



Implementation of Military Barracks-Based Education in Arabic Language Learning for Military Personnel

تطبيق التربية العسكرية في تعليم العربية للأفراد العسكريين

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ABSTRACT

This study examines the implementation of barracks-based education in Arabic language learning for military personnel, focusing on its implementation in supporting the acquisition of Arabic language proficiency. Arabic language learning for military-specific purposes requires an approach that integrates linguistic competence with a specialized curriculum within the framework of military education. The study employed a qualitative approach with a case study design. Data were collected through participant observation, in-depth interviews, and analysis of curriculum documents and instructional materials. The findings indicate that Arabic language learning is integrated with the Three Basic Patterns of Military Education, encompassing attitude and behavior development (10%), Arabic language knowledge and skills development (80%), and military physical development (10%). These three dimensions operate simultaneously within a dormitory-based system over a 12-week period, totaling 600 instructional hours. At the operational level, the implementation demonstrates synergy among military instructors with their multiple roles, learners with their internal motivation, and the *Al-'Arabiyyah Baina Yadaik* instructional materials, all of which contribute to the gradual and integrated acquisition of Arabic language skills. In addition, challenges were identified, including the heterogeneity of learners' educational backgrounds and the limited availability of contextual instructional materials that accommodate diverse proficiency levels.

Keywords: Barracks-Based Education; Military-Specific Arabic; Indonesian National Armed Forces Personnel

مستخلص البحث

تبحث هذه الدراسة في تطبيق التعليم القائم على الثكنات في تعلم اللغة العربية للعسكريين، مع التركيز على دوره في دعم اكتساب الكفاية اللغوية العربية. ويتطلب تعلم اللغة العربية لأغراض عسكرية تخصصية نهجاً يدمج الكفاءة اللغوية بمنهج دراسي متخصص ضمن إطار التربية العسكرية. اعتمدت الدراسة المنهج الكيفي وفق تصميم دراسة الحالة، وجمعت البيانات من خلال الملاحظة بالمشاركة، والمقابلات المتعمقة، وتحليل وثائق المناهج والمواد التعليمية. وأظهرت النتائج أن تعلم اللغة العربية يتكامل مع الأنماط الأساسية الثلاثة للتعليم العسكري، التي تشمل تنمية الاتجاهات والسلوك (10٪)، وتنمية معارف اللغة العربية ومهاراتها (80٪)، والتنمية البدنية العسكرية (10٪). وتعمل هذه الأبعاد الثلاثة في آن واحد ضمن نظام سكتي قائم على الثكنات طوال اثني عشر أسبوعاً، بمجموع 600 ساعة تعليمية. ويُظهر التطبيق على المستوى التطبيقي تكاملاً بين المدربين العسكريين بأدوارهم المتعددة، والمتعلمين بدوافعهم الذاتية، ومواد سلسلة «العربية بين يديك» التعليمية، التي تُسهم جميعها في الاكتساب التدريجي والمتكامل لمهارات اللغة العربية. إضافةً إلى ذلك، حُددت عدة تحديات، من بينها تباين الخلفيات التعليمية للمتعلمين، ومحدودية توافر المواد التعليمية السياقية التي تستوعب مستويات متنوعة من الكفاية اللغوية.

الكلمات المفتاحية: التعليم القائم على الثكنات، العربية لأغراض عسكرية، أفراد القوات المسلحة الإندونيسية

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INTRODUCTION

Foreign languages in the 21st century have become one of the most significant global competencies in shaping human resource capacity (Pennycook, 2024). A study states that foreign language skills are an “ultimate 21st-century global competency” that determines an individual’s competitiveness in the global era (Stein-Smith, 2017). Globalization, the development of communication technology, and the increasing international mobility have made foreign language proficiency more than merely a tool for cross-country communication, but also a means to expand access to knowledge, professional opportunities, and diplomacy (Husnora & Shakhnoza, 2024). In the context of diplomacy, language serves as an instrument of negotiation and representation among nations. In the academic sphere, foreign language proficiency provides access to international scientific literature, research collaborations, and globally reputable publications (Zhou et al., 2025). Meanwhile, in the professional sector, foreign language skills expand employment opportunities and enable participation in cross-disciplinary and cross-national networks.

