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Community-Based Mentoring for Nightly Group Memorization of Arabic Muhāwarah in Islamic Boarding Schools

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Abstract

I Arabic muhāwarah plays a crucial role in developing oral communication skills in Islamic boarding schools; however, consistent speaking practice outside formal classroom hours remains a persistent challenge. This community service program addresses the issue by implementing community-based mentoring for nightly group memorization of Arabic muhāwarah within the dormitory environment of an Islamic boarding school. The program aimed to strengthen speaking readiness, memorization fluency, and learner confidence through structured, collective, and mentor-supported activities integrated into students' nightly routines. Using a community-based mentoring approach, students were organized into small groups guided by mentors who facilitated guided repetition, segmented memorization, peer practice, and reflective discussion. The results indicate that the program successfully transformed irregular individual memorization into a consistent communal routine, improved pronunciation clarity and fluency, reduced speaking anxiety, and fostered greater peer collaboration and learning discipline. Students also began transferring memorized muhāwarah expressions into daily interactions beyond formal sessions. This community service initiative demonstrates that nightly group mentoring offers a practical, culturally compatible, and sustainable model for enhancing Arabic speaking practices in Islamic boarding schools without requiring curricular restructuring.

Kata Kunci:
Pendampingan Berbasis Komunitas, Muḥāwarah Bahasa Arab, Pesantren, Hafalan Kelompok, Keterampilan Berbicara.

Abstrak

Muḥāwarah bahasa Arab memiliki peran penting dalam pengembangan keterampilan berbicara santri di pesantren, namun praktik berbicara yang konsisten di luar jam pembelajaran formal masih menjadi tantangan. Program pengabdian kepada masyarakat ini bertujuan untuk memperkuat kesiapan berbicara bahasa Arab melalui pendampingan berbasis komunitas dalam kegiatan hafalan muḥāwarah secara berkelompok pada malam hari di lingkungan asrama pesantren. Program ini dilaksanakan dengan pendekatan pendampingan komunitas, di mana santri dibagi ke dalam kelompok kecil yang didampingi mentor untuk melakukan pengulangan terpandu, hafalan bertahap, praktik dialog berpasangan, serta refleksi singkat secara rutin. Hasil pelaksanaan program menunjukkan adanya peningkatan konsistensi latihan muḥāwarah, kelancaran hafalan, ketepatan pengucapan, serta kepercayaan diri santri dalam menggunakan bahasa Arab secara lisan. Selain itu, suasana belajar yang kolaboratif mendorong terbentuknya disiplin belajar, tanggung jawab bersama, dan keberanian santri dalam mempraktikkan muḥāwarah pada interaksi sehari-hari. Program ini menunjukkan bahwa pendampingan komunitas berbasis rutinitas malam hari merupakan model pengabdian yang aplikatif, berkelanjutan, dan sesuai dengan budaya komunal pesantren dalam mendukung penguatan keterampilan berbicara bahasa Arab.

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INTRODUCTION

Arabic muhāwarah (dialogue practice) occupies a central position in Islamic boarding school education as a foundational medium for developing students' oral communication skills (Masnun et al., 2025; McCombie & Al Masaeed, 2025; Muhamad Solehudin et al., 2024). Through structured dialogues, learners are introduced to functional vocabulary, common sentence patterns, and pragmatic expressions that support daily interaction in Arabic (Agil & Mahmudah, 2025; Habib et al., 2025; Mahmudah, 2025; Wardana & Baharun, 2025). However, despite its importance, many Islamic boarding schools still face persistent challenges in ensuring consistent mastery of muhāwarah, particularly in terms of memorization accuracy, fluency, and sustained learner engagement outside formal classroom hours (Arisandi & Habib, 2025; Mahmudah et al., 2024; Solehudin & Arisandi, 2024).

One of the key obstacles lies in the limited continuity of speaking practice beyond scheduled lessons. While muhāwarah materials are often introduced during daytime instruction, students frequently lack systematic guidance for reinforcement at night, a period that traditionally holds strong potential for language habituation in boarding school settings. Without structured mentoring, nightly practice tends to become individual, irregular, or purely mechanical, reducing its effectiveness in fostering confidence and communicative readiness. This gap highlights the need for a community-based approach that transforms memorization activities into guided, collaborative, and socially supported learning experiences.

