



Strengthening Arabic Language Learning through the Arabic Champion Program for Students at Thamavitya Mulniti School, Thailand

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Abstract: *Arabic language learning at Thamavitya Mulniti School, Yala, Thailand, faces several challenges, including limited student engagement and difficulties in using Arabic in simple situations. These conditions became the basis for students participating in the International KKN-PLP program of Universitas Islam Negeri Sultan Syarif Kasim Riau to design the Arabic Champion program as a more interactive and competitive supporting activity for Arabic language learning. This article aims to describe the implementation of the Arabic Champion program as an effort to strengthen Arabic language learning among students at Thamavitya Mulniti School. This community service activity employed a descriptive qualitative approach, with data collected through observation, interviews, and documentation. The program was conducted on August 19, 2026, involving 40 sixth- and seventh-grade students from the religious classes. Arabic Champion consisted of five competition stages: Arabic Quiz, Arabic Memory, Arabic Mystery, Arabic Market, and the Arabic Battle, with an elimination system that reduced the number of participants to three finalists. The observations showed that students were actively engaged in answering questions, completing challenges, interacting with facilitators, and applying their Arabic language knowledge throughout the activities. Interviews also revealed positive responses from both students and teachers, including expectations that similar activities would be conducted again. Arabic Champion provided students with additional opportunities to practice vocabulary, translation, sentence construction, and basic Arabic grammar through games and competition. Therefore, Arabic Champion can serve as an alternative supporting activity for providing a more active, varied, and participatory Arabic language learning experience.*

1. INTRODUCTION

Arabic holds an important position in Islamic education. Proficiency in Arabic encompasses mastery of vocabulary and linguistic rules, as well as the ability to apply them both orally and in writing. Achieving these competencies requires a learning process that provides students with opportunities to practice and use Arabic in various situations. Therefore, Arabic language learning needs to be developed through activities that encourage active student participation (Halim, 2023).

Kuliah Kerja Nyata (KKN) is a form of community service activity that provides university students with opportunities to apply the knowledge and skills they have acquired during their studies to real-life situations in the community (Aisyah et al., 2024). Through

KKN, students who initially serve as learners within an academic environment are given opportunities to apply their knowledge directly in the field, including identifying problems, needs, and potentials within the community and designing activities that are appropriate to the conditions encountered in the field (Fauzi et al., 2024).

One form of KKN implemented by Universitas Islam Negeri Sultan Syarif Kasim Riau is the International KKN-PLP program. This program integrates community service with students' field practice experience in an educational setting abroad. In its implementation, students are not only involved in carrying out community service programs but also participate in teaching activities and interact directly with members of the school community..

The International KKN-PLP program of Universitas Islam Negeri Sultan Syarif Kasim Riau was conducted at Thamavitya Mulniti School, Yala, Southern Thailand. The program involved seven university students who carried out community service while also undertaking field teaching practice as teachers at the school. The entire program was conducted over a period of two months and three weeks. The students' involvement was not limited to teaching activities but also included identifying the conditions and needs encountered throughout the community service process within the school environment.

As one of the Islamic educational institutions in Southern Thailand, Thamavitya Mulniti School places considerable attention on Arabic language learning (Naldo & Al., 2026). The school accommodates more than 6,000 students (CHEWAE, 2025) with Arabic language instruction covering several areas, such as *nahwu*, *sharaf*, *insya*, and *muhadatsah*. The school also provides a specialized Arabic program called Smart Arabic Classes for students who have an interest in Arabic, supported by teachers from Arab countries (Falah et al., 2024). These conditions indicate that Arabic holds an important position within the educational environment of Thamavitya Mulniti School.

However, the availability of Arabic language learning has not been fully accompanied by equal levels of student ability and engagement. Based on the author's observations, some students still experienced difficulties using Arabic, even in simple expressions, during the learning process. Some students appeared active, while others tended to be passive during lessons. These difficulties were observed when students were asked to use Arabic in simple situations, such as asking permission to enter the classroom or stating their attendance numbers. This condition indicates the need for greater opportunities for students to practice Arabic directly.