In this situation, foreign language proficiency has become a strategic necessity for both individuals and institutions across various sectors. One of the languages that occupies an important position among the world’s strategic foreign languages is Arabic, which has been designated by the United Nations (UN) as one of the six official international languages and is widely used in more than twenty countries in the Middle East and North Africa region (United Nations, n.d.). Arabic has more than 400 million speakers and plays an important role in the fields of religion, diplomacy, and geopolitics, making it one of the languages with the strongest global influence (Guellil et al., 2021). In Indonesia, Arabic proficiency plays a dual role as a means of learning Islam as well as a medium of cross-cultural and cross-regional communication, particularly in relations with Middle Eastern countries (Ghufron et al., 2025). Arabic has an important role in strengthening relations among nations through diplomacy, education, and various other fields (Mohamed, 2024). This underscores that Arabic language competence has shifted from a normative necessity to a strategic competency, creating opportunities for international cooperation across various sectors.

Along with the increasing intensity of Indonesia’s relations with Arabic-speaking countries in the sectors of education, economy, and diplomacy, the need for Arabic

language learning that is applicative and contextual has become increasingly evident (Shidiq et al., 2023). Over the years, Arabic language learning practices in Indonesia have developed rapidly, particularly in religious and formal educational institutions such as Islamic boarding schools, madrasahs, and universities (Safrudin et al., 2024). These institutions have made a significant contribution to maintaining the continuity of the Arabic scholarly tradition in the context of Islam and the mastery of Classical Arabic. However, global dynamics demand forms of Arabic language learning that are also capable of addressing the needs of cross-professional and cross-context communication, including in the fields of diplomacy and defense.

In this context, Arabic language learning for military personnel can be categorized within the domain of *al-'Arabiyyah li Aghrād Khāṣṣah* (Arabic for Specific Purposes/ASP), namely Arabic language learning that is designed to meet specific communicative needs in accordance with a particular professional field. As explained by Umbar et al. (2024), The Arabic for Specific Purposes approach emphasizes the relevance of materials, situations, and language functions to learners' needs. In the military context, Arabic language learning content needs to be tailored to the requirements of operational, command, and diplomatic communication. This makes the ASP approach relevant for understanding how Arabic is used applicatively within a military environment that possesses a distinct structure, culture, and learning objectives. In line with the need for Arabic language learning that is applicative and contextual, various developments in educational systems oriented toward direct field application have emerged. One such form is barracks-based learning in military institutions, which demands the integration of discipline, character, and language competence (Nurmala & Supriadi, 2022).

Educational institutions with structured living systems within military environments present potential for the implementation of intensive and sustainable Arabic language learning systems. Barracks-based education systems constitute an interesting approach to examine because they combine academic, disciplinary, and communicative practice aspects within a unified learning environment. In modern educational practice, learning that is oriented toward learners' living environments has long been recognized as one of the effective strategies for enhancing engagement and learning retention (Toan et al., 2025). This concept can be found in various forms of residential education systems, such as Islamic boarding schools, boarding schools, police academies, and military

educational institutions. Within these systems, intensive social interactions and structured institutional routines function as reinforcing mechanisms that promote the continuous internalization of knowledge and skills (Ghazali et al., 2025).

The military barracks environment possesses unique characteristics in the form of a disciplined way of life, a clearly defined hierarchical structure, and consistent routines (Nurmala et al., 2025). All of these can be utilized as media for contextual learning. Daily life in military barracks can serve as a rich learning environment in which learners acquire knowledge through real-life experiences and practices in their everyday activities. Such a system offers considerable opportunities for the development of language learning, including Arabic, as it provides an immersive environment that requires the use of language in appropriate contexts. Within a barracks-based education system, language can be integrated into various activities, ranging from communication among personnel and physical training to the simulation of operational situations. Such patterns of interaction can strengthen language acquisition through intensive exposure and repeated practice (Savage & Hughes, 2014).

A barracks-based education system can be utilized as a space for contextual and sustainable language learning. An orderly way of life, a clear command system, and discipline-based routines make the barracks environment conducive to the formation of habits, the cultivation of values, and the development of language-use habits. When academic Arabic language activities are integrated with military activities such as training, assemblies, and interactions among personnel, the learning process takes place through contextualized daily practices. While this system emphasizes academic achievement through formal learning activities, it also cultivates discipline, responsibility, and a collective spirit that constitute integral components of military life. Arabic language learning within the context of military education is directed toward the achievement of language proficiency that aligns with military ethos and values.