Community-based mentoring offers a pedagogically relevant solution by positioning language learning as a shared practice rather than an individual burden. In the context of Islamic boarding schools, group-based nightly activities align naturally with the communal culture of dormitory life, where peer interaction, mutual correction, and collective discipline are already embedded values. Through structured mentoring, students are not only guided to memorize muhāwarah texts but are also encouraged to internalize pronunciation patterns, rhythm, and situational usage through repetition, peer modeling, and supportive feedback. This approach reinforces Arabic as a lived language rather than a purely academic subject.

Previous community service initiatives in Arabic language education have consistently emphasized the importance of practical assistance, communicative engagement, and supportive learning environments in non-Arab contexts, particularly within Islamic boarding institutions. An international community service program conducted in Malaysia demonstrated that daily Arabic dialogue mentoring (*al-Muḥāwarah al-Yawmiyyah*) effectively supported learners' confidence in using basic Arabic expressions while helping them bridge interlingual differences between Malay and Arabic usage through guided assistance and interactive dialogue practices (Baharun et al., 2025). Similarly, community service activities implemented in Malaysian Islamic institutions through experiential learning approaches showed that integrating Arabic speaking practice with real social and religious activities fostered students' fluency, spontaneity, and confidence, while simultaneously strengthening their motivation for da'wah-oriented communication (Bahri et al., 2025). At the national level, community-based mentoring programs utilizing active learning strategies and innovative instructional media, such as the Chibi book, have highlighted the role of structured assistance and engaging learning materials in creating more participatory and motivating Arabic

speaking environments for santri and madrasah students (Hanifansyah et al., 2025). In addition, community service initiatives introducing Arabic through meaningful religious sources, such as Qur'anic vocabulary adapted to learners' capacities, have shown that contextual and value-based assistance can enhance learner enthusiasm and deepen engagement with both Arabic language learning and Qur'anic memorization (Mufidah et al., 2024). Collectively, these prior community service initiatives underline that effective Arabic language development in pesantren and Islamic educational settings is best supported through sustained mentoring, dialog-based practice, and culturally sensitive assistance, providing a strong foundation for the present community-based mentoring program focusing on nightly group memorization of Arabic *muḥāwarah*.

Recent community service initiatives in Arabic language education within Islamic boarding schools and madrasah contexts have demonstrated a strong orientation toward communicative practice, learner confidence, and contextual engagement. Existing programs have focused on daily dialogue assistance (*al-Muḥāwarah al-Yawmiyyah*), experiential learning through real social and religious interactions, active learning supported by innovative instructional media, and value-based Arabic instruction derived from Qur'anic vocabulary. Collectively, these initiatives reflect a growing emphasis on moving beyond passive memorization toward interactive and meaningful Arabic speaking practice, particularly in non-Arab environments such as Malaysia and Indonesia. The current state of practice highlights the effectiveness of mentoring, dialog-based activities, and culturally sensitive approaches in fostering students' motivation, oral participation, and confidence in using Arabic as a functional language.

Despite these advancements, existing community service programs have predominantly concentrated on classroom-based activities, short-term intensive training, or context-specific interventions tied to particular instructional media or social practices. Limited attention has been given to systematic nightly assistance conducted in dormitory settings, where language habituation can be sustained as part of students' daily communal life. Furthermore, while dialog practice has been widely promoted, prior initiatives have not sufficiently explored structured group-based memorization of muḥāwarah as a collective routine supported by peer accountability and continuous mentoring. This gap indicates the need for a community service model that integrates dialog memorization, social reinforcement, and nightly consistency to strengthen Arabic speaking readiness beyond formal instructional hours.

The present community-based mentoring program contributes to the field by introducing nightly group memorization of Arabic muḥāwarah as a structured and sustainable form of language assistance within Islamic boarding school dormitories. By positioning memorization as a collective and mentored practice rather than an individual task, the program expands existing community service models toward a habit-forming and socially supported approach to Arabic speaking development. This initiative complements earlier dialog-based and experiential programs by addressing the underutilized potential of nighttime learning routines, fostering peer-supported discipline, and reinforcing Arabic as a lived communicative practice within the boarding school environment. As such, the program offers a practical and transferable model of community-based Arabic language assistance that aligns with the communal culture of pesantren and contributes to the enrichment of Arabic language community service practices in Southeast Asia.

Based on this context, the present community service program aims to facilitate nightly group memorization of Arabic muhāwarah through a structured mentoring model implemented within

Islamic boarding schools. The program focuses on providing consistent guidance, strengthening peer collaboration, and cultivating positive learning habits that support oral fluency. By integrating mentoring practices into students' nightly routines, this initiative seeks to enhance both linguistic competence and communal learning engagement, contributing practically to the improvement of Arabic speaking readiness in non-native educational environments.