The results of interviews with Arabic language teachers also indicated that students' interest in learning Arabic was generally still low. Arabic was perceived as a difficult subject, and therefore not all students showed the same level of interest in learning it. Meanwhile, students enrolled in the specialized Arabic program received more intensive instruction and guidance. This condition indicates a gap between the availability of Arabic language learning at the school and the engagement and ability of some students to actively use Arabic. This gap highlights the need for supporting activities that not only deliver learning materials but also provide a more engaging learning experience and involve students directly.

The available instructional time was also relatively limited. Each lesson lasted 40 minutes and was conducted twice a week. This condition requires the use of varied teaching methods and learning media to provide students with greater opportunities to interact with the learning materials (Syafei, 2025). Learning that is overly centered on teacher-delivered instruction may limit opportunities for student participation (Nurmala et al., 2026). Therefore, supporting activities with a more interactive approach are needed to complement regular Arabic language instruction.

Educational games are one alternative form of supporting activity in the learning process (Ratnawati et al., 2025). Games can present learning materials through activities that directly involve students (Sukmawati et al., 2025). In Arabic language learning, games can be used to develop vocabulary mastery, understanding of linguistic rules, translation skills, sentence construction, and information comprehension (Himmawati, 2022). The elements of activity and competition in games can also create a more active and engaging learning environment for students. Several studies on game-based learning have shown that the use of games in learning can serve as an alternative for increasing student engagement and creating a more interactive learning experience (Karimah et al., 2025).

Nevertheless, competitive Arabic language learning activities involving students in general have not yet been part of the Arabic language activities at Thamavitya Mulniti School. Based on information obtained from Arabic language teachers, previous Arabic language competitions were mainly intended for students participating in the Smart Arabic Classes program. There had been no competitive activity specifically designed to provide general-class students with an Arabic learning experience through a series of games and challenges. This condition provided an opportunity for the International KKN-PLP students to introduce an activity that differed from regular classroom learning while providing students with opportunities to interact with Arabic in a more engaging learning environment.

Based on these conditions, the International KKN-PLP students designed the Arabic Champion program as an effort to strengthen Arabic language learning at Thamavitya Mulniti School. The program was designed as a series of educational competitions that integrated Arabic language materials with games and challenges. The program consisted of five rounds: Arabic Quiz, Arabic Memory, Arabic Mystery, Arabic Market, and Arabic Battle. The program was designed to provide students with opportunities to apply their Arabic language knowledge through interactive and competitive activities.

Arabic Champion was not intended to replace the existing Arabic language learning activities. Rather, it was designed as a supporting activity that provided students with a different learning experience. Through the series of challenges, students had opportunities to use vocabulary, translate sentences, construct sentences, understand learning materials, and respond directly to questions. Thus, the program was expected to serve as a form of community service activity that supported Arabic language learning while providing students with a more active learning experience.

Based on the above discussion, this article aims to describe the implementation of the Arabic Champion Program as a form of strengthening Arabic language learning among students at Thamavitya Mulniti School, Yala, Thailand. The description covers the program design process, the implementation of each activity stage, as well as students' responses and engagement throughout the program. The data presented in this article were obtained through observations and interviews conducted during the implementation of the community service activity.

2. METHOD

The community service activity was conducted at Thamavitya Mulniti School, Yala, Southern Thailand. The school served as the location for the International KKN-PLP program of the Faculty of Education and Teacher Training, Universitas Islam Negeri Sultan Syarif Kasim Riau, which involved seven university students. During the International KKN-PLP program, the students not only carried out community service programs but also conducted PLP (School Field Practice) through teaching activities at the school.

The International KKN-PLP program was conducted over a period of two months and three weeks. During their time at the school, the students observed the learning process, interacted with teachers and students, and identified needs that could be addressed through community service programs. One of the programs subsequently designed based on these conditions was Arabic Champion. The Arabic Champion program was conducted on

Wednesday, August 19, 2026.

