

## Analysis of Arabic Language Student Activities in Arabic Language Camp DPW IV ITHLA Period 2023-2024

Mandrasi Amira Saidah<sup>1</sup>, Yoke Suryadarma<sup>2</sup>, Muhammad Zaki<sup>3</sup>, Muhammad  
Hizqil Waffa<sup>4</sup>, Hairudin<sup>5</sup>

<sup>1,2,3,4,5</sup> University of Darussalam Gontor  
[mandrasi.amira@unida.gontor.ac.id](mailto:mandrasi.amira@unida.gontor.ac.id)

### Abstract

*This study examines the activities of Arabic language students at the DPW IV ITHLA 2023-2024 Arabic language camps, aiming to understand the effectiveness and impact of these camps on language acquisition. Employing a qualitative descriptive research method, data were gathered through observations, interviews, and document analysis to capture a comprehensive picture of the students' experiences and progress. The results indicate significant improvements in language proficiency, particularly in speaking and comprehension skills, attributed to immersive and interactive activities such as debates, storytelling, and cultural exchanges. Additionally, the camps fostered a sense of community and motivation among students, enhancing their engagement and enthusiasm for learning Arabic. The findings underscore the importance of experiential learning environments in language education, highlighting how structured yet flexible activities can significantly bolster language skills. This study concludes that Arabic language camps provide a valuable complement to traditional classroom instruction, offering practical insights for educators seeking to enrich their teaching methodologies and improve student outcomes in language learning.*

**Keywords:** Arabic Student, DPW IV ITHLA, KBA (Arabic Language Camp)

### Abstrak

*Studi ini meneliti aktivitas siswa bahasa Arab di kamp bahasa Arab DPW IV ITHLA 2023-2024, dengan tujuan memahami efektivitas dan dampak kamp ini terhadap perolehan bahasa. Menggunakan metode penelitian deskriptif kualitatif, data dikumpulkan melalui observasi, wawancara, dan analisis dokumen untuk mendapatkan gambaran menyeluruh tentang pengalaman dan kemajuan siswa. Hasil penelitian menunjukkan peningkatan signifikan dalam keterampilan bahasa, terutama dalam kemampuan berbicara dan pemahaman, yang disebabkan oleh aktivitas imersif dan interaktif seperti seminar bahasa, kompetisi menyanyi bahasa Arab, dan diskusi kelompok dalam bahasa Arab. Selain itu, kamp tersebut juga membangun rasa kebersamaan dan motivasi di antara siswa, meningkatkan keterlibatan dan antusiasme mereka dalam belajar bahasa Arab. Temuan ini menekankan pentingnya lingkungan belajar yang berbasis pengalaman dalam pendidikan bahasa, menyoroti bagaimana aktivitas yang terstruktur namun fleksibel dapat secara signifikan memperkuat keterampilan bahasa. Studi ini menyimpulkan bahwa kamp bahasa Arab memberikan pelengkap yang berharga bagi pengajaran di kelas tradisional, menawarkan wawasan praktis bagi pendidik yang ingin memperkaya metodologi pengajaran mereka dan meningkatkan hasil belajar siswa dalam pembelajaran bahasa.*

**Kata Kunci:** DPW IV ITHLA, KBA (Kemah Bahasa Arab), Mahasiswa Bahasa Arab

## INTRODUCTION

Arabic is one of the foreign languages that must be learned and is also an integral part of Nusantara culture.<sup>1</sup> Many phenomena demonstrate the importance of this language.<sup>2</sup> In facing the era of globalization, proficiency in Arabic is crucial and should not be underestimated. Arabic not only serves as an asset for Muslims but also functions as a means to establish international relations, deepen studies in religion, literature, and Middle Eastern history.<sup>3</sup> As the language of the Quran and Islamic knowledge, Arabic holds a strategic role in the global context.<sup>4</sup> A good understanding of Arabic is vital for students and learners. In Indonesia, Arabic education has become an integral part of the education system, both in formal institutions such as elementary schools through universities, and in non-formal learning contexts.<sup>5</sup> Additionally, Arabic learning is conducted through groups, associations, or student organizations responsible for enhancing their members' Arabic language skills.

Considering the erosion of cultural values due to the lack of intellectual interest among students, particularly in Arabic, many events need to be organized as concrete steps to build and realize Nusantara culture. To support Arabic learning and enhance language skills within organizations and student activities, there needs to be a platform that can accommodate and channel aspirations, such as organizations responsible for managing all activities and connecting them with Arabic.<sup>6</sup> Therefore, as a form of awareness of the importance of Arabic, DPW IV ITHLA (Regional Board IV of the Indonesian Arabic Language Students Association) organizes the Arabic Language Camp, which is one of the annual programs of DPW IV ITHLA, particularly for Arabic language students in East Java.

This activity aims to make Arabic one of the elements of national progress and to build and support the increasingly eroded Nusantara culture. The programs offered in this activity aim to raise student awareness, rapidly and effectively enhance language skills both theoretically and practically, and introduce new language learning methods available in the ITHLA forum. The camaraderie between Arabic language student associations and the DPW IV ITHLA management also becomes a regular activity in the Arabic Language Camp, fostering harmonious relationships between the Arabic language student associations and the DPW IV management.