A review of previous studies indicates that research on Arabic language learning in military contexts has primarily focused on language ideology, language proficiency, language management, and language policy. These findings have made important contributions to explaining the strategic position of Arabic within military education as well as the various factors influencing its implementation. However, studies that specifically reveal how a barracks-based education system is implemented as an

ecosystem for Arabic language learning remain relatively limited. This limitation highlights the continuing need to understand how the integration of military education and Arabic language learning is realized in the daily practices of learners.

Therefore, this study contributes to the existing literature by examining military education from the perspective of implementation, specifically by explaining how a barracks-based military education system is applied in Arabic language learning and how military personnel experience the learning process. This study explores the implementation of barracks-based education in Arabic language learning for military personnel, focusing on the forms of practice employed, the challenges encountered, and its potential to enhance Arabic language competence. The findings of this study may broaden the scope of Arabic language education research within military contexts, while also providing conceptual and practical contributions to the development of barracks-based learning approaches in Arabic language education in Indonesia.

RESEARCH METHOD

This study employed a qualitative approach with a case study design to explore in depth the implementation of barracks-based education in Arabic language learning for military personnel at the Military General Knowledge Education Center (Pusat Pendidikan Pengetahuan Militer Umum/Pusdik Pengmilum) of the Army Doctrine, Education, and Training Command (Kodiklat AD), Cimahi, West Java. The qualitative approach was selected because it enables researchers to gain a holistic understanding of the phenomenon, in line with the nature of research that highlights participants' experiences and the complexity of military education systems (Alam & Asmawi, 2024). A case study design was employed to provide an in-depth exploration of an Arabic language learning program integrated with the barracks life system, given the distinctive nature of this phenomenon within the context of Arabic language education in Indonesia.

Research participants were selected through purposive sampling, whereby individuals possessing direct knowledge and experience of the phenomenon under investigation were intentionally chosen (Given, 2012). The participants in this study consisted of 13 individuals, including one Head of the Education Unit (Kepala Satuan Pendidikan/Satdik) responsible for the admission and completion of the educational program, one Head of Educational Operations (Kepala Operasional

Pendidikan/Opsdik) responsible for determining the schedule throughout the educational program, one Head of the Arabic Language Department (Kepala Departemen Bahasa Arab/Depsa) responsible for managing the language program, two Arabic language military instructors (Guru Militer/Gumil) serving as teachers and evaluators of the learning process, and eight military learners who were undergoing Arabic language instruction.

The determination of the number of participants was based on the principles of data adequacy and depth in qualitative research, whereby sampling was discontinued once the point of information saturation had been reached (Rahimi & Khatooni, 2024). Data were collected through three primary techniques to ensure the credibility of the findings: observations of learning activities and language-related practices within the barracks environment, in-depth interviews using open-ended questions concerning barracks-based Arabic language learning, and document analysis focusing on the examination of written sources utilized in the learning program.

The research instruments consisted of an interview guide, an observation checklist, and a document analysis framework. The interview guide was designed to explore the implementation of barracks-based education, the roles of military instructors, learners' learning experiences, the use of instructional materials, and the challenges encountered during the Arabic language learning process. The observation checklist was employed to record learning activities, interactions between instructors and learners, the implementation of military disciplinary values, and language practices taking place within the barracks environment. Meanwhile, the document analysis framework was used to examine the curriculum, educational schedules, instructional materials, and other supporting documents related to the implementation of the Arabic language learning program.

Data were analyzed using thematic analysis following the procedures developed by Ahmed et al. (2025). The first stage involved data familiarization, in which the researcher repeatedly reviewed all interview transcripts, field notes, and documents to gain a comprehensive understanding of the depth and breadth of the data. The second stage involved generating initial codes, whereby the data were segmented into meaningful units and assigned codes representing the key ideas that emerged. The third stage involved searching for themes, during which codes exhibiting similar patterns were

grouped into potential themes, such as curriculum integration, the role of military instructors, learner participation, the use of instructional materials, and language proficiency development.

The fourth stage involved reviewing themes, in which the identified themes were re-examined to ensure their alignment with the overall dataset. The fifth stage involved defining and naming themes, whereby each theme was clearly defined and assigned a name that reflected the essence of the findings, such as Integrative Curriculum within the Military Framework, Core Components of Learning, and Arabic Language Proficiency Development. The sixth stage involved writing the report, during which the findings were analyzed and presented in a narrative form based on interview data, field notes, and documents, and subsequently linked to relevant literature.