Target Participants and Activity Participants

The primary target participants of the activity were sixth- and seventh-grade students from the religious classes (bilik agama) at Thamavitya Mulniti School. The selection of these two grade levels was related to the involvement of the International KKN-PLP students in Arabic language instruction. Two students from the KKN team taught Arabic in the sixth and seventh grades, respectively. The interactions that took place during the learning process provided the university students with opportunities to understand the characteristics of the students, observe their Arabic language abilities, and assess their level of engagement during learning activities.

Based on these considerations, the Arabic Champion participants were selected from the two classes, with a total of 40 students consisting of both male and female students. The participants did not remain in the competition until the final round but went through a staged competition system. At each stage, participants were eliminated, reducing the number from 40 to 30, then 20, 10, and finally three participants who advanced to the final round.

The participant selection and staged competition system were intended to provide students from both classes with opportunities to participate directly while creating a competitive atmosphere that encouraged them to complete each challenge. Thus, Arabic Champion was not solely oriented toward determining winners but also provided students with a different Arabic language learning experience from their daily classroom activities..

Program Design Stages

The Arabic Champion program was designed based on observations conducted during the International KKN-PLP program. Before the program was implemented, the university students participated in and observed the Arabic language learning process in the classroom. The observations were conducted to identify students' abilities to understand and use Arabic, their level of participation during learning activities, and the difficulties they encountered when using simple Arabic expressions.

The observations were complemented by information obtained from Arabic language teachers. The university students engaged in conversations and interviews with the teachers to obtain an overview of students' interest in Arabic, the learning conditions, and the need for supporting activities that could involve students more actively. Based on the results of the observations and interviews, the university students developed Arabic Champion as an activity that integrated learning with games and competition.

The design stage included determining the learning materials, preparing questions and challenges, selecting the media, developing the game mechanisms, establishing the scoring system, and determining the elimination system. The materials were adjusted to the students' abilities and covered vocabulary, understanding of basic grammatical rules, translation, sentence construction, and comprehension of information in Arabic.

Implementation of the Arabic Champion Program

Arabic Champion was conducted through five rounds, each with different formats and types of challenges. Each round was designed so that participants were not only required to answer questions but also to apply their Arabic language knowledge through various activities.

The first round, Arabic Quiz, used a quiz delivered through a digital platform. The questions covered materials such as *mufradat* (vocabulary), vocabulary meanings, colors, numbers, *dhamir* (pronouns), simple *fi'il* (verbs), translation, and basic grammatical rules. This round served as the initial stage for assessing participants' ability to respond quickly to Arabic language questions. The second round, Arabic Memory, used pictures and visual information that participants were required to observe for a certain period. After the observation stage, participants were given questions based on the information they had seen. This round combined memory skills with the understanding of Arabic vocabulary and information.

The third round, Arabic Mystery, combined translation activities with a word-arrangement game. Participants were asked to translate the given sentences. The fourth round, Arabic Market, used a game system involving game money or points held by the participants. Participants could choose questions according to their level of difficulty. Questions with different levels of difficulty were assigned different point values. This system required participants not only to answer questions but also to consider the choices they made during the game.

The fifth round, Arabic Battle, served as the final stage and was followed by three participants. The questions in the final round covered materials presented in the previous rounds, with various question formats, including vocabulary, translation, sentence construction, and basic Arabic grammar. This round served as the final stage of the competition after participants had completed the series of challenges in the preceding rounds. Overall, the implementation of the program can be illustrated as follows:

40 participants → 30 participants → 20 participants → 10 participants → 3 participants
→ Arabic Battle

During the activity, the International KKN-PLP students served as both program designers and facilitators. Their roles included preparing the learning materials and questions, providing the media, giving instructions, managing the games, recording the results, assisting the participants, and observing students' responses throughout the activity.

Data Collection Techniques

Data were collected through observation, interviews, and documentation.

