, the speakers encouraged us to try first and not be afraid of mistakes."*

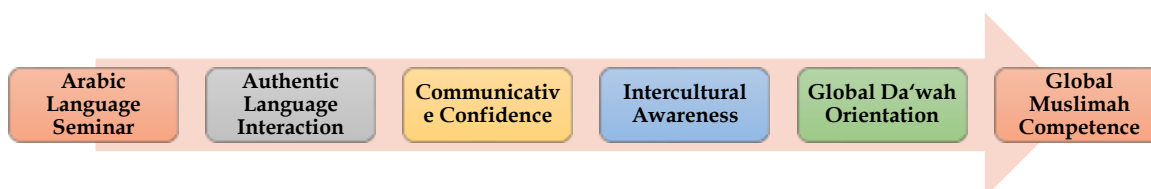
Another participant explained:

*"When international speakers appreciated our efforts to speak Arabic, we became more confident and realized that language develops through practice."*

These findings indicate that the seminar contributed psychologically and pedagogically to the development of students' communicative competence. The seminar environment encouraged active

participation, spontaneous interaction, and authentic language use, which are essential components in communicative language learning approaches (Safrudin et al., 2024).

Documentation analysis also showed that Arabic communication activities during the seminar were intentionally structured by the organizing committee. Several program components, including moderator sessions, discussion forums, and student interactions, were designed to prioritize Arabic usage. This institutional arrangement strengthened the integration between formal curriculum objectives and extracurricular language practices.



**Figure 2. The Process of Strengthening Global Da'wah Competencies**

### Development of Global Da'wah Orientation among Female Students

The findings also demonstrate that the seminar strengthened students' global da'wah orientation. Based on observations, students showed strong attention toward discussions concerning the role of Muslim women in international Islamic communication. Many participants actively recorded key points delivered by speakers regarding the importance of Arabic in spreading Islamic values globally. Interview data revealed that students increasingly perceived Arabic not merely as an academic subject, but as an instrument for participating in global Muslim society. One participant stated:

*"This seminar made us realize that mastering Arabic is important because we want to convey Islamic values to the international world."*

Another student explained that interactions with foreign speakers inspired her to pursue broader educational and da'wah opportunities beyond Indonesia. Such findings indicate that the seminar fostered intercultural awareness and expanded students' educational aspirations. Teachers interviewed in this study also emphasized that the seminar was intended to strengthen the identity of female students as future Muslim intellectuals capable of contributing to international da'wah. According to one organizer:

*"We want students to understand that Muslim women can become global communicators of Islam through language, education, and knowledge."*

These findings suggest that curriculum development in pesantren increasingly incorporates global competency dimensions while maintaining Islamic values and institutional identity. The seminar positioned Arabic language education as part of a broader educational mission aimed at preparing globally engaged Muslim women capable of communicating Islamic teachings in diverse international contexts. Documentation findings further strengthened this conclusion. Institutional publications and seminar materials consistently framed Arabic as "the language of civilization," "the language of the Qur'an," and "the language of global da'wah." Such discourse reflects the pesantren's curriculum orientation toward producing graduates with strong religious commitment, linguistic competence, and global engagement simultaneously.

Overall, the results demonstrate that Arabic language seminars function not only as supplementary academic activities but also as strategic instruments of curriculum development in pesantren education. Through observations, interviews, and documentation analysis, this study found that the seminar contributed significantly to strengthening communicative confidence, intercultural awareness, and global da'wah competencies among female Islamic boarding school students.



## DISCUSSION

The findings of this study demonstrate that Arabic language seminars function as a strategic instrument of curriculum development within the pesantren educational system. Unlike conventional language learning activities that primarily focus on classroom instruction, the seminar at PMDG Putri Campus 1 integrated communicative practices, religious values, intercultural interaction, and motivational reinforcement into a single academic activity. This indicates that curriculum development in pesantren is increasingly evolving toward holistic and integrative educational models that combine formal, informal, and hidden curriculum dimensions simultaneously. Such transformation aligns with recent studies emphasizing that contemporary pesantren curriculum development no longer focuses solely on content transmission but also on competency formation, global engagement, and character development (Hanifa & Ali, 2024; Wasehudin et al., 2023).