RESULT AND DISCUSSION

Integrative Curriculum within the Military Framework

Arabic language learning within the military environment exhibits characteristics that differ from those of Arabic language instruction in general educational settings. More than merely a language learning program, Arabic language instruction at Pusdik Pengmilum Kodiklat AD is designed to be integrated with the disciplinary value system that constitutes the primary foundation of military education. The learning process becomes increasingly complex because the learners are military personnel originating from various units across Indonesia, each bringing diverse institutional and operational experiences. To achieve the established learning objectives, the institution implements a curriculum that systematically integrates language content with the framework of military education. This curriculum is designed to be delivered over a period of 12 weeks, comprising a total of 600 instructional hours, and is implemented through a residential education system.

This educational model aims to develop military personnel who possess linguistic competence while also demonstrating discipline and character aligned with the core values of the military. The integration of Arabic language learning and military education is realized through the implementation of the Three Fundamental Patterns of Military Education (Tri Pola Dasar Pendidikan Militer), which serve as the primary framework for all educational activities. These three fundamental patterns consist of

attitude and behavior development, Arabic language knowledge and skills development, and military physical training. Each pattern carries a specific assessment proportion and is administered by designated personnel, as presented in Figure 1.



Figure 1

Tri Pola Dasar dalam Pembelajaran Bahasa Arab di Pusdik Pengmilum Kodiklat AD

In practice, the Three Fundamental Patterns establish a learning ecosystem in which Arabic language proficiency, character development, and physical fitness maintenance take place simultaneously. The Attitude and Behavior Development component accounts for 10% of the overall assessment. All activities within this component are conducted through a systematically scheduled residential system, running from 04:00 a.m. to 09:00 p.m. Activities encompass both formal classroom interactions and non-formal guidance outside the classroom, including supervision and mentoring (*bimbingan dan pengasuhan/bimsuh*). At the initial stage, learners are required to report to the Education Unit (*Satuan Pendidikan/Satdik*) to receive comprehensive information regarding the agenda and regulations governing the educational program. The role of the curriculum in determining the direction of character development and learning outcomes, as highlighted in previous studies by Farhan et al. (2025), is reflected in this mechanism. The class commander (*Komandan Kelas/Dankelas*) performs supervisory and communication functions related to the unwritten rules governing daily activities outside formal learning hours.

The habituation system established through these scheduled routines contributes to the development of learners' disciplinary character. As stated by the class commander (*Dankelas*) during the interview,

"The structured schedule implemented throughout the 12-week residential program serves

as an effective mechanism for instilling positive habits that shape military character”

This component does not operate independently but is supported by the Arabic Language Knowledge and Skills Development component, which constitutes the primary component with an assessment weight of 80%. Military instructors (Guru Militer/Gumil) bear full responsibility for transferring Arabic language knowledge and skills to the learners. In this context, Arabic is positioned as a foreign language, which, for some learners, may constitute a third language after their regional language and Indonesian (Nurmala et al., 2024).

Intensive and sustained interaction between instructors and learners constitutes a key prerequisite for the achievement of learning objectives (Dahmani et al., 2024). Instructors serve not only as academic facilitators but also play an active role in identifying learners’ educational needs and evaluating the development of their competencies. The strategic role of instructors in character development through the learning process has been highlighted by Rao et al. (2024) who emphasized that educators make a significant contribution to the internalization of character values through various pedagogical approaches. In addition to Attitude and Behavior Development and Knowledge Development, Military Physical Training, which accounts for 10% of the overall assessment, also serves as an inseparable supporting component. Physical training instructors design daily physical activities and conduct periodic physical fitness tests (tes kesegaran jasmani/garjas). The primary objective of this component is to maintain and enhance learners’ physical condition so that they remain fit. Various studies have demonstrated a positive correlation between physical fitness and cognitive functioning. Research by Liu et al. (2025) indicates that regular physical activity enhances blood flow to the brain, stimulates neuroplasticity, and improves executive functions such as working memory and problem-solving abilities. These three developmental components operate within a unified and integrated educational system. The final learning assessment represents the cumulative outcome of all three components, with 10% derived from attitude and behavior, 80% from Arabic language knowledge and skills, and 10% from military physical training. This percentage distribution underscores that the mastery of language competence remains the primary priority, while still being situated within a framework of disciplinary character development and physical fitness maintenance that characterizes military education.