- a) **Observation:** Observation was conducted directly throughout the International KKN-PLP program and the implementation of Arabic Champion. Before the activity, observations focused on the Arabic language learning conditions, students' ability to use Arabic, their level of participation, and the difficulties they encountered. The observations were conducted naturally while the university students carried out teaching activities and interacted with the students. During Arabic Champion, observations focused on students' behavior and engagement. The observed aspects included participation in the games, willingness to answer questions, ability to follow instructions, interaction with other participants, responses to challenges, and participation in each round. Observations were also conducted on participants who were eliminated to examine their responses after they could no longer proceed to the next round.
- b) **Interview:** Interviews were conducted with three Arabic language teachers and students involved in the activity. The interviews were conducted through direct conversations and were semi-structured, allowing questions to develop according to the responses of the informants and the situations encountered in the field. Interviews with teachers were conducted to obtain information about Arabic language learning conditions, students' interest, teachers' experiences with previous learning activities, and their views on the implementation of Arabic Champion. Interviews with students were conducted during and after the activity to explore their experiences throughout the program, the activities they found interesting, and their views on learning Arabic through games. Since the interviews were conducted through direct conversations, the information obtained was recorded based on the responses and statements provided by the informants. Statements relevant to the focus of the activity were then grouped for analysis.
- c) **Documentation:** Documentation was used as supporting data in the form of photographs and videos taken during the activity. The documentation included the preparation process, implementation of each round, student activities, interactions between participants and facilitators, and the final round. The documentation was used to illustrate the implementation of the program and support the observation findings.

Data Analysis Technique

The data were analyzed descriptively using a qualitative approach through several stages. The first stage was data reduction, which involved selecting and grouping information relevant to the objectives of the community service activity (Juliani, 2025). The data were grouped into several areas of focus, namely the initial conditions of Arabic language learning, the implementation process of Arabic Champion, student engagement, student responses, and teachers' views of the activity.

The second stage was data presentation (Pahleviannu et al., 2022). The results of observations, interviews, and documentation were presented in descriptive form and organized according to the stages of the activity. Simple quantitative data, such as the number of participants in each round, were used to explain the mechanism of the program rather than as a basis for statistical testing. The third stage was conclusion drawing (Amruddin et al., 2022). Conclusions were drawn by connecting the findings from observations and interviews with the objectives of implementing Arabic Champion. The interview findings were compared with the observation results obtained during the activity to provide an overview of students' responses and engagement with the program.

Through this approach, the results of the community service activity were not intended to demonstrate quantitative improvements in students' abilities or motivation. Rather, they were intended to describe how Arabic Champion was implemented and how the activity was received and participated in by students and teachers within the context of Arabic language learning at Thamavitya Mulniti School.

3. RESULTS

Initial Conditions of Arabic Language Learning

The implementation of the Arabic Champion program began with observations of the Arabic language learning process during the International KKN-PLP program at Thamavitya Mulniti School. The observations focused primarily on the sixth- and seventh-grade religious classes (*bilik agama*), where the KKN students conducted teaching activities. Each class consisted of approximately 35–50 students with varying levels of Arabic proficiency. During the learning process, some students appeared to actively participate in the activities, while most tended to be passive and had limited involvement in using Arabic directly.

This condition was evident not only in students' classroom participation but also in their ability to use simple Arabic expressions. One example observed during the teaching activities occurred when students wanted to ask for permission to enter the classroom. Some students

were still confused about using the appropriate Arabic expression. A similar situation was observed when the university students used a game as part of the attendance activity. Students were asked to state their attendance numbers in Arabic, but some still experienced difficulties and required assistance.

These findings indicate that some students were not yet accustomed to using Arabic in simple communication, even though Arabic was already part of the school curriculum. This condition became one of the considerations for the university students in designing an activity that could provide greater opportunities for students to apply their Arabic language knowledge directly. The results of interviews with three Arabic language teachers also indicated that students' interest in Arabic language learning was generally still limited. According to the teachers, Arabic was often perceived as a difficult subject, resulting in different levels of interest among students. This condition differed from that of students enrolled in the specialized Arabic language program. Students in the program received more intensive instruction and had greater opportunities to develop their Arabic language skills.

The learning conditions were also related to the limited instructional time. Arabic lessons were conducted for approximately 40 minutes per meeting, twice a week. Within this limited time, students' opportunities to actively practice Arabic could be restricted when learning relied primarily on material delivery and classroom exercises. Therefore, supporting activities were needed to provide students with different learning experiences and encourage greater engagement.