Observational findings showing active student participation in Arabic discussions indicate the emergence of communicative learning environments rooted in experiential educational practices. Students' willingness to speak Arabic publicly despite grammatical limitations reflects the success of the seminar in reducing linguistic anxiety and strengthening communicative confidence. This finding supports communicative language learning theories arguing that meaningful interaction and authentic language exposure significantly influence second-language acquisition (Safrudin et al., 2024). In the context of pesantren education, this communicative atmosphere becomes particularly important because Arabic is positioned not merely as an academic subject but as a living language embedded within institutional culture and religious practice.

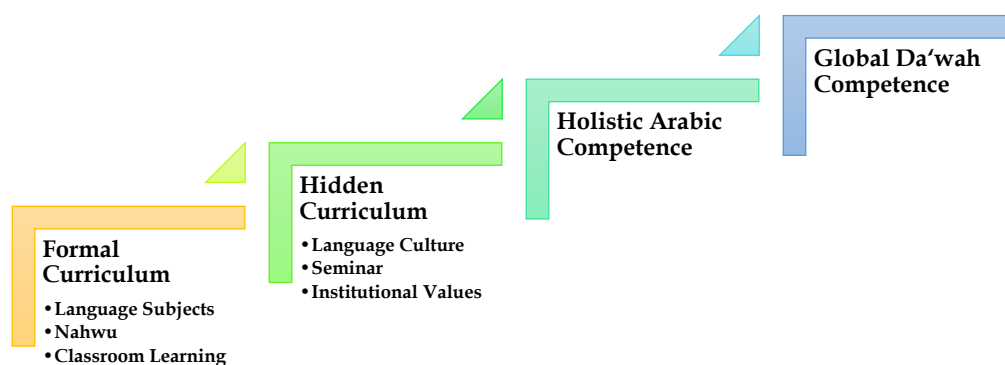
The interview findings further reveal that the seminar strengthened students' perceptions of Arabic as a global language of Islamic civilization and da'wah. Participants no longer viewed Arabic merely as a compulsory school subject but increasingly associated it with intellectual mobility, intercultural communication, and international Islamic engagement. This transformation reflects what educational theorists describe as the shift from instrumental language learning toward identity-oriented language education, where language mastery contributes to worldview formation and social participation. In this regard, the seminar succeeded in constructing a broader educational imagination among female students regarding their future roles in global Muslim society.

Another important finding concerns the integration of Islamic values and global competencies within the curriculum framework. Documentation data showed that seminar materials consistently framed Arabic as “the language of the Qur’an,” “the language of civilization,” and “the language of global da’wah.” Such discourse demonstrates that curriculum development at PMDG Putri Campus 1 attempts to maintain Islamic educational identity while simultaneously responding to globalization challenges. This finding supports previous research asserting that pesantren institutions increasingly adopt adaptive curriculum models capable of balancing religious tradition with global educational demands (Musaddad, 2024; Asrori, 2024).

The seminar also functioned as part of the hidden curriculum through which institutional values were internalized implicitly. Beyond formal learning objectives, students absorbed values related to courage, discipline, intellectual openness, and global Islamic responsibility. The Gontor educational principle “\*Jarrīb wa Lahizh Takun ‘Arifan\*” (Try, observe, and you will understand) became pedagogically visible throughout seminar activities, particularly in encouraging active participation and experiential learning. From a curriculum studies perspective, this demonstrates that hidden curriculum mechanisms play a significant role in shaping students’ behavior, identity, and communicative orientation within pesantren educational environments (Musfah et al., 2020).

Furthermore, this study highlights the increasingly significant role of Muslim women in contemporary pesantren curriculum discourse. The seminar positioned female students not only as recipients of Islamic knowledge but also as future global communicators capable of disseminating Islamic values internationally through Arabic mastery. Interview findings indicating students’ aspirations toward international education and da’wah engagement demonstrate the emergence of global educational consciousness among female santriwati. This reflects broader transformations in Islamic boarding school education, where female empowerment, intellectual participation, and global visibility are becoming increasingly central within institutional educational objectives.