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<sup>1</sup> Choirul Mahfud et al., "Islamic Cultural and Arabic Linguistic Influence on the Languages of Nusantara; From Lexical Borrowing to Localized Islamic Lifestyles," *Wacana* 22, no. 1 (May 7, 2021): 224, <https://doi.org/10.17510/wacana.v22i1.914>.

<sup>2</sup> Faizal Pikri, "The Role of the Language Environment in Improving Arabic Learning Abilities," *International Journal of Science and Society* 4, no. 2 (July 12, 2022): 346, <https://doi.org/10.54783/ijsoc.v4i2.478>.

<sup>3</sup> H. Hamidah, "Arabic Language: Between Learning Necessity and Responsibility (Ar)," *Al-Ta'rib: Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab LAIN Palangka Raya* 7, no. 1 (2019): 35.

<sup>4</sup> Ayu Sekarsari et al., "The Role of Arabic in Islamic Education," *Quality: Journal of Education, Arabic And Islamic Studies* 2, no. 3 (2024): 176, <https://doi.org/10.58355/qwt.v2i3.65>.

<sup>5</sup> Ismail Suardi Wekke, "Arabic Education and Modern Learning Construction in Muslim Minority Islamic Boarding School in Indonesia," *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab* 10, no. 2 (December 20, 2018): 66, <https://doi.org/10.24042/albayan.v10i2.3111>.

<sup>6</sup> Yoke Suryadarma and Gamal Abdul Nasir Zakaria, "Korpus Arab Pesantren: Digitizing the Work of Arabic Non-Arabic Speakers at Modern Islamic Institution Darussalam Gontor," *At-Ta'dib* 17, no. 1 (2022): 52–66.

Many previous research have discussed the analysis of Arabic language students' activities in various contexts, but researchers have not delved into more specific activities. For example, a study conducted by Dedi Mulyanto et al., titled "Analysis Of Student Activity In Developing Arabic Language Learning In The *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* 'ITHLA' Student," provided valuable insights for educators, curriculum developers, and policymakers, ultimately contributing to the improvement of Arabic language education.<sup>7</sup> Another study by Amir and Ilham, titled "The Enthusiasm Of Arabic Students In Following The ITHLA VIII Congress And Arabic Language Camp," showed that 88% of Arabic language students were very enthusiastic about participating in the Arabic language camp and the ITHLA VIII congress.<sup>8</sup> Based on these findings, it can be said that the Arabic language camp organized by DPW IV ITHLA provides an ideal educational environment that helps students improve their language skills through unique learning experiences.

However, there remains a research gap regarding the proper analysis of the effectiveness of these activities. While previous studies focused on the enthusiasm of Arabic language students in participating in events at ITHLA, those are The ITHLA VIII Congress And Arabic Language Camp and the analysis of student activities in developing Arabic within the ITHLA organization, they did not specifically discuss the impact of activities held in the Arabic language camp on student skills.<sup>9</sup> This study, however, only focuses on the activities in the Arabic language camp (KBA) held by DPW IV ITHLA for the 2023-2024 period. It aims to bridge this gap through a comprehensive and detailed analysis of Arabic language student activities at the DPW IV ITHLA camp, providing new insights based on evidence and field data.

This study underscores the importance of experiential learning environments in teaching Arabic, where structured yet flexible activities can significantly enhance students' language skills. These activities provide a unique educational experience, enabling students to apply what they have learned in real situations, thereby enhancing their language comprehension and ability to use it effectively. In addition to improving language skills, interactive activities contribute to developing a range of other skills such as critical thinking, teamwork, and problem-solving.<sup>10</sup> All these skills play a role in developing students' academic and social personalities, making Arabic language camps a comprehensive and integrated educational experience.<sup>11</sup>

Since Arabic language camps offer students the opportunity to learn through practical experience and direct interaction with their peers and teachers, they provide

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<sup>7</sup> Dedi Mulyanto, Muhammad Zaki, and Hamdan Fauzan Al-ansori, "Analysis Of Student Activity In Developing Arabic Language Learning In The *Ittihadu Thalabati Al Lughah Al Arabiyah Bi Indonesia* 'ITHLA' Student Organization," *Multaqa Nasional Bahasa Arab* 6, no. 1 (2023): 7.

<sup>8</sup> Zulfhaa Amir and Ilham Fatkhu Romadhon, "Antusias Mahasiswa Bahasa Arab Dalam Mengikuti Mukhtamar Ithla Viii Dan Kemah Bahasa Arab," *Prosiding Konferensi Nasional Bahasa Arab* 6, no. 6 (2020): 669.

<sup>9</sup> Amir and Romadhon, 663.

<sup>10</sup> Tang Tang, Valentina Vezzani, and Vikki Eriksson, "Developing Critical Thinking, Collective Creativity Skills and Problem Solving through Playful Design Jams," *Thinking Skills and Creativity* 37 (September 2020): 20, <https://doi.org/10.1016/j.tsc.2020.100696>.