METHOD

This community service program employed a community-based mentoring approach to facilitate nightly group memorization of Arabic muhāwarah within the dormitory environment of Islamic boarding schools (Gradini & Dhari, 2025). The program was designed as a guided assistance initiative that emphasized regular practice, collective participation, and supportive supervision rather than experimental comparison or hypothesis testing. By situating memorization activities in a communal setting, the program sought to strengthen language habituation through social interaction, peer accountability, and consistent exposure to spoken Arabic.

The program involved boarding school students who were organized into small groups consisting of six to ten learners. Each group was accompanied by a mentor, either a senior student or a designated language facilitator, who provided guidance throughout the nightly sessions. Activities were conducted in the boarding school dormitories during evening hours, a period traditionally allocated for religious learning and self-development, making it an appropriate time for reinforcing Arabic dialogue practice as part of students' daily routines.

Implementation of the mentoring program took place on a nightly basis over the designated service period. Each session followed a structured yet flexible flow beginning with a brief review of previously memorized muhāwarah to reinforce retention and identify common pronunciation difficulties. New dialogue materials were then introduced through guided repetition, segmented memorization, and collective recitation to support phonological accuracy and rhythm. Students subsequently practiced the dialogues in pairs or small groups, rotating roles to ensure balanced participation and encourage mutual correction within a supportive learning atmosphere.

Throughout the sessions, mentors functioned as facilitators rather than evaluators, offering immediate and constructive feedback related to pronunciation, intonation, and clarity of expression. Emphasis was placed on encouragement and consistency to reduce anxiety and foster learner confidence. Each session concluded with a short reflective moment in which students could express challenges encountered during memorization and reaffirm collective commitment to nightly practice.

Monitoring and evaluation of the program were conducted using formative and reflective indicators rather than formal testing instruments. These included observations of student participation and consistency, informal oral checks during memorization activities, mentor reflection notes, and student feedback regarding motivation and speaking confidence. Such indicators provided practical insights into the effectiveness of the mentoring process in supporting memorization fluency and sustaining engagement, in line with the developmental and service-oriented nature of the program.

The implementation of this community service activity was carried out with the approval of the Islamic boarding school authorities and integrated into routine educational activities. Participation was conducted in a respectful and supportive manner, ensuring that students' comfort

and learning pace were maintained, and no individual performance data were formally assessed or published beyond descriptive program outcomes.

RESULT AND CONCLUSION

In addition to observable improvements in consistency and fluency, the nightly group mentoring sessions revealed important pedagogical and social dynamics that support effective Arabic muhāwarah practice in non-Arab Islamic boarding school contexts. The collective memorization process functioned not merely as a linguistic exercise but as a form of social scaffolding, where peer modeling, mutual correction, and shared responsibility reinforced students' engagement and retention (Lazuardi, 2025; Lazuardi & Syarif Muhammad Syaheed, 2024; Lehtinen-Schnabel & Levänen, 2024; Nur Hanifansyah et al., 2024). This finding aligns with previous community-based Arabic language assistance programs that emphasize dialogic practice and sustained mentoring as key factors in developing speaking confidence and pragmatic competence among learners. The use of choral repetition and segmented memorization facilitated phonological awareness and reduced pronunciation fossilization, echoing outcomes reported in dialog-focused Arabic speaking programs implemented in pesantren and international service contexts. Moreover, the mentoring model supported affective dimensions of learning by creating a low-anxiety environment, a factor widely recognized as crucial for oral language development in second language contexts. Students' gradual transfer of memorized muhāwarah expressions into spontaneous daily interactions further indicates that guided memorization (Ahmed et al., 2022; Güvendir & Uzun, 2023; Syaheed & Salam, 2026), when embedded in meaningful communal routines, can bridge the gap between rote learning and functional language use, as suggested by value-based and contextual Arabic learning initiatives. These results reinforce the argument that community-based mentoring situated within dormitory life provides a sustainable mechanism for strengthening Arabic speaking readiness, complementing experiential and active learning models previously applied in Islamic educational community service programs.

The implementation of the community-based mentoring program for nightly group memorization of Arabic muhāwarah produced several meaningful outcomes related to students' participation, memorization fluency, and speaking readiness. One of the most visible results was the increased consistency of Arabic dialogue practice among students. Through structured nightly sessions, memorization activities that were previously irregular or individually performed became a collective routine supported by peer presence and mentor guidance. This regularity fostered stronger retention of dialogue texts and reduced students' hesitation in recalling memorized expressions during practice.