Implementation of the Arabic Champion Program

Arabic Champion was conducted on Wednesday, August 19, 2026, involving 40 sixth- and seventh-grade students from the religious classes (*bilik agama*). The program was designed as an educational competition that integrated Arabic language materials with games. The participants went through five competition rounds using an elimination system. The number of participants was reduced from 40 to 30, then to 20, 10, and finally three participants who advanced to the final round.

The first round was Arabic Quiz. In this stage, participants answered digital questions related to Arabic language materials. The questions covered *mufradat* (vocabulary), vocabulary meanings, numbers, colors, *dhamir* (pronouns), simple *fi'il* (verbs), translation, and basic grammatical rules. The use of a digital quiz required participants to respond within a predetermined time. This round also served as the initial stage for assessing participants' ability to understand Arabic language materials quickly. The second round was Arabic Memory. In this round, participants were presented with visual information through pictures that they had

to observe and remember within a certain period. After the observation stage, participants were given questions related to the information they had seen. This activity combined memory skills with the understanding of Arabic vocabulary and information.

The third round was Arabic Mystery. In this round, participants were asked to translate the given sentences into the specified language. This was followed by another stage called the Mystery Box, in which participants received pieces of words that had to be arranged into grammatically appropriate sentences. This activity provided participants with opportunities not only to recall vocabulary but also to use it in sentence construction. The fourth round was Arabic Market. In this round, participants received game capital that they could use to select questions according to their level of difficulty. Questions with different levels of difficulty were assigned different point values. Participants were therefore required not only to answer the questions but also to consider which questions to choose based on their abilities and strategies.

The final round was Arabic Battle. This round was participated in by the three students who successfully passed all the previous stages. The questions in the final round covered various materials used throughout the competition, including vocabulary, translation, sentence construction, and basic Arabic grammar. Thus, the final round integrated the various skills that participants had practiced throughout the activity.



Figure 1. Implementation of the Arabic Champion Stages

Student Engagement and Responses

The observations made during the implementation of Arabic Champion showed a relatively high level of student engagement throughout the activity. The participants not only followed the instructions but also demonstrated willingness to answer questions, attempted to complete the challenges, and responded to the questions presented. The competitive atmosphere made the participants appear more active compared with the learning conditions observed previously.

The change in engagement was also evident in the participants' willingness to interact with the KKN students who served as facilitators. Students who had previously tended to be passive during learning became more likely to ask questions, provide answers, and interact with the university students throughout the activity. This interaction indicates that the game-based learning format provided greater opportunities for interaction between students and teachers.

An interesting response was also observed among participants who did not advance to the next round. After the first round, when several participants were eliminated, the university students approached those who could no longer continue in the competition. Rather than showing predominantly negative reactions, the students continued to express happiness and appeared pleased to have been part of Arabic Champion. This suggests that their experience of participating in the activity was not solely determined by the final competition results but also by the opportunity to take part in an Arabic language activity that differed from their daily classroom learning.

Students' responses were also reflected in statements made after the activity. Several participants stated that the activity was enjoyable and expressed their hope that a similar activity would be held again the following year. These statements indicate that Arabic Champion provided a memorable learning experience for the students.

Interestingly, the impact of the activity was also observed among students who did not participate in the competition. During the KKN program, several non-participating students referred to their friends who had participated in the competition as "Arabic Champion." This indicates that the activity attracted attention beyond the group of participants. Even after the activity had ended, students continued to remember the program and expressed their appreciation for it to the KKN students.

Teacher Responses and Program Sustainability Potential

Positive responses to Arabic Champion were also expressed by Arabic language teachers. Based on the interview findings, one of the teachers expressed happiness and pride in the activity. The teacher even stated that she felt emotional when witnessing the implementation of the activity because a similar activity had never been conducted before for students in general.

The teacher also explained that previous Arabic language competitions were mostly intended for students participating in the special Arabic language program. Arabic Champion was different because it provided students from the targeted classes with an opportunity to participate in an Arabic language competition presented in the form of games and challenges.

