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A Tiered Arabic Language Boarding Program in an Indonesian Pesantren: Curriculum Design, Vocabulary Mastery, and Learning Outcomes

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Abstract: Many Islamic boarding schools (pesantren) in Indonesia face challenges in developing effective Arabic language programs that not only improve communicative skills but also enable students to comprehend classical Islamic texts. This study examines the structure and educational outcomes of a tiered Arabic language boarding program at Pondok Pesantren Al-Khoirot Malang. The research aims to analyze the curriculum design, vocabulary-based learning approach, and the competencies developed through the program. A qualitative method with an ethnographic approach was employed to explore learning practices, institutional culture, and the immersive language environment within the Arabic dormitory. Data were collected through participant observation, interviews, and documentation of the six-level curriculum system. The findings reveal that the program adopts a progressive six-level structure emphasizing systematic vocabulary acquisition and daily language practice. At the initial level, students focus on memorizing and using Arabic vocabulary in everyday communication. In subsequent levels, vocabulary learning is integrated with the translation of *Ta'lim al-'Arabiyyah* and classical Arabic texts. The study identifies three major outcomes: students demonstrate strong competence in understanding unvowelled classical Arabic texts, many graduates successfully enroll in Indonesian universities with Arabic-related programs, and a considerable number continue their studies at Al-Azhar University. This study contributes to Arabic language education by providing an effective model of tiered, vocabulary-based instruction that supports both linguistic proficiency and academic advancement in Islamic educational contexts.

Keywords: Arabic Language Boarding Program, Tiered Curriculum, Vocabulary Mastery, Islamic Boarding School (Pesantren), Classical Arabic Text Comprehension

Abstrak: Banyak pesantren di Indonesia menghadapi tantangan dalam mengembangkan program pembelajaran bahasa Arab yang tidak hanya meningkatkan

kemampuan komunikasi, tetapi juga mampu membekali santri dengan keterampilan memahami kitab-kitab klasik berbahasa Arab. Penelitian ini mengkaji struktur dan hasil pendidikan dari program asrama bahasa Arab berjenjang di Pondok Pesantren Al-Khoirot Malang. Tujuan penelitian ini adalah menganalisis desain kurikulum, pendekatan pembelajaran berbasis kosakata, serta kompetensi yang dihasilkan dari program tersebut. Penelitian menggunakan metode kualitatif dengan pendekatan etnografi untuk mengeksplorasi praktik pembelajaran, budaya kelembagaan, dan lingkungan bahasa yang imersif dalam program asrama bahasa Arab. Data dikumpulkan melalui observasi partisipatif, wawancara, dan dokumentasi terhadap sistem kurikulum enam jenjang. Hasil penelitian menunjukkan bahwa program ini menerapkan struktur pembelajaran progresif enam tingkat yang menekankan penguasaan kosakata secara sistematis dan praktik berbahasa dalam kehidupan sehari-hari. Pada tingkat awal, santri difokuskan pada hafalan dan penggunaan kosakata bahasa Arab dalam komunikasi harian. Pada tingkat berikutnya, pengembangan kosakata diintegrasikan dengan kegiatan penerjemahan kitab Ta'lim al-'Arabiyyah serta teks-teks klasik berbahasa Arab. Penelitian ini menemukan tiga capaian utama, yaitu kemampuan santri dalam memahami kitab kuning tanpa harakat, keberhasilan banyak lulusan melanjutkan studi ke perguruan tinggi negeri maupun swasta pada bidang bahasa Arab, serta banyaknya alumni yang diterima untuk melanjutkan pendidikan di Mesir. Kontribusi penelitian ini terletak pada penyediaan model pembelajaran bahasa Arab berjenjang berbasis kosakata yang efektif dalam meningkatkan kompetensi kebahasaan sekaligus mendukung keberhasilan akademik santri.

Kata Kunci: *Program Asrama Bahasa Arab, Kurikulum Berjenjang, Penguasaan Kosakata, Pondok Pesantren, Pemahaman Teks Arab Klasik.*

Introduction

The ability to access classical Islamic knowledge remains an important intellectual and cultural concern within Muslim societies, particularly in countries where Arabic is not the native language. Arabic functions not only as a means of communication but also as the primary language of Islamic scholarship, including classical religious texts that shape theological understanding and legal interpretation. For many Muslim students in non-Arabic-speaking countries, mastering Arabic becomes essential for engaging directly with these sources rather than relying solely on translations (H. M. Rahman, 2025; Widodo, 2025). Educational institutions therefore play a critical role in facilitating effective Arabic language learning. In recent years, pesantren institutions