<sup>11</sup> Amelia Amelia, Guijiao Zou, and Lie Jie, "The Role of Student Organizations in Improving Arabic Language Achievement and Skills," *Journal International of Lingua and Technology* 1, no. 3 (July 14, 2023): 253, <https://doi.org/10.55849/jiltech.v1i3.224>.

a dynamic educational environment that helps improve students' skills in ways that traditional classrooms alone cannot. Activities such as language seminars, singing competitions, and group discussions enhance self-confidence and the ability to express freely and fluently in Arabic. By analyzing the educational activities in the Arabic language camp DPW IV ITHLA, this study seeks to provide a deeper understanding of how these activities impact Arabic language learning. The expected outcomes of this study can provide strong evidence on the importance of using interactive activities in language teaching and offer practical guidance for educators on how to improve their educational experience.

Ultimately, it can be said that Arabic language camps represent an effective educational model that can make a significant difference in Arabic language teaching. This study aims to analyze and evaluate this model, providing insights and recommendations that contribute to the development and enhancement of Arabic language teaching methodologies in the future. We hope that this study will contribute to improving the quality of education and providing a more effective and enjoyable learning experience for students, helping them achieve their academic and linguistic goals better.

This research employed a qualitative descriptive research design with an ethnographic approach to explore the activities and experiences of students participating in the Arabic Language Camp (KBA) organized by DPW IV ITHLA during the 2023-2024 period.<sup>12</sup> The ethnographic type was chosen to deeply understand the cultural and social dynamics within the camp setting, capturing the nuanced interactions and educational processes. Researchers immersed themselves in the camp environment, observing all activities and engaging directly with participants and organizers.<sup>13</sup> This immersion allowed for a rich, contextual understanding of the activities and their impact on students' language skills and cultural awareness. The presence of the researchers was crucial in ensuring a comprehensive and authentic data collection process, which included detailed observations of the events and interactions during the camp.<sup>14</sup>

Data collection was conducted through a combination of interviews and participant observations.<sup>15</sup> Key figures such as the Secretary General of ITHLA, the Chief of DPW IV, and the Chief of the Committee, were interviewed to gain insights into the planning, execution, and objectives of the camp. These interviews provided a deeper understanding of the organizational perspective and the intended outcomes of the activities.<sup>16</sup> Observations covered the entirety of the KBA events, including seminars, competitions, and informal gatherings, allowing for a holistic view of the

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<sup>12</sup> Susan Berkowitz, *Using Qualitative and Mixed-Method Approaches*, 1st ed. (Milton Park: Taylor & Francis, 1996).

<sup>13</sup> John W Creswell, *Research Design: Qualitative, Quantitative, and Mixed Methods Approaches*, ed. J David Creswell, 3rd ed. (London: SAGE Publications, Inc, 2009).

<sup>14</sup> Chinyere Ugwu and Val Eze, "Qualitative Research," *International Digital Organization for Scientific Research IDOSR* 8, no. 1 (January 18, 2023): 20–35.

<sup>15</sup> Karine da Silva Santos et al., "The Use of Multiple Triangulations as a Validation Strategy in a Qualitative Study," *Ciencia & Saude Coletiva* 25 (2020): 655–64.

<sup>16</sup> Margaret Harrell and Melissa Bradley, "Data Collection Methods. Semi-Structured Interviews and Focus Groups," January 1, 2009, 147.

students' engagement and learning processes.<sup>17</sup> The data analysis involved coding and thematically analyzing the collected data to identify recurring patterns and themes related to the effectiveness of the camp activities.<sup>18</sup> This method ensured that the findings accurately reflected the experiences and perspectives of the participants, providing valuable insights into the role of such immersive educational environments in language learning and cultural exchange.

## RESULTS AND DISCUSSION

### DPW IV ITHLA Arabic Language Camp

The Arabic Language Camp is an annual event organized by the *Ittihadut Thalabah Al-Lughah Al-Arabiyyah* (ITHLA).<sup>19</sup> This event is intended for all Arabic language students from DPW IV, which includes East Java, Bali, and West Nusa Tenggara, aiming to foster camaraderie among Arabic language students in these regions and to strengthen connections among the DPW IV members.<sup>20</sup> The event is held offline at the Language Hall of UIN Maulana Malik Ibrahim Malang and the Bedengan Camping Ground in Malang. Attendees of the Arabic Language Camp include the organizing committee, speakers, participants, and invited guests. The topics discussed at this event revolve around "education and language," covering all aspects related to education and language, including structure, usage, and function in communication. These topics encompass several aspects such as morphology, syntax, semantics, etc., and are presented on Saturday, July 6, 2024. Through this material, Arabic language students gain a deeper understanding of language and education.

