SWOT ANALYSIS OF ARABIC LANGUAGE COURSES AT THE MODERN ISLAMIC BOARDING SCHOOL OF SHOHIBUL MUSLIMIN

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Abstract

This study aims to analyze the Arabic language learning process through courses applied at the Shohibul Muslimin Modern Islamic Boarding School using a SWOT analysis approach. This Islamic Boarding School emphasizes the learning model of learning by practicing. This strategy aims to produce a generation of students who are theoretically superior and have applicative experience in the use of Arabic. This research uses qualitative methods with observation, interview, and documentation techniques. The results showed that the main strength lies in the supportive environment of the Islamic boarding school and the quality of competent teaching staff. However, there are weaknesses, such as the low interest of students due to the complexity of Arabic vocabulary and difficulty understanding the material, which requires intensive repetition. Threats to the implementation of the course include the internal social sanctions some students feel, such as shaving their hair for not attending the course. Nevertheless, there are significant opportunities in the form of a gradual increase in the student's communicative abilities in Arabic, especially in listening and speaking skills. This finding indicates that the hands-on approach positively impacts learning Arabic in an Islamic boarding school environment.
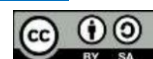
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INTRODUCTION

The Arabic language is critical in Islamic education, especially in the Islamic boarding school environment. This is due to its role as the primary

language in understanding the Qur'an, Hadits, and various classical Islamic literature. In-depth mastery of Arabic supports understanding religious texts and becomes the main provision for students who want to preach and play an active role in the global community. However, the Arabic learning methods used in many Islamic boarding schools still tend to be theory-orientated and do not involve contextual and communicative language practices (Madjid, 1997).

Islamic boarding schools are institutions where students receive education. From a historical and cultural perspective, Islamic boarding schools act as centers of community development that naturally develop into centers of Islamic culture (Safitri et al., 2022). Its existence has gained social legitimacy from the community, especially among Muslims, even before receiving official recognition from the state. Islamic boarding schools not only represent Islamic teachings but also reflect the roots of local culture born from the original traditions of the Indonesian people (Fadli, 2015).

Law No. 18/2019 on Islamic boarding schools regulates various aspects related to the implementation of the functions of education, *da'wah*, and community empowerment. This regulation recognizes Islamic boarding school education as an integral part of the national education system (Law Number 18 of 2019 concerning Islamic Boarding School). This law provides a legal basis for 39,551 Islamic boarding schools with around 4.9 million students (data from the Ministry of Religious Affairs for the odd semester of 2023/2024) in Indonesia (Maarif, 2024). This quantity should align with the increasing quality of Arabic language skills of the students in Islamic boarding schools in Indonesia.

The modern Islamic boarding school of Shohibul Muslimin, located in Serang Regency Banten, is an Islamic educational institution based on a contemporary curriculum that combines general lessons and religious lessons where both must remain balanced and has the aim of producing a cadre of scholars who are intellectuals, not intellectuals who know religion, including mastery of Arabic as a requirement for religiousness in a person. Given the importance of understanding Arabic during this period of technological development, it is highly recommended (Muid and Firman, 2024) that the internet cannot deceive us, and even Arabic-based books or the increasing development of globalization, and the educational institutions of the Shohibul Muslimin modern cottage make this Arabic language in daily conversation so that the students can use the vocabulary they have memorized.

Modern Islamic boarding school of Shohibul Muslimin tries to present a different approach. Through the learn-by-practicing method, this institution emphasizes direct practice-based Arabic learning, both in oral and written form. Students are encouraged to use Arabic daily, hoping to understand and apply the language naturally. This model is one of the main strengths of Islamic boarding schools in forming graduates who are theoretically strong and skilled in real language practice.

So far, many studies on Arabic language learning in Islamic boarding schools focus more on curriculum aspects and traditional methods such as memorization or grammar analysis. However, studies that examine and analyze

the direct practice model within the SWOT framework are still minimal. This void is the basis for the need for this research to be carried out.

SWOT analysis helps understand the internal and external conditions that affect the success of an educational policy or activity. SWOT analysis is a strategic tool used to evaluate Strengths, Weaknesses, Opportunities, and Threats in an organization or program (Robbins and Coulter, 2007). Through this SWOT analysis, it is possible to explore how the hands-on approach in the Arabic language learning program is implemented at the modern Islamic boarding school of Shohibul Muslimin. This research is expected to describe the model's strengths, weaknesses, opportunities, and challenges and contribute to developing Arabic learning strategies that are more relevant to the needs of the times. This research can effectively assess and correct the development of Arabic language courses at the Modern Islamic Boarding School of Shohibul Muslimin Banten.

