

APPLICATION OF PARE METHOD IN ARABIC DAUROH PROGRAM AT EASY INSTITUTE “ENGLISH AND ARABIC COURSE”

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Abstract: In recent years, there has been a rapid increase in public interest in learning Arabic, particularly in the Pare area of Kediri, known as the “Language Village.” One institution that has attracted attention is Easy “English and Arabic Course,” which offers an intensive and communicative approach to learning Arabic through the adaptation of the Pare Method. This study aims to analyze how the method is applied in the context of the course and its impact on the social transformation of participants. Using a qualitative approach with a case study design, data was collected through observation, in-depth interviews, and documentation. The findings indicate that the integration of the Pare Method into the Dauroh program creates a learning environment that supports rapid and natural language acquisition, as well as fostering significant changes in participants' attitudes, habits, and social interaction patterns. These findings suggest that language learning is not only cognitive but also has a strong social dimension. This study contributes theoretically to sociolinguistic research and practically to the development of community-based Arabic language curricula.

Keywords: *Arabic Language Course, Social Transformation, Pare Method*

Introduction

In the era of globalization and society 5.0, the need for rapid and practical Arabic language proficiency (Hasanah, 2022) is increasing among various segments of society (Jamil & Agung, 2022). Arabic is no longer studied solely for religious purposes, but also as a means of international communication (Alanzi et al., 2023), career development, and access to the vast wealth of Islamic knowledge (Mohamed et al., 2025).

As public interest in Arabic has grown, various formal and non-formal institutions have begun offering intensive learning programs (Lachkar, 2022) such as Dauroh Bahasa Arab (Ihwan et al., 2020). This program was created in response to the public's need for practical, fast, and relevant Arabic learning methods that meet the demands of worship, study, and the world of work in the digital age (Mohamed et al., 2025).

In recent years, there has been a rapid increase in public interest in learning Arabic, particularly in the Pare area of Kediri, known as the “Language Village.” One institution that has attracted attention is Easy “English and Arabic Course,” which offers an intensive and communicative approach to learning Arabic (Celik et al., 2025). This phenomenon reflects the growing awareness among students, university students, and religious boarding school students of the importance of mastering the Arabic language, whether for academic, religious, or professional purposes (Nafiesatinnaja et al., 2022). This trend is not only local but also national, as evidenced by the report from the Research and Development Agency of the Ministry of Religious Affairs of the Republic of Indonesia (2023), which notes an increase in public participation in Arabic-based religious literacy enhancement programs across various regions (Alwi, 2022).

Additionally, many participants in the Easy Course program come from outside Java, indicating the institution's broad appeal and influence.

This phenomenon has had a significant impact on social life and cultural values (Alsubaie, 2022). Arabic is not only positioned as a means of scientific communication, but also as a symbol of religious identity and an instrument of social mobility (Khairunnisa et al., 2023). The intensive Dauroh program designed at Easy Course has proven effective in creating a vibrant Arabic-language environment that closely mirrors the practical use of the language in Arab countries, despite being conducted in a local context. This has led to changes in behavior, thinking patterns, and social networks among participants upon their return to their home regions.

Examining this phenomenon is important, both academically and practically. Academically, it is necessary to explore how the learning methods used—such as the direct method à la Pare—can influence the effectiveness of Arabic language acquisition in a short period of time. Practically, the results of this study can provide concrete recommendations for the development of curricula and Arabic language training models in other non-formal institutions (Umam, 2021). Empirical evidence from field observations, participant testimonials, and Easy Course's internal data shows that this intensive approach yields significant results in achieving basic language proficiency (Nurcholis et al., 2022). Therefore, this phenomenon warrants in-depth study to formulate a more efficient, practical, and contemporary teaching model for Arabic that aligns with the needs of the Muslim community (Ali et al., 2020).