The objectives of this event are as follows, 1). To foster camaraderie among Arabic language students across DPW IV (covering East Java, Bali, and West Nusa Tenggara) and among the DPW IV ITHLA members. 2). To empower students on a large scale in both academic and non-academic Arabic language competencies. 3). To promote the culture of the Arabic language within the campus environment. 4). To enhance the culture of Arabic language and literature in line with the changing times. 5). To establish connections and cooperation among students represented by the student organizations from various departments, including Arabic Language Education, Translation, Islamic Studies, and Language and Literature across Indonesia. 6). To realize the ideals of the Tri Dharma of higher education in its proper place. 7). To serve as a platform for Arabic language students to develop their academic and organizational potential.<sup>21</sup>

The event lasted for two days and one night, with the first day taking place at UIN Maulana Malik Ibrahim Malang and the remaining time at the Bedengan Camping Ground in Malang. The event consisted of five main activities: (1) A national seminar led by Ustadz Makki Hasan, a lecturer in Arabic language education

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<sup>17</sup> Barbara B. Kawulich, "Participant Observation as a Data Collection Method," *Forum Qualitative Sozialforschung / Forum: Qualitative Social Research* 6, no. 2 (May 31, 2005), <https://doi.org/10.17169/fqs-6.2.466>.

<sup>18</sup> Glenn A. Bowen, "Document Analysis as a Qualitative Research Method," *Qualitative Research Journal* 9, no. 2 (August 3, 2009): 27–40, <https://doi.org/10.3316/QRJ0902027>.

<sup>19</sup> "Draft AD,ART, GBHO Dan PPTA ITHLA Mukhtar XI" (DPP ITHLA, 2023), 12.

<sup>20</sup> "Draft Rapat Kerja Wilayah Dewan Pimpinan Wilayah (DPW) IV ITHLA (Jawa Timur, Bali, NTB)" (DPW IV ITHLA, 2024), 29.

<sup>21</sup> "Laporan Pertanggung Jawaban Kegiatan Kemah Bahasa Arab DPW IV ITHLA" (DPW IV ITHLA, 2024), 4.

at UIN Maulana Malik Ibrahim Malang. (2) A Ghina' Arabi (Arabic singing) competition, featuring 10 participants from each group. (3) The Arabic Language Camp at the Bedengan Camping Ground in Malang. (4) A forum group discussion (FGD) facilitated by senior ITHLA members. (5) A group exercise session for all participants of the Arabic Language Camp. (6) Non-formal competitions such as threading a straw into a bottle and inserting a nail into a bottle, among others.

The target audience for this event included all members and Arabic language students who are part of DPW IV ITHLA (The Association of Arabic Language Students in Indonesia) from various universities in East Java, Bali, and West Nusa Tenggara. The expected number of participants for the Arabic Language Camp (KBA) was around 100 individuals, consisting of students from the Arabic Language Education Department (PBA) and the Arabic Language and Literature Department (BSA). The organizing committee comprised 59 members, all of whom were students from the PBA and BSA departments at UIN Maulana Malik Ibrahim Malang. Participants included students from the PBA and BSA programs under the auspices of DPW IV ITHLA, representing institutions from East Java, Bali, and West Nusa Tenggara, totaling 106 individuals.<sup>22</sup>

### **Analysis of Arabic Language Student Activities in Arabic Language Camp**

The Arabic Language Camp (KBA) organized by DPW IV ITHLA for the 2023-2024 period served as a comprehensive platform for enhancing Arabic language proficiency among students. This analysis focuses on the various activities conducted during the camp and evaluates their effectiveness in fostering language skills and personal development. The activities included a national seminar, competitions, an immersive camp experience, a forum group discussion (FGD), joint exercises, and non-formal competitions. Each of these activities contributed uniquely to the students' overall learning experience.

#### **1. National Seminar**

The national seminar titled "Correlation of Arabic Language and Personal Branding of Arabic Language Students" was a cornerstone of the Arabic Language Camp organized by DPW IV ITHLA. Led by Al-Ustadz Ahmad Makki Hasan, a renowned expert in Arabic language education, this seminar aimed to explore the intersection between Arabic language proficiency and personal branding for students. The session provided valuable insights into how mastering Arabic can significantly enhance a student's personal and professional image, which is crucial in today's competitive job market. The seminar was structured to first introduce the concept of personal branding and its relevance to Arabic language learners. Al-Ustadz Hasan highlighted the importance of Arabic as not only a linguistic asset but also a strategic tool for building a strong personal brand.<sup>23</sup> He demonstrated how proficiency in Arabic could open doors to various career opportunities, enhance intercultural communication skills, and strengthen professional networks. By integrating real-world examples and case studies, Hasan effectively illustrated the practical benefits of personal branding for Arabic language students.

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<sup>22</sup> "Laporan Pertanggung Jawaban Kegiatan Kemah Bahasa Arab DPW IV ITHLA," 5.

<sup>23</sup> Ahmad Makki Hasan, "Korelasi Bahasa Arab Dan Personal Branding Mahasiswa Bahasa Arab" (Seminar Nasional KBA DPW IV ITHLA, UIN Maulana Malik Ibrahim Malang, 2024), 15.