METHOD

This research uses a descriptive qualitative approach that aims to describe systematically and in-depth the phenomenon of implementing Arabic language courses at the Modern Islamic Boarding School of Shohibul Muslimin, Banten. This approach is suitable for researching natural conditions, focusing on the meaning, process, and understanding of the experiences of the actors in it (Creswell, 2015). SWOT analysis was used to identify the course program's Strengths, Weaknesses, Opportunities, and Threats. The location of this research is the Modern Islamic boarding school of Shohibul Muslimin in Banten Province, which was chosen purposively because it has unique characteristics in implementing Arabic language courses as part of the student skills strengthening program. This research was conducted from January to April 2025, adjusting to the Islamic boarding school's agenda and the informant's readiness.

Data sources consist of two types: 1) primary data obtained from in-depth interviews with course managers, Arabic language teachers, and students participating in the program; 2) secondary data sourced from internal documents. Secondary data is sourced from internal documents such as activity schedules, syllabi, evaluation reports, and other supporting archives. The data collection technique uses semi-structured interviews that allow informants to develop answers without ignoring the research focus (Sugiyono, 2019)—nonparticipatory observation to observe learning activities without being directly involved in them and documentation study. Data were analyzed using Miles and Huberman's interactive model, which consists of three main stages: 1) Data reduction: Filtering and sorting information that is considered relevant and meaningful. 2) Data presentation: Organizing data in narrative form to facilitate interpretation. 3) Conclusion drawing and verification: Preparation of temporary conclusions that are reviewed based on the consistency and validity of the data (Miles and Huberman, 2014).

This research applied source and method triangulation techniques to ensure data validity by comparing information obtained from various data collection techniques and informants (Patton, 2002). In addition, researchers also conducted a member check to confirm the findings with informants to increase the credibility of the SWOT analysis results. 2 factors form this analysis. Internal factors concerning conditions that occur within, related to management, human resources, culture, and information systems, and external factors influenced by the environment, economy, technology, and socio-culture (Fahmi, 2010). This research will identify internal and external factors that support or inhibit the teaching of Arabic in the modern boarding school of Shohibul Muslimin Banten.

RESULT

Education is a systematic and planned process that aims to develop individual potential intellectually, emotionally, socially, and physically to become productive and good moral members of society (Widayat, 2010). Education is not only limited to formal education, but education must also be comprehensive so that what we do in terms of formal or non-formal education can be an education for us. Education aims to provide knowledge and skills and instill formal values to play an active role in society and the world of work. Education can also shape character and improve individuals' overall quality of life by respecting the diversity of cultures and social backgrounds. Learning in Arabic language courses at modern boarding schools uses a class system, curriculum, and age limit. Like other formal educational institutions, modern Islamic boarding schools have a discipline and regulations system (Kasim et al., 2023).

The language course institution (*dauroh lughah*) in Shohibul Muslimin's modern boarding school is a collaboration between formal and non-formal lessons so that students can practice directly after they learn in non-formal methods. This can develop the Arabic language in students starting from *maharotul kalam*, *maharotul simaah*, *maharotul kitabah*, and the development of this language is held or operationalized for those who already understand Arabic so that there is no doubt in the application of this education. The teacher must prepare the material before teaching it to the students. This is evidence of the seriousness of the education and development of Arabic in Shohibul Muslimin educational institutions. Before the students understand the methodology of language, especially Arabic (*nahwu* and *shorof*), they must first memorize the vocabulary that has been given to the board every morning after dawn and must report it to the board so that when they have improved in memorizing vocabulary, it can make it easier to understand the science of tools.

SWOT analysis can provide criticism and evaluation along with strategic planning in an institution or the realm of organizations or institutions. The abbreviation of SWOT is Strengths, Weaknesses, Opportunities, and Threats. This can help formulate strategic procedures to take advantage of the opportunities and strengths in the institution or organization. The following

results of in-depth interviews, observations, and document analysis at the modern Islamic boarding school of Shohibul Muslimin found four main aspects in the SWOT analysis of Arabic language courses:

Strengths

Strengths are specific resources, capabilities, or advantages that a company has over its competitors and by the market demands it is or will be serving. These strengths reflect distinctive competencies that provide a competitive advantage. These strengths may include financial resources, reputation, leadership position, community relations, and other supporting factors (Robinson, 1997). Strengths refer to internal aspects that can be an advantage or advantage for organizations or institutions in helping achieve the expected ideals and the desired goals. This includes resources, skills, abilities, and other factors that make the entity superior to competitors. The following is an analysis of the strengths found:

Having Excellent Programs and Ideals in Improving the Intellectual Quality of The Students
Islamic boarding schools have a vital role in the development of Islam, especially in Indonesia. This can be seen from several factors. Islamic boarding schools are the oldest educational institutions in Indonesia, so their existence is very rooted and influential in the community. Islamic boarding schools are academic institutions for the younger generation that combine ethics, morals, and religion, producing young people with noble character (Kompri, 2018). This is in line with Law No. 18/2019 on Islamic boarding schools, which recognizes and provides a legal basis for the existence of Islamic boarding schools as part of the national education system. This law regulates the implementation of the functions of education, da'wah, and community empowerment by islamic boarding schools and facilitates the development of Islamic boarding schools by the central and regional governments. The Arabic language course at the Shohibul Muslimin modern boarding school has only been developed for half a year after noticing that the students do not understand Arabic, especially reading bare Arabic, so the boarding school administrators are working and compiling superior programs to create *keulamaan* and intellectuality for the students so that this Arabic language course (*dauroh lughoh*) appears in the boarding school environment. There is a desire from Islamic boarding schools to educate their students so that they can speak international languages for their future levels, so that they can preach in the global realm so that Islam can be conveyed and spread throughout the world so that Islamic boarding schools graduates can not only understand the yellow books, but they can also go to the international level in the propagation of Islam, with this fluency in the Arabic language, the intellectuality of the students can improve better.

Having Excellent Criteria for Each Teacher
Based on the results of interviews with course managers, teachers, and students, it was found that one of the main strengths of the Arabic language course at

modern Islamic boarding school of Shohibul Muslimin is the competence of the teaching staff who are mostly graduates of Islamic boarding school who have a strong background in Arabic language teaching. The teachers of the Arabic language course are chosen in terms of their ability in Arabic and can teach well and fun so that the students are not bored in learning Arabic. When the students are bored in the lesson, they will be disliked for the Arabic language material. Therefore, Arabic language material is given to teachers who are competent in their fields to achieve the expected goals and objectives.

Figure 1. Arabic Language Learning Atmosphere of Shohibul Muslimin Islamic Boarding School

The teachers fulfill several criteria as qualified educators, namely: (1) Proficient in *nahwu*, *sharaf*, *balaghah,* and *mufradat*; (2) Have at least 1 year of teaching experience; (3) Able to use communicative and interactive methods such as *muhadatsah* and language games; (4) Have good pedagogical skills, including classroom management and learning evaluation; (5) Committed to the vision of Islamic boarding school education. Applying various learning methods, such as conversation (*muhadatsah*), memorization of vocabulary (*mufradat*), and hands-on practice, provides an advantage in the learning process by increasing student involvement and active participation.

Weaknesses
Weaknesses are internal factors that can hinder the ability of an organization or institution to achieve its goals. This includes limitations in various aspects that can reduce competitiveness or operational effectiveness. It can also identify areas that need improvement or obstacles to achieving the desired goals. This is often done by observing processes, competition, and resource deficiencies.

Limited Time and Focus
Because the majority of the student's time is used for other things such as boarding school pickets or kitab kuning studies and other religious activities, this

can cause time limitations so that students cannot learn intensively and focus on only one material, namely Arabic language development.

Less Modern Learning Facilities
Some of the facilities in the boarding school are not fully supported in terms of adequate audio-visual media to support interactive learning. Other than that, to see or hear Arabic conversations is less than optimal.
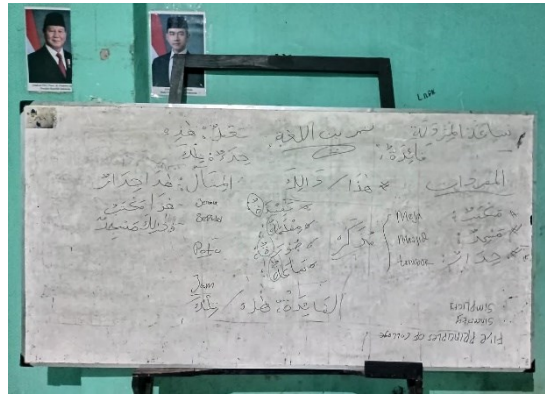
Figure 1. Arabic Language Learning Facilities of Shohibul Muslimin Boarding School

In addition, the lack of variety in modern teaching materials is also an important note. Most of the materials are still based on traditional textbooks while using digital platforms is minimal. This makes learning less contextualized for today's digital generation of students (Rozak, 2018).