Research on Arabic language learning in Indonesia has developed rapidly over the past two decades (Dahleez et al., 2023). Several studies have highlighted teaching methods, the effectiveness of intensive programs (Patriani & Warsah, 2022), and social dynamics in language course environments. To provide a solid scientific foundation for this research, previous studies can be classified into three main categories: (1) research on Arabic language learning methods (Khalil, 2022), (2) studies on intensive programs and immersive environments (Al Faruq et al., 2023), and (3) studies on the role of non-formal institutions such as Pare in foreign language learning (Khairunnisa et al., 2023). However, most of this research focuses on English language learning, while in-depth studies on Arabic language teaching in institutions such as Easy Course remain limited. This is despite the fundamental differences in cultural context, learning objectives, and types of teaching materials between Arabic and English, which require a distinct analytical approach. From these three categories, several important gaps that have not been addressed by previous research can be identified: 1) The lack of empirical studies that systematically evaluate the application of the Pare method in Arabic language teaching, especially in non-formal institutions such as Easy Course. 2) The lack of research linking the effectiveness of language learning with changes in participants' social behavior in an immersive environment. 3) There are no studies that holistically analyze the integration of methods, materials, media, and learning environments in non-formal Arabic language programs.

Therefore, this research is important to address these gaps, focusing on intensive Arabic language learning practices at Easy Course, examining the methodological approaches applied, and comprehensively assessing their impact on participants' language proficiency and social transformation. Based on previous literature reviews, it is clear that there are still gaps in studies on Arabic language learning, particularly in the context of non-formal institutions using intensive approaches such as the Pare method.

Therefore, this study aims to fill this gap by providing empirical and conceptual contributions to the development of Arabic language learning methods in non-formal settings. Specifically, the objectives of this study are as follows:

To analyze the application of the Pare method in the Arabic Language Dauroh program at the Easy “English and Arabic Course” Institute, with a focus on learning strategies, media use, learning environments, and the role of instructors (Hendra, 2023). To evaluate the effectiveness of the method in enhancing participants' Arabic language competencies comprehensively, covering the four main skills: (Syakur et al., 2023) listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*). To identify the social impact and behavioral transformation experienced by participants after attending the dauroh program, including changes in communication patterns, learning motivation, and perceptions of Arabic as part of religious and cultural identity (Syah, 2022). To develop pedagogical recommendations based on field findings that can be used as a reference for other non-formal institutions in developing contextual, effective, and integrated Arabic language learning programs.

Through these objectives, this study is expected to address the shortcomings of previous studies, which tended to focus on formal contexts, did not systematically cover the Pare method approach, and did not highlight the socio-cultural aspects of Arabic language learning (Amrullah et al., 2020). Thus, this study

not only contributes to the development of Arabic language teaching theory but also provides relevant and applicable best practices in the field of non-formal education (Siregar, 2022).

Based on the identification of problems and shortcomings in previous research, it can be argued that the application of the Pare method in the Arabic Language Dauroh program at the Easy “English and Arabic Course” institution contributes significantly to the simultaneous improvement of Arabic language competence and social transformation of participants. The Pare method, which emphasizes a direct approach, intensive practice, and a learning environment that supports daily language use, is believed to accelerate the natural language acquisition process (Minatullah et al., 2019). In this context, the primary variables explored are the teaching method as the independent variable and participants' language proficiency and social-cultural changes as the dependent variables.

Pedagogically (Amin et al., 2022), the Pare method facilitates continuous comprehensible input through oral language practice, interaction between participants, and a learning environment that stimulates consistent use of the target language. Thus, there is a causal relationship between the intensity of Pare method-based training and the improvement of the four Arabic language skills in an integrated manner (Febriani & Bedra, 2023).

Furthermore, the dauroh program, which is based on discipline, community, and collective identity, is also believed to influence the formation of new attitudes, values, and behaviors among participants—such as increased religious motivation, Islamic communication patterns, and confidence in using Arabic as a symbol of intellectual and spiritual identity (Ouali & Benaouira, 2022). This indicates a connection between the language learning process and social value transformation, especially in the context of participants from diverse backgrounds who are immersed in Arabic-speaking culture.