For members of ITHLA, the seminar was instrumental in reinforcing the organization's mission to promote Arabic language learning and its application in professional settings. It offered a platform for ITHLA members to engage with current trends and strategies in personal branding, aligning with the organization's goals of fostering academic and professional growth among its members. The insights gained from the seminar were expected to enrich ITHLA's future programs and initiatives, ensuring that they address the evolving needs of Arabic language students. Participants of the seminar reported that the session was highly effective in bridging the gap between academic learning and career development. The seminar's interactive format, which included Q&A sessions and group discussions, allowed attendees to actively engage with the material and reflect on their personal branding strategies.<sup>24</sup> Many participants expressed newfound motivation to leverage their Arabic skills for personal and professional advancement, citing the seminar as a key factor in enhancing their understanding of how language proficiency contributes to building a compelling personal brand.

## 2. Competitions: Ghina Aroby (Arabic Song)

The Ghina Aroby competition, a central activity of the Arabic Language Camp, was a dynamic and engaging event designed to celebrate Arabic music and enhance students' linguistic skills through performance. This competition featured participants from various groups, each showcasing their talents in Arabic song, known as "Ghina Aroby." The event was structured to allow ten participants per group to perform, providing a platform for students to demonstrate their vocal abilities and proficiency in Arabic through musical expression. Each performance in the Ghina Aroby competition was assessed based on criteria such as pronunciation, fluency, musicality, and overall presentation. The competition was designed not only to highlight individual talents but also to foster a sense of camaraderie and cultural appreciation among participants. By incorporating Arabic music into the language learning process, the competition aimed to make language practice more engaging and enjoyable.<sup>25</sup>

The effectiveness of the Ghina Aroby competition was evident in several key areas. Firstly, the event provided participants with a unique opportunity to practice Arabic in a creative and informal setting. Singing in Arabic allowed students to enhance their pronunciation and fluency while enjoying the artistic aspects of the language.<sup>26</sup> Participants reported that the competition helped improve their confidence in using Arabic, as performing in front of an audience encouraged them to overcome language barriers and engage more deeply with the language. Additionally, the competitive nature of the event fostered a supportive environment where students could learn from each other's performances. Feedback from judges and peers offered constructive insights, which participants used to refine their skills. The lively and enthusiastic atmosphere of the competition also contributed to a

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<sup>24</sup> Laurie Posey and Laurie Lyons, "The Instructional Design of Online Collaborative Learning," *Journal of Education Research* 5 (2011).

<sup>25</sup> Zaharul Lailiddin Saidon, Mohd Fahrur Rozi Bin Ismail, and Mohd Nizam Nasrifan, "Fun Learning Through the Integration of Music and Arabic Language Lessons: A Review of Literatures," *International Journal of Academic Research in Progressive Education and Development* 10, no. 3 (August 24, 2021): 276, <https://doi.org/10.6007/IJARPED/v10-i3/10905>.

<sup>26</sup> Sanitah Mohd Yusof et al., "The Singing Method In Teaching And Learning Process In Helping Students To Master Arabic Lexical," *Man In India* 96, no. 1–2 (2016): 79.

positive and memorable experience for all involved. Overall, the Ghina Aroby competition was highly effective in promoting Arabic language learning through music. It not only provided a platform for students to showcase their talents but also enhanced their language skills in a fun and culturally rich context. The competition's success highlighted the benefits of integrating creative activities into language education, demonstrating how such events can make learning more interactive and enjoyable.

### 3. Arabic Language Camp at the Bedengan Camping Ground

The Arabic Language Camp held at the Bedengan Camping Ground in Malang was a significant event designed to immerse participants in an engaging and interactive environment for Arabic language learning. This camp, set in a natural outdoor setting, aimed to combine educational activities with experiential learning, creating a comprehensive and enriching experience for both ITHLA members and other participants. The camp's activities were carefully planned to foster both language acquisition and community building.<sup>27</sup> Throughout the camp, participants engaged in a range of structured activities, including interactive language workshops, team-building exercises, and cultural immersion experiences. These activities were designed to reinforce Arabic language skills in practical contexts, moving beyond traditional classroom settings.

The effectiveness for ITHLA Members, the camp was an opportunity to strengthen their organizational skills and enhance their leadership capabilities. By organizing and managing various aspects of the camp, including logistics, scheduling, and facilitating activities, ITHLA members gained valuable experience in event coordination and team management. This hands-on experience not only contributed to their professional development but also helped them better support and mentor the participants, enriching their roles within the organization. The camp also allowed ITHLA members to directly observe and assess the effectiveness of different language learning strategies in a real-world setting. They could evaluate how well the activities engaged participants and contributed to their language development, providing insights for future program improvements.

The effectiveness for Participants, the Bedengan Camping Ground setting provided a unique and stimulating environment that enhanced their learning experience. The outdoor location, away from the usual classroom environment, encouraged students to immerse themselves fully in the Arabic language and culture. Activities such as group discussions, language games, and cultural exchanges were integrated into the camp, promoting practical language use and improving participants' communication skills. The camp's interactive and collaborative nature helped participants build stronger language skills through peer interaction and real-life application. The informal setting allowed for more relaxed and engaging language practice, leading to increased confidence and fluency. Additionally, the shared experiences and group activities fostered a sense of community and teamwork among participants, making the learning process more enjoyable and effective. Overall, the Arabic Language Camp at Bedengan Camping Ground successfully combined education with a unique outdoor experience, effectively supporting both

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<sup>27</sup> A. Fawazien Ready, "The Implementation Of English Camp In Teaching And Learning Of Speaking Ability At English Area Of Latee Annuqayah Islamic Boarding School" (IAIN Jember, 2021).