Opportunities
Opportunities are external conditions that are favorable to the institution and can be exploited for progress. To identify these opportunities, institutions can compare internal factors such as strengths and weaknesses with existing external conditions. The following are the opportunities for the Arabic language course at this Islamic boarding school:

High Demand for Arabic Language Skills
As the digital era progresses, Arabic language skills are becoming increasingly important. This creates opportunities for Arabic language courses in Islamic boarding schools to expand their market coverage among local students and the general public.

Arabic Certification Programs
Many educational institutions outside Islamic boarding schools offer Arabic certification programs such as TOAFL (Test of Arabic as a Foreign Language). Islamic boarding schools can develop course programs that lead to such certification, providing additional value for students who wish to continue their education or work abroad.

Threats

Threats are external factors that can hinder and harm organizations or individuals in achieving their goals. Usually, these threats are from competitors and economic, social, or technological changes that can reduce performance or competitiveness. Threats are unfavorable environmental factors in an institution that, if not overcome, will become obstacles for the institution both now and in the future. Threats disrupt an institution's current or desired position (Robinson, 1997). Here is the threat of this Islamic boarding school's Arabic course:

Contradiction of The Student Guardians to The Boarding School Program
Most student guardians do not understand the flow of boarding school education, so their children who are forced to learn Arabic complain because they are not competent. There is much material in Arabic, so if their children often do not participate in the Arabic language course activities, there will be sanctions for their behavior. This is done to educate someone to become a quality human being and be responsible for everything he does while at the boarding school.

Perceptions That Say Arabic Is Very Much Material
Although the trend of teaching Arabic continues to grow, there are still some people who think that Arabic is not very important in Islamic boarding schools because there is too much memorization of the tool books as the foundation of Arabic, and there are still many rules in terms of writing (*imla*) in terms of reading bare books (tool science), etc.

DISCUSSION

The SWOT analysis of the English language course at the modern Islamic boarding school of Shohibul Muslimin shows that although some strengths can be utilized, challenges must be overcome. The findings indicate that the program's strengths lie in its excellent programs and ideals that enhance students' intellectual quality and the high criteria for each teacher. However, weaknesses include limited time and focus and less modern learning facilities. Opportunities are present due to the high demand for Arabic language skills and the availability of Arabic certification programs. Threats arise from contradictions among student guardians regarding the boarding school's program, as many do not understand the flow of boarding school education (Jahar, 2020). Consequently, their children, who are compelled to learn Arabic, may feel incompetent and complain about the abundance of material in Arabic. If these students frequently fail to participate in Arabic language course activities, sanctions are imposed to educate them (Chakim, 2023) to become responsible individuals at boarding schools.

Several previous studies have examined similar themes in Islamic boarding schools. For instance, research on managing Arabic language programs at Islamic Boarding School Gontor highlighted the importance of planning, organizing, implementing, and evaluating them to ensure their effectiveness. The study emphasized coordination meetings, class classifications, and evaluation through

final semester exams as key program management components (Amalia et al, 2024). Similarly, a study on enhancing Arabic speaking skills in traditional pesantren identified challenges such as lack of exposure to Arabic-speaking environments and the need for innovative teaching methods to improve students' proficiency (Jaafar, 2023). These findings align with the current study's identification of strengths, weaknesses, opportunities, and threats in the Arabic language course program at Shohibul Muslimin.

The SWOT analysis used in this study supports previous findings on managing Arabic language learning programs in Islamic boarding schools. Strengths in program quality, superior ideals, and excellent teacher criteria align with strategic management theory, emphasizing the importance of strong internal resources to achieve competitive advantage (Ramadhani and Taufik, 2024). However, weaknesses such as limited time and focus and less modern learning facilities indicate challenges in implementing the strategy. Opportunities, such as the high demand for Arabic language skills and the existence of an Arabic language certification program, can be utilized to develop the program further. The threat of contradictions from guardians of students towards the Islamic boarding school program indicates the need for a more communicative and educative approach involving parents in educating their children (Ilyas, 2021).

The results of this study can positively impact changing the behavior and mindset of the community, especially guardians of students, regarding the importance of learning Arabic in Islamic boarding schools. With a better understanding of the flow of Islamic boarding school education and the benefits of learning Arabic, it is hoped that guardians of students can fully support this program. In addition, the results of this study can be a basis for the government and Islamic boarding school managers to formulate policies that support improving the quality of Arabic language learning, such as the development of digital learning and cooperation with other institutions (Syafi'i, 2020), as well as overcoming existing weaknesses and threats, this institution can improve the quality and attractiveness of Arabic language courses (Sudin and Gilang, 2023). Therefore, it is essential to continue developing the Arabic language course program by considering the existing needs and potential.

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