Thus, the preliminary conclusion proposed in this study is that the Pare method applied in the Easy Course dauroh program is not only effective in linguistic aspects but also impacts the social, cultural, and psychological dimensions of participants. This argument will be empirically tested through a qualitative (or mixed, if relevant) approach to see how far the connection between teaching strategies, competency achievement, and social change experienced by participants extends.

The Pare Method (Salama et al., 2022) is a term that has evolved from language learning practices in Kampung Inggris Pare, Kediri, East Java. This method is not a standardized approach in international pedagogical terminology but rather a unique combination of various integrated approaches and strategies within an intensive, communicative, and community-based learning system. This approach was organically developed by language course institutions in Pare and has proven effective in rapidly enhancing practical language skills.

the Pare Method is characterized by the use of the direct method, which emphasizes the direct use of the target language without translating it into the native language, with the aim of accustoming participants to think and speak in the target language from the outset. Additionally, drilling activities (repeated exercises) form the core of the learning process, emphasizing memorization, repetition, and spontaneous practice. (Clean+ Gummies, 2023) explain that the Pare method relies on an immersive learning environment, where participants live together in dormitories or environments that require the use of the target language, thereby creating a communication ecosystem that supports natural language acquisition. This system encourages the formation of habits and the internalization of language in everyday life.

Meanwhile, (Suparman, 2019) emphasizes that the Pare method is not merely a teaching method, but also a learning culture that combines discipline, intensity, and collaborative learning. In this case, the Pare method facilitates learning not only through tutors, but also among fellow participants through a dynamic learning community. Furthermore, (Nurhayati, 2021) states that the Pare method is suitable for use in non-formal institutions because it is flexible and easy to adapt, especially for participants with accelerated needs, such as dauroh programs. This method is effective in improving communicative skills in a short time because it prioritizes practice, repetition, and minimal formal academic pressure. From these various opinions, it can be concluded that the Pare Method is a language learning approach that combines direct methods, intensive repetition, and an immersive community-based learning environment that supports language mastery through real-world practice and intensive social interaction. (Suparman, 2019). Social and Cultural Construction in Language Learning: A Case Study in Kampung Inggris Pare. Malang: Pustaka Pelajar.

The Pare method of language learning does not refer to a single approach, but rather a combination of various categories of pedagogical practices that have developed specifically in the Kampung Inggris Pare

environment. This categorization can be explained through several dimensions: type of approach, form of activity, stages of implementation, and contextual implementation (Yunanto, 2023).

Method

This study describes the application of the Pare Method in improving the Arabic language proficiency of participants in the dauroh program. The researcher used a qualitative approach with a case study method, which falls under the category of descriptive qualitative research. This approach was chosen based on the research objective, which was to produce a comprehensive picture of Arabic language learning practices using the intensive model characteristic of the Pare Method. Through a descriptive qualitative approach, the research findings can be presented in a systematic narrative that is easy for readers to understand.

Research data was collected through interviews with program administrators and Arabic language teachers who answered questions related to the implementation of learning activities. In addition, the researcher conducted direct observations of the learning process to determine the application of strategies, classroom interactions, and participant dynamics in mastering Arabic. The researcher also compiled documentation in the form of learning modules, evaluation notes, and visual documentation of activities that took place both inside and outside the classroom.

The research participants included administrators, teachers, and course participants at the Easy “English and Arabic Course” Institute. Informants were selected using purposive sampling because they were chosen based on their direct involvement in the learning process. The sample consisted of several administrators and tutors as interview informants and a number of program participants as observation and documentation informants. Several informants were selected to be documented as research data representatives.

In analyzing the data, the researcher adopted the Miles & Huberman (1994) analysis model. This model was considered appropriate for describing the research findings because it provides clear and measurable stages of analysis. First, the researcher collected data on the strategies and practices of applying the Pare Method in Arabic language dauroh activities. Second, the data was classified according to the research focus, which was divided into two sub-themes, namely: (1) the process of learning Arabic based on intensive communicative practice, and (2) the participants' Arabic language proficiency achievements. Third, the data was presented in narrative form according to the research problem. Fourth, the researcher draws descriptive conclusions based on the findings that have been analyzed. Based on this analytical framework, this study focuses on how the Pare Method is applied in Arabic language dauroh programs and the extent to which this method contributes to improving participants' Arabic language skills.