ITHLA members and participants in their language learning journey. The camp's design and execution demonstrated the benefits of integrating experiential learning with traditional educational methods, highlighting the positive impact of immersive and interactive language learning environments.

#### 4. Forum Group Discussion (FGD)

The Forum Group Discussion (FGD) conducted in Arabic during the Arabic Language Camp was a pivotal component aimed at fostering deeper engagement and understanding among participants. This interactive session was designed to provide a platform for open dialogue, exchange of ideas, and collaborative learning, all conducted in Arabic to maximize linguistic immersion and practice.<sup>28</sup> The FGD brought together all camp participants and was facilitated by experienced ITHLA seniors, who guided the discussions on various topics relevant to Arabic language learning and cultural understanding. The discussions were structured around themes such as the challenges of learning Arabic, the impact of Arabic on personal and professional development, and strategies for effective language acquisition. Participants were encouraged to share their experiences, ask questions, and engage in debates, all in Arabic, which promoted active language use in a supportive setting.

For ITHLA members, the FGD provided an invaluable opportunity to practice their facilitation skills and engage directly with the camp's participants. By leading the discussions, ITHLA seniors could model effective communication strategies and address the participants' concerns and interests. This role allowed them to refine their leadership abilities and gain insights into the needs and perspectives of Arabic learners. Additionally, the FGD served as a feedback mechanism for ITHLA members to assess the effectiveness of the camp's activities and identify areas for improvement.<sup>29</sup> For the participants, the FGD was highly effective in enhancing their language skills and deepening their understanding of the Arabic language and culture. Engaging in discussions in Arabic allowed them to practice their language skills in a real-world context, improving their fluency and confidence. The interactive format of the FGD encouraged participants to use Arabic actively, fostering better comprehension and expressive capabilities.<sup>30</sup> The diverse perspectives shared during the discussions also enriched participants' cultural knowledge and provided practical insights into the language's application.

#### 5. Joint Exercise with All Participants

The joint gymnastic session, held with all participants of the Arabic Language Camp, was a dynamic and engaging activity designed to promote physical well-being, foster team spirit, and provide a refreshing break from the more intensive academic sessions. This activity was organized to ensure that participants remained physically

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<sup>28</sup> Abdelrahim Fathy Ismail et al., "Improving Foundational Language Skills of Standard Arabic in Early Childhood by Using Language Immersion-Based Learning Enhanced with Art Activities," *Educational Administration: Theory and Practice* 30, no. 4 (2024): 5955, <https://doi.org/10.53555/kuey.v30i4.1195>.

<sup>29</sup> Dewi Tantri Kusuma Rahmadani, "Effectiveness of Online Focus Group Discussion on English Reading Skill: A Classroom Action Research During Pandemic Covid-19," *ELT Worldwide: Journal of English Language Teaching* 9, no. 2 (2022): 252.

<sup>30</sup> Holis Holis, Laily Fitriani, and Abdul Aziz, "Implementasi Metode Focus Group Discussion (FGD) Pada Pembelajaran Bahasa Arab Di Institut Nahdlatul Ulama Ciamis," *Borneo Journal of Language and Education* 4, no. 1 (2024): 18–31.

active and energized throughout the camp, enhancing their overall experience and contributing to a balanced approach to learning. The joint gymnastic session was structured as a group exercise involving a series of physical activities and routines led by a fitness instructor. The session included a mix of warm-up exercises, stretching routines, and group aerobic activities. Designed to be inclusive and accessible, the exercises were tailored to accommodate participants of varying fitness levels, ensuring that everyone could participate and benefit from the session. The gymnastic activities were coordinated with lively music, creating an energetic and enjoyable atmosphere that encouraged full participation.

The effectiveness For ITHLA members was, the joint gymnastic session served as an opportunity to promote wellness and build camaraderie among participants. Organizing and leading the session allowed ITHLA members to demonstrate their commitment to the well-being of the camp's attendees and foster a positive and supportive environment. This activity also provided ITHLA members with valuable experience in event coordination and group management, enhancing their leadership skills and their ability to engage participants in a holistic manner. For the participants, the joint gymnastic session offered several benefits. Physically, the exercise routines helped to invigorate and refresh participants, providing a much-needed break from the mental exertion of the camp's educational activities. Engaging in physical activity promoted physical fitness, improved mood, and increased energy levels, contributing to overall well-being. Socially, the session facilitated bonding among participants, as they exercised together and shared in a collective experience. This sense of camaraderie helped strengthen group dynamics and fostered a supportive and friendly atmosphere.