In terms of oral performance, students demonstrated noticeable improvement in pronunciation accuracy, rhythm, and intonation of Arabic expressions. The use of choral repetition and segmented memorization enabled learners to internalize sound patterns more effectively, while peer-based practice encouraged mutual correction in a non-threatening environment. As a result, students were able to recite and perform muhāwarah dialogues with greater confidence and smoother delivery, particularly when alternating roles during group practice.

Another significant outcome was the enhancement of learner confidence and motivation. The communal nature of the mentoring sessions reduced anxiety commonly associated with speaking Arabic individually. Students reported feeling more comfortable practicing aloud when supported by

their peers, as mistakes were treated as part of the learning process rather than as failures. This supportive atmosphere contributed to a positive emotional climate, making nightly memorization sessions more engaging and sustainable over time.

From a behavioral perspective, the program strengthened discipline and collective responsibility among participants. The presence of mentors and fixed nightly schedules encouraged punctuality and active participation, while peer accountability motivated students to prepare and review muhāwarah texts independently before sessions. This habit formation extended beyond memorization activities, reinforcing broader learning discipline within the dormitory environment.

Table 1. Comparison of Students' Arabic Muhāwarah Practice Before and After the Implementation of Community-Based Nightly Group Mentoring

Aspect	Initial Condition	Program Implementation	Observed Outcomes
Consistency of Practice	Nightly memorization was irregular and mostly individual.	Structured nightly group mentoring conducted consistently in dormitories.	Students practiced Arabic *muhāwarah* regularly with improved continuity and discipline.
Memorization Fluency	Students memorized dialogues mechanically with frequent hesitation.	Guided repetition, segmented memorization, and peer-supported practice were applied.	Dialogues were memorized more fluently with smoother recall and reduced pauses.
Pronunciation and Intonation	Pronunciation errors and uneven rhythm were common.	Choral repetition and mentor modeling emphasized phonological accuracy.	Noticeable improvement in pronunciation clarity, rhythm, and intonation.
Speaking Confidence	Many students felt anxious when practicing Arabic orally.	Supportive group atmosphere and non-evaluative mentoring reduced pressure.	Increased confidence and willingness to speak Arabic aloud during practice.
Learner Engagement	Participation varied and motivation was inconsistent.	Peer accountability and mentor supervision encouraged active involvement.	Higher engagement and sustained motivation throughout nightly sessions.
Peer Collaboration	Limited peer interaction during memorization activities.	Group-based practice and role rotation fostered collaboration.	Stronger peer support and cooperative learning culture emerged.
Language Transfer	Memorized dialogues were rarely used outside practice sessions.	Repeated guided practice reinforced functional usage.	Students began using *muhāwarah* expressions in daily interactions.



Figure 1. Community-Based Nightly Group Mentoring Session for Arabic Muhāwarah Memorization in an Islamic Boarding School Dormitory

Mentor observations further indicated that students began to transfer memorized muhāwarah expressions into spontaneous daily interactions, such as greetings and simple exchanges in Arabic outside the formal mentoring sessions. This transfer suggests that memorization supported by guided practice not only improved recall but also facilitated functional language use in authentic contexts. Overall, the results demonstrate that community-based nightly group mentoring effectively supports Arabic muhāwarah memorization while simultaneously fostering oral fluency, learner confidence, and a collaborative language-learning culture in Islamic boarding schools.

CONCLUSION

This community service program demonstrates that community-based mentoring through nightly group memorization of Arabic muhāwarah can effectively strengthen Arabic speaking practices within the Islamic boarding school environment. The program successfully transformed previously individual and irregular memorization activities into a structured, collective routine supported by mentors and peer interaction. Through guided repetition and collaborative practice, students showed improved fluency, clearer pronunciation, and greater confidence in using Arabic dialogues during daily interactions. The main contribution of this program lies in reinforcing Arabic as a lived communicative habit embedded in dormitory life, thereby extending language practice beyond formal classroom instruction.

Despite its positive impact, the program faces several limitations, particularly the absence of standardized evaluation tools and its reliance on the availability of consistent mentoring. Future community service initiatives may address these aspects by strengthening mentor preparation, diversifying muhāwarah materials based on students' daily contexts, and incorporating simple audio support to enhance pronunciation accuracy. From a practical perspective, this mentoring model offers a feasible and culturally compatible approach for Islamic boarding schools seeking to improve Arabic speaking readiness through sustainable, community-driven activities without requiring major curricular changes.

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