Findings and Discussion

This study found that the application of the Pare Method in the Arabic Language Dauroh program at the Easy “English and Arabic Course” Institute had a significant impact not only on improving participants' Arabic language skills but also on their social transformation. The three main findings of this study are: The effectiveness of the Pare Method in creating a practice-based, intensive, and contextual learning environment.

The Dauroh program serves as a medium for accelerated learning through its residential structure, intensive schedule, and the use of Arabic in daily life. The social transformation of participants, including in terms of self-confidence, social interaction patterns, discipline, and learning motivation. These outcomes occur due to the consistency of the linguistic environment and the support of the learning community, which quickly fosters new habits. Participants not only learn language as a system of symbols but also bring the language to life in daily social practices. Intensive interactions among participants and tutors in Arabic make the language not just a tool for communication but also a means of forming new social identities.

The Pare method emphasizes practical application (language immersion), repetition, habit formation, and overcoming fear of making mistakes, which makes participants more active and confident. In addition, this approach supports the principle of “learning by doing,” which triggers faster attitude change than conventional approaches. This study aligns with Suharyadi's (2018) findings, which indicate that community-based immersion methods are effective in improving language skills. However, this study expands the scope by adding a dimension of social transformation that has not been extensively explored in previous research.

Several studies, such as Nugroho (2020) and Rahmawati (2019), focus on the cognitive achievements of learners in similar programs, but have not yet examined in depth the affective and social aspects of the learning process. Therefore, the novelty of this study lies in mapping the relationship between the language learning environment and the social changes of participants, particularly in the context of Arabic language learning. The results of this study indicate that language learning has a transformative effect, not only at the linguistic level but also at the social and psychological levels. Language becomes a medium for changing identity, attitudes, and social relationships. In this context, the Arabic Language Course in Pare is not merely a place for learning but also a arena for cultural and social transformation. Historically and ideologically, such an approach revives the role of language education as part of character and civilization formation, which has long been reduced to technical competence alone.

The main function of this finding is to provide an overview that community-based learning methods and hands-on practice can be effective strategies in language learning. However, a possible dysfunction is that participants may become dependent on a conducive closed environment, so that when they leave the community, there is a regression in their abilities or a loss of motivation if there is no sustainable supportive environment.

In addition, this model requires high management and commitment from the organizers, as well as the full involvement of participants. Not all participants can adapt to such an intensive environment. Implications: Action Plan (Policy Measures) Based on the results of this study, several action plans that can be implemented include:

Replicating the Pare learning model to other institutions with local context adjustments, particularly in Islamic boarding schools, madrasahs, or Islamic-based universities. Developing an immersion curriculum that not only focuses on linguistic content but also on building a supportive and transformative learning community. Training for Arabic language teachers to adopt a practical, communicative approach oriented toward creating an active learning environment. Post-program mentoring to ensure that the social transformation that occurs can continue outside the Pare context through online communities or alumni programs.

Conclusions and Suggestions

This study reveals that the application of the Pare Method in the Arabic Language Dauroh program is not only effective in improving participants' Arabic language skills, but also has a transformative impact on their social and psychological aspects. The intensive, community-based learning environment, combined with a hands-on approach, has the potential to bring about significant changes in participants' attitudes, motivation, and social interactions. A unique finding of this study is that language learning in this context is not merely a transfer of linguistic knowledge but serves as a medium for social transformation, where participants undergo the formation of a new identity as more communicative, disciplined, and confident individuals.

This study has limitations in terms of context, namely that it is limited to one institution and the relatively short duration of the study, which means that it does not cover the long-term impact of the program. In addition, the challenges or obstacles faced by participants with diverse motivations and abilities have not been analyzed in depth. Therefore, further research is recommended to explore the learning dynamics in similar programs at other institutions, examine the sustainability of participants' social transformation after the program ends, and develop longitudinal evaluation instruments to assess the effectiveness and long-term impact of this approach.

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