## 6. Non-Formal Competitions

The non-formal competitions held during the Arabic Language Camp were a series of engaging and playful activities designed to add an element of fun and creativity to the camp experience. These competitions included tasks such as threading a straw into a bottle and inserting a nail into a bottle, among others. The primary goal was to offer participants a break from formal learning activities while still fostering skills such as problem-solving, teamwork, and creativity. The non-formal competitions were structured to be inclusive and accessible, encouraging all participants to engage in the activities regardless of their skill level. For instance, threading a straw into a bottle required precision and dexterity, while inserting a nail into a bottle demanded focus and coordination. These activities were designed to be light-hearted yet challenging, providing a fun way to practice critical thinking and coordination. Participants were divided into small teams to encourage collaboration and foster a sense of camaraderie.

The effectiveness for ITHLA Members was, organizing and overseeing the non-formal competitions offered valuable experience in event planning and management. By coordinating these activities, ITHLA members demonstrated their ability to create engaging and enjoyable experiences for participants. The competitions allowed them to interact with participants in a less formal setting, facilitating stronger connections and a better understanding of their interests and capabilities. Moreover, managing the logistics of these activities honed their organizational skills and provided insights into effective team-building strategies. For participants, the non-formal competitions served multiple beneficial purposes.

Firstly, these activities provided a refreshing break from the academic rigor of the camp, helping to reduce stress and increase overall enjoyment. The playful nature of the competitions promoted a relaxed atmosphere, allowing participants to bond with one another in a non-academic context. Additionally, the challenges presented in these activities encouraged participants to think creatively and work collaboratively, enhancing their problem-solving skills and teamwork abilities. The sense of accomplishment and the fun derived from these activities contributed to a positive camp experience, making the learning process more enjoyable and memorable.

## Discussion

### Impact and Insights

The Arabic Language Camp provided a multifaceted approach to language learning, combining academic, cultural, and practical experiences.<sup>31</sup> The activities were carefully designed to address various aspects of language proficiency, including speaking, listening, and cultural comprehension. The camp's success in enhancing these skills was evident in the positive feedback from participants, who reported increased confidence and fluency in using Arabic. One of the significant takeaways from the camp was the importance of a holistic approach to language learning.<sup>32</sup> By integrating cultural elements, such as music and storytelling, with practical language use in real-life contexts, the camp provided a rich and engaging learning experience. The role of senior students and mentors was also crucial in providing guidance and support, creating a nurturing environment for language acquisition.<sup>33</sup>

The camp also highlighted the need for continued innovation in Arabic language education. The integration of non-traditional teaching methods, such as immersive camps and cultural activities, can significantly enhance language learning outcomes.<sup>34</sup> The positive response to the camp suggests that similar initiatives could be beneficial for Arabic language programs across Indonesia. The Arabic Language Camp organized by DPW IV ITHLA was a successful initiative that significantly contributed to the development of Arabic language skills among its participants. The diverse range of activities provided a comprehensive learning experience that went beyond traditional classroom instruction. The camp's emphasis on cultural immersion, practical language use, and community-building activities created an enriching environment for Arabic language learners. Future programs could build on this success by incorporating more technological tools and expanding the scope of cultural activities, further enhancing the learning experience for students.

#### a. Experiential Learning

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<sup>31</sup> Zera Ilhami and A Syahid Robbani, "Arabic Language Learning in a Comprehensive Approach (Theoretical Study)" 20, no. 2 (December 2021): 1240.

<sup>32</sup> Mochamad Afroni, "Pendekatan Holistik Dalam Meningkatkan Pembelajaran Bahasa Arab," *Al-Lahjah: Jurnal Pendidikan, Bahasa Arab, Dan Kajian Linguistik Arab* 1, no. 2 (2018): 1.

<sup>33</sup> Diane L. Lorenzetti et al., "The Role of Peer Mentors in Promoting Knowledge and Skills Development in Graduate Education," ed. Gwo-Jen Hwang, *Education Research International* 2020 (November 8, 2020): 1, <https://doi.org/10.1155/2020/8822289>.

<sup>34</sup> Nurkhamimi Zainuddin, "Technology Enhanced Language Learning Research Trends and Practices: A Systematic Review (2020-2022)," *Electronic Journal of E-Learning* 21, no. 2 (February 20, 2023): 69, <https://doi.org/10.34190/ejel.21.2.2835>.

Experiential Learning theory, as articulated by David Kolb, posits that learning is most effective when it is grounded in direct, hands-on experiences.<sup>35</sup> The Arabic Language Camp at DPW IV ITHLA exemplifies this principle through its diverse range of activities designed to immerse students in practical language use. According to Hamdan Fauzan Al-ansori, the Secretary General of ITHLA, the camp's activities were meticulously planned to provide students with real-world contexts for applying their Arabic skills. This approach not only reinforces theoretical knowledge but also enables students to internalize their learning through practice.<sup>36</sup> The national seminar titled "Correlation of Arabic Language and Personal Branding of Arabic Language Students," featuring Al-Ustadz Ahmad Makki Hasan, highlighted the intersection of academic knowledge and practical application. This seminar provided participants with a platform to explore the relevance of Arabic language skills in professional settings, linking theoretical concepts with real-world applications. The effectiveness of this seminar lay in its ability to connect classroom learning with career-oriented outcomes, thus enhancing students' motivation and engagement.