The findings additionally suggest that academic seminars can serve as effective curriculum enrichment strategies in Islamic boarding schools. Unlike formal classroom instruction, seminars provide students with authentic intellectual encounters involving external scholars, intercultural perspectives, and real communicative experiences. Such activities strengthen curriculum flexibility and responsiveness to contemporary educational challenges. In this sense, curriculum development should not be understood merely as revising formal instructional documents but also as creating educational ecosystems capable of facilitating intellectual interaction, communicative practice, and global competence formation.



### Figure 3. Integration of Formal Curriculum and Hidden Curriculum in Pesantren

This study contributes theoretically to the discourse of curriculum development in Islamic education by demonstrating that extracurricular academic activities possess substantial pedagogical value in shaping students' competencies and educational identities. Previous studies on Arabic curriculum development in pesantren have predominantly focused on classroom methods, language environments, and curriculum structures. This research expands the discussion by positioning academic seminars as curriculum enrichment instruments capable of strengthening communicative confidence, intercultural awareness, and global da'wah competencies simultaneously.

Nevertheless, this study has several limitations. The research focused on a single seminar activity within one pesantren institution, limiting broader generalization across diverse Islamic boarding school contexts. In addition, the study primarily examined participants' perceptions and educational experiences without quantitatively measuring long-term impacts on Arabic proficiency or da'wah performance. Future research may therefore explore comparative studies across pesantren institutions or employ mixed-method approaches to examine the long-term effectiveness of academic seminars in curriculum transformation and language competency development. Overall, the discussion confirms that Arabic language seminars represent more than supplementary academic events within pesantren education. They constitute strategic curriculum development mechanisms through which linguistic competence, Islamic identity, intercultural awareness, and global da'wah orientation are simultaneously cultivated among female Islamic boarding school students.

#### 4. CONCLUSION

This study concludes that the Arabic Language Seminar organized at PMDG Putri Campus 1 functioned as a strategic instrument of curriculum development within the pesantren educational system. The seminar not only enriched students' Arabic linguistic competence but also strengthened communicative confidence, intercultural awareness, and global da'wah orientation among female students. Through the integration of academic discussion, authentic language interaction, and Islamic values, the seminar demonstrated that curriculum development in pesantren can extend beyond formal classroom instruction into academic-cultural activities that support holistic educational transformation. The findings further indicate that Arabic language education in pesantren is increasingly directed toward competency-based and globally oriented educational models while maintaining Islamic identity and institutional traditions.

This study also highlights that academic seminars possess substantial pedagogical value in shaping students' intellectual identity and global educational consciousness. The seminar positioned Arabic not merely as a subject of study but as a medium of civilization, communication, and international Islamic engagement. In this regard, the study contributes theoretically to the discourse of curriculum development in Islamic education by expanding the understanding of extracurricular academic activities as part of curriculum enrichment and hidden curriculum practices. Practically, the findings suggest that pesantren institutions should integrate more collaborative, experiential, and internationally oriented academic programs into Arabic language education to strengthen students' readiness for global communication and da'wah challenges in contemporary society.

Nevertheless, this study is limited to a single institutional context and a specific seminar activity, which may restrict broader generalization across diverse pesantren settings. Future research is therefore recommended to conduct comparative studies among Islamic boarding schools or apply longitudinal and mixed-method approaches to examine the long-term influence of academic seminars on language proficiency, educational identity, and global da'wah competencies. Further studies may also explore the

integration of digital technology, international collaboration, and transnational Islamic communication within Arabic curriculum development frameworks in pesantren education. **IMPLICATIONS**

The findings of this study imply that curriculum development in Islamic boarding schools should no longer be confined to formal instructional structures and textual learning orientations. Instead, pesantren institutions need to develop integrative educational ecosystems that combine classroom learning, academic seminars, language immersion, intercultural interaction, and institutional culture simultaneously. Arabic language seminars can therefore be institutionalized as sustainable curriculum enrichment programs capable of strengthening communicative competence, intellectual confidence, and global Islamic awareness among students.

From a pedagogical perspective, this study implies that experiential and communicative learning approaches are highly relevant for Arabic language education in pesantren contexts. Educational activities involving authentic interaction with scholars, practitioners, and international speakers can enhance students' motivation and reduce language anxiety more effectively than conventional grammar-centered instruction. Furthermore, the study reinforces the importance of positioning female students as active intellectual agents and global communicators within Islamic educational discourse.

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