When examined through the theoretical framework of Gerlach dan Ely (1980), the implementation of the Three Fundamental Patterns represents the simultaneous integration of three learning domains. The Arabic Language Knowledge and Skills Development component reflects the cognitive domain (cognitive learning), which is oriented toward the acquisition of knowledge and intellectual skills (Alafnan, 2025). The Military Physical Training component represents the psychomotor domain (psychomotor learning), which focuses on the development of physical skills. The Attitude and Behavior Development component constitutes a manifestation of the affective domain (affective learning), which is associated with the formation of attitudes, values, and character. The integration of these three domains within a single curriculum indicates that the educational program is holistic in nature, addressing learners' intellectual, physical, and personal development in an integrated manner.

The existence of a specialized curriculum derived from the directives of the Indonesian Army Doctrine, Education, and Training Command (Kodiklat TNI AD) places this program within the category of Arabic for Specific Purposes (ASP). Within the ASP framework, curricula are designed based on the specific needs analysis of the target users (Gazali et al., 2026). In this case, military personnel. Accordingly, the instructional materials, teaching methods, and assessment procedures are oriented toward the development of functional communicative competence relevant to the linguistic demands of military duties. The military curriculum functions both as a regulatory and guiding instrument for the learning domains, thereby distinguishing it from general Arabic language instruction, which encompasses a broader scope and is not constrained by an institutional disciplinary structure.

Another characteristic that reinforces its classification as Arabic for Specific Purposes (ASP) is that the program is conducted outside a native-speaker environment, resulting in Arabic being positioned as a foreign language for all learners (Sholihuddin et al., 2024). This condition necessitates a curriculum design capable of accommodating the needs of foreign language learners while targeting competencies that are precisely aligned with the military context. Character education has been inherently integrated into the Three Fundamental Patterns through the Attitude and Behavior Development component, which is implemented continuously within the 24-hour residential system. Values such as discipline, responsibility, and adherence to regulations are instilled

through the habituation of systematically scheduled daily routines. Character formation does not occur separately through a dedicated subject but is embedded within the entire dynamics of residential life and the learning process. Ultimately, this integrative curriculum produces two primary outcomes simultaneously, namely adequate Arabic language competence to support the operational duties of military personnel and the development of disciplinary character internalized through daily routines in the residential environment and learning interactions.

Implementation of Arabic Language Learning in a Barracks-Based Education System

Having outlined the integrative curriculum framework that serves as the foundation of the educational program, this section examines how learning is implemented at the operational level and explores the efforts undertaken to facilitate Arabic language proficiency development within the context of barracks-based military education. The discussion encompasses the key components that collectively shape the learning process, namely instructors, learners, instructional materials, and enrichment programs that function as supporting activities for language acquisition. Military instructors (Guru Militer/Gumil) occupy a central position in the implementation of Arabic language learning at Pusdik Pengmilum Kodiklat AD. Their involvement extends across all stages of the learning process, ranging from planning and implementation to program evaluation. As stated by the Head of the Education Unit (Satuan Pendidikan/Satdik) during the interview,

“Together with the planning team, the military instructors had determined the learning objectives and outcomes before the program commenced, subsequently designed strategies to implement these objectives in the teaching and learning process, and ultimately conducted evaluations to assess the level of achievement.”

The implementation of planning, instruction, and evaluation demonstrates that the role of instructors in military Arabic for Specific Purposes education is comprehensive and systemic, extending beyond that of mere practitioners in the field. In daily learning interactions, military instructors perform several complementary roles. As sources of knowledge, they deliver language materials in a systematic manner that is readily understood by learners. As demonstrators, they facilitate learners' understanding through various media, including instructional videos and audio

materials that support the visualization of language content. As motivators, they encourage learners by explaining the relevance of Arabic language proficiency to military professional contexts, such as international communication in peacekeeping missions and interactions with foreign counterparts.