Competitions such as Ghina Aroby (Arabic Song) and non-formal activities like threading a straw into a bottle further exemplify experiential learning. These activities required students to actively use their Arabic skills in creative and competitive contexts, thereby solidifying their language proficiency through practice and interaction. The Chief of DPW IV, Riyan, emphasized that such activities not only improved students' language abilities but also fostered a sense of achievement and confidence.<sup>37</sup> The Arabic Language Camp at Bedengan Camping Ground provided an immersive environment where students could apply their language skills in a less formal setting. The camp's structure, including joint gymnastics and various non-formal competitions, offered opportunities for experiential learning outside of traditional classroom environments. By engaging in these activities, students experienced firsthand the practical use of their language skills, reinforcing their learning and contributing to their overall development.

#### b. Social Interaction and Community Building

The theory of Social Interaction and Community Building underscores the importance of social contexts in the learning process. The Arabic Language Camp was designed to foster social interactions among participants, thereby building a supportive learning community.<sup>38</sup> According to Fadhilah Rizkia Raza, the Chief of the Committee, the camp's activities were structured to promote collaboration, communication, and mutual support among students.<sup>39</sup> The Forum Group Discussion (FGD) was a key component in fostering social interaction. Led by

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<sup>35</sup> David A. Kolb, Richard E. Boyatzis, and Charalampos Mainemelis, "Experiential Learning Theory: Previous Research and New Directions," in *Perspectives on Thinking, Learning, and Cognitive Styles* (Routledge, 2014), 4.

<sup>36</sup> Hamdan Fauzan Al-ansori, Wawancara Dengan Sekretaris Jendral DPP Periode 2023-2025, 2024.

<sup>37</sup> Riyan, Wawancara Dengan Ketua DPW IV ITHLA Periode 2023-2024, 2024.

<sup>38</sup> Ahmad Nurcholis et al., "Social Reality-Based Arabic Language Learning in Islamic Senior High School," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (June 30, 2022): 20, <https://doi.org/10.15408/a.v9i1.25374>.

<sup>39</sup> Fadhilah Rizkia Raza, Wawancara Dengan Ketua Pelaksana KBA DPW IV ITHLA 2024, 2024.

ITHLA seniors, the FGD provided a platform for students to engage in meaningful dialogues about the Arabic language and its applications.<sup>40</sup> This interactive format allowed participants to share their perspectives, ask questions, and benefit from the collective knowledge of their peers and mentors. The social interaction facilitated by the FGD not only enhanced participants' understanding of the Arabic language but also strengthened their sense of belonging within the ITHLA community.

Joint gymnastics and non-formal competitions also played a significant role in community building. These activities encouraged teamwork and cooperation, allowing students to bond over shared experiences and challenges. The informal nature of these activities fostered a relaxed and supportive environment, where students could connect with each other outside of academic contexts. This social interaction contributed to the development of a cohesive and collaborative learning community. The findings from this study highlight the effectiveness of integrating experiential learning and social interaction into language education. By providing students with hands-on experiences and opportunities for social engagement, the camp created a dynamic learning environment that enhanced both language skills and personal development.

## CONCLUSION

The analysis of Arabic language student activities in the Arabic Language Camp organized by DPW IV ITHLA for the period 2023-2024 reveals a significant impact on the participants' language skills and personal development. The diverse activities, including a national seminar, cultural competitions, immersive camp experiences, forum group discussions, and non-formal competitions, provided a comprehensive platform for enhancing Arabic language proficiency. These activities not only improved the students' speaking, listening, and cultural understanding but also fostered a sense of community and personal branding. The camp's holistic approach to language learning, combining academic and practical experiences, successfully addressed the students' needs for a more engaging and effective educational environment.

For future research, it is suggested to explore the integration of advanced technological tools, such as AI-driven language learning applications, in similar educational programs. This could provide insights into the potential of technology-enhanced learning environments for further improving language acquisition. Additionally, examining the long-term impact of such immersive experiences on language retention and proficiency would be valuable. The findings of this research contribute to the broader field of language education, highlighting the importance of experiential learning and cultural immersion in language acquisition. This study underscores the need for innovative approaches in language education, encouraging educators and policymakers to incorporate diverse and interactive methodologies to enhance learning outcomes.

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<sup>40</sup> Yoke Suryadarma et al., "Kaifa Kuntūr Qāma Bitashjī 'Nahwa Aṭ-Ṭullāb Al-Judud Min Qabā'il Mukhtalifah Fī Indūnīsiyā Litataḥaddath Bil-'Arabīyah Fī Ḥayātihim Al-Yawmiyah? How Gontor Encouraged New Students From Different Tribes In Indonesia To Speak Arabic In Their Daily Lives?," *Al Mahara: Jurnal Pendidikan Bahasa Arab* 10, no. 1 (2024): 128–144.

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