During the interview, the teacher stated:

“I am very happy and proud of this event. I even got goosebumps when I saw it. Thank you to the KKN students from Riau for creating a space for students at this school to learn Arabic. I hope this activity can be continued by future KKN students”

The statement indicates that the teacher viewed Arabic Champion not merely as a competition, but also as an activity that provided a new learning experience in Arabic language learning. The teacher also expressed hope that similar activities could be continued in future KKN programs.

This request for continuation was one of the important findings of the program implementation. Arabic Champion was initially designed as one of the KKN students' programs and was conducted only once. However, the responses from teachers and students indicated an interest in having similar activities again. Therefore, Arabic Champion has the potential to be developed as a continuing program in future KKN activities, with improvements to the learning materials, game mechanisms, and participant coverage.



Figure 2. Documentation of All Arabic Champion Participants

Arabic Champion as a Form of Strengthening Arabic Language Learning

Based on the results of observations and interviews, Arabic Champion can be viewed as a supporting activity that provides a different Arabic language learning experience from regular classroom instruction. The program does not replace classroom learning but provides additional opportunities for students to apply previously learned materials through more interactive activities.

The first form of strengthening was evident in the use of vocabulary. Several rounds required participants to recognize, understand, and use vocabulary in the context of questions or challenges. Thus, vocabulary was not only treated as material to be memorized but was also used in the process of completing the games.

The second form of strengthening involved understanding grammatical rules and sentence construction. The Mystery Box activity, for example, required participants to arrange word fragments into correct sentences. This activity provided students with an opportunity to pay attention to the relationships among elements within a sentence rather than merely memorizing individual word forms.

Another form of strengthening was translation ability. Through the Tarjamah Challenge, participants were presented with sentences that they had to understand and translate. This activity provided an opportunity for students to connect their understanding of Arabic with meanings expressed in a language they understood.

In addition to linguistic aspects, Arabic Champion also strengthened student engagement in learning. The game and competition-based system encouraged participants not only to receive information but also to engage in answering questions, making decisions, completing challenges, and interacting with other participants. This was consistent with the learning needs identified during the observation stage, namely the need for activities that could provide students with greater opportunities to actively use Arabic.

These findings indicate that strengthening learning does not always have to take the form of adding formal learning materials or instructional time. Activities presented through games and competitions can also provide opportunities for students to apply previously learned materials. In the context of Arabic Champion, this approach provided variety in Arabic language learning and created a more participatory learning experience.

Thus, Arabic Champion can serve as an alternative community service activity that supports Arabic language learning through an approach that combines learning materials, games, and competition. The success of the program in this context was not measured through statistically significant improvements in scores but was examined through the implementation

process, student engagement, teacher and student responses, and continued interest in the activity after the program had ended.

4. CONCLUSION

The Arabic Champion program implemented at Thamavitya Mulniti School, Yala, Thailand, served as a form of strengthening Arabic language learning through a more interactive and competitive activity. The program was designed based on learning conditions identified through observations and interviews, particularly the limited opportunities for students to actively use Arabic and the perception of Arabic as a difficult subject. Arabic Champion was implemented through five stages, namely Arabic Quiz, Arabic Memory, Arabic Mystery, Arabic Market, and Arabic Battle, with an elimination system that reduced the number of participants from 40 to three finalists.

Based on the results of observations and interviews, the implementation of Arabic Champion showed a relatively high level of student engagement throughout the activity. Students appeared more active in answering questions, interacting with others, participating in challenges, and applying their previously acquired Arabic language knowledge. Positive responses were also reflected in students' statements that they enjoyed the activity and hoped that similar activities could be held again. Arabic language teachers also responded positively and expressed their hope that the activity could be continued in the future. These findings indicate that game-based competitive activities can serve as a supporting alternative for Arabic language learning by creating a more active and enjoyable learning experience.

Thus, Arabic Champion was not intended to replace classroom-based Arabic language learning but rather to serve as a supporting activity that provided students with opportunities to practice mufradat, translation, sentence construction, and understanding of grammatical rules through more varied activities. The program also has the potential to be developed as a continuing activity in future KKN-PLP programs at Thamavitya Mulniti School by adapting the learning materials, level of difficulty, and students' needs.

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