As learning managers, they ensure that all instructional activities are aligned with the basic competencies and learning objectives to be achieved (Rukin et al., 2025). These multiple roles require military instructors to possess substantial competencies, ranging from mastery of language content and an understanding of military contexts to pedagogical expertise. Regular classroom instruction serves as the primary foundation for the process of Arabic language proficiency development among military learners. Learning activities are conducted in a structured manner through content delivery, practical exercises, group discussions, and the use of audio-visual instructional media.



Figure 2

Group Discussion and Conversational Practice Activities

In practice, military instructors encourage learners to actively engage in various language-related activities that promote the direct use of Arabic. In addition to individual learning, the instructional process also takes place through collaborative activities in small groups. Learners engage in discussions, exchange vocabulary, and practice simple conversations based on the topics being studied. Such interactions among learners create a learning environment that is more active and communicative than one-way instruction. This classroom environment provides learners with greater opportunities to use Arabic directly while simultaneously fostering their confidence in speaking.



Figure 3

Arabic Listening Skills Instruction

With regard to listening skills, instruction is supported through the use of a language laboratory and audio-based media, enabling learners to practice understanding the pronunciation and intonation of Arabic speakers more intensively. Learners listen to instructional materials using individual audio devices, allowing practice sessions to be conducted in a more focused and structured manner. The use of audio media helps learners recognize the distinctive sounds of Arabic, which differ considerably from their native language. Within the context of foreign language learning, repeated auditory exposure plays a crucial role in developing learners' exposure to linguistic sounds and gradually enhancing their comprehension.



Figure 4

Arabic Language Practice in Instruction

Regular classroom instruction also provides learners with opportunities to engage in speaking practice through simulations and simple presentations in front of the class. During certain sessions, learners are given opportunities to practice conversations in Arabic before instructors and their fellow learners. Such activities foster learners' confidence and readiness to use Arabic communicatively. In this way, the classroom serves as a venue for developing communicative experiences that support the integrated development of Arabic language proficiency. As the second key component of the learning process, learners demonstrated positive responses toward the instructional program. Although their participation was initially mandated through official orders issued by their respective military units, the military learners subsequently exhibited genuine interest and active engagement throughout the learning process.

Classroom instruction and enrichment activities conducted outside the classroom were characterized by a high level of enthusiasm, further reinforced by the fact that the learners lived together within the barracks environment for 12 weeks. The learners actively engaged in discussions, responded to questions, and participated in various language-related activities designed as part of the program. A study has emphasized that internal motivation, particularly enjoyment of the learning process, plays a significant role in supporting the achievement of competence (Sahito et al., 2025). This environment created opportunities for increasingly intensive language interaction through guidance and mentoring activities conducted outside regular classroom sessions and facilitated directly by the Education Unit (Satuan Pendidikan/Satdik).

Evening mentoring sessions were conducted to reinforce classroom materials while also serving as a space for language habituation integrated with military routines. One contextualized activity implemented during these guidance and mentoring sessions (bimbingan dan pengasuhan/bimsuh) was marching drill practice conducted using Arabic as the language of command and instruction. Rather than using commands in Indonesian, military learners were accustomed to receiving, understanding, and executing commands such as *istadiq* (attention), *i'tidal* (stand at attention), *yamin* (right), *yasar* (left), *ila al-amam* (forward), and other movements in Arabic. This practice required learners to process linguistic input rapidly and respond physically, thereby providing a learning experience that could strengthen the retention of vocabulary and imperative sentence structures. Furthermore, these Arabic-language marching drills

fostered awareness of the role of Arabic as a functional means of communication that can be utilized in everyday military activities.

Learners' engagement was also evident in language practice activities designed to strengthen the communicative use of Arabic beyond formal classroom instruction. One such activity was Language Day, which was organized at the conclusion of the educational program and involved participants from various foreign language classes within the military educational environment. During this event, learners presented various forms of language performances that had been prepared in advance. The activity provided learners with opportunities to demonstrate their language abilities in a more communicative and interactive setting. Such activities function not only as a means of actualizing language competence but also as a mechanism for enhancing learners' self-confidence in using a foreign language before a public audience.

In addition to performance-based activities, the learning program was further strengthened through language application activities conducted outside the classroom environment. One such activity involved field observation in the surrounding area of Cimahi. During this activity, learners were asked to observe objects and situations in their surroundings and subsequently describe them in Arabic after the observation had been completed. This activity encouraged learners to connect the vocabulary and language structures learned in the classroom with real-world contexts encountered directly in their environment. Such a contextual approach enables learning to become more applicable, as learners not only memorize vocabulary but also use it to represent real-life experiences through oral communication.

Speaking proficiency was further strengthened through *takallum* activities conducted with students from the Arabic Language Education Study Program at Universitas Pendidikan Indonesia. These activities were carried out informally through free conversations while walking around the university campus. Direct interaction with interlocutors outside the military environment provided learners with a different linguistic experience, particularly in fostering confidence and spontaneity in speaking Arabic. A more relaxed communicative environment enabled learners to use Arabic more naturally without the formal constraints of the classroom. Within the context of foreign language learning, such direct communicative practice plays an important role in enhancing speaking fluency and building learners' confidence in using the target

language for functional communication.

Another component that supports language acquisition is instructional materials. The institution has selected Al-'Arabiyyah Baina Yadaik (ABY) as the primary instructional resource. This textbook was chosen because it presents all language skills comprehensively and progressively, encompassing listening, speaking, reading, and writing skills. The comprehensiveness of the content within a single textbook series enables learners to study Arabic in an integrated manner, in which each language skill complements and reinforces the others. A study emphasized that the availability of instructional materials aligned with learners' needs constitutes a determining factor in successful learning. In this context, the selected textbook has proven to be easily understood by learners and supports independent learning beyond the classroom (Samsudin et al., 2023).

Arabic language proficiency development among military learners takes place through systematic stages facilitated by the instructional materials, as illustrated in one section of the listening skills component presented below.



Figure 5

Listening Skills Materials in Al-'Arabiyyah Baina Yadaik (ABY)

Listening skills are taught through repeated exposure to conversations, followed by the pronunciation of new vocabulary, enabling learners to gradually comprehend the content of the conversations. Opportunities to follow each segment of the dialogue encourage direct practice and provide learners with experience in distinguishing the distinctive sounds of Arabic (Al-Shdifat et al., 2024). This approach is important because, in foreign language learning, the ability to discriminate auditory phonemes that are unfamiliar in the learners' native language constitutes a foundation for the acquisition of subsequent language skills (Díaz et al., 2022).



Figure 6

Materi Kemahiran Berbicara dalam Buku *Al-'Arabiyyah Baina Yadaik* (ABY)

Speaking skills are presented through visual media and relevant thematic vocabulary. Learners are first provided with examples of simple sentences and are subsequently encouraged to develop the available vocabulary into complete sentences. Repeated practice conducted both inside and outside the classroom leads to a process of automatization in Arabic oral production. Intensive and sustained speaking practice constitutes a key factor in the development of this skill, particularly in learning contexts where the target language is not used for everyday communication outside the learning environment.

The implementation of Arabic language learning within the barracks environment demonstrates the importance of synergy among the various components of learning to ensure that the educational process can be carried out optimally. Instructors, through their multiple roles, learners with their internal motivation, the institution through its provision of facilities and learning programs, and comprehensive instructional materials complement one another in creating an integrated learning ecosystem. This ecosystem is further strengthened by the residential environment, which enables language practice to take place not only within the classroom but also beyond formal instructional hours. These findings indicate that the effectiveness of Arabic language learning for military-specific purposes is determined not solely by pedagogical factors but also by the

integration of the learning environment, learner characteristics, and the military education system within which it is embedded.

CONCLUSION

The integration of Arabic language learning with the Three Fundamental Patterns of Barracks-Based Military Education creates a learning ecosystem that simultaneously develops cognitive, affective, and psychomotor domains. Through a 12-week barracks-based education system, Arabic language instruction is directed not only toward the development of language competence but also toward the cultivation of disciplinary character and the maintenance of physical fitness, both of which are distinctive features of military education. The findings indicate that the learning process is implemented in an integrated manner through the synergy of the military curriculum, the roles of military instructors, learners' motivation, the residential environment, and the use of systematic instructional materials.

These findings suggest that barracks-based education has considerable potential as a model of Arabic for Specific Purposes (ASP) instruction capable of integrating academic development and character formation within a single, sustainable learning environment. Nevertheless, the heterogeneity of learners' educational backgrounds and the limited availability of instructional materials contextualized to military needs indicate the necessity for the development of more adaptive learning materials and instructional strategies. Future research may examine the effectiveness of this model in enhancing Arabic language proficiency through research designs that incorporate more specific measurements of learning outcomes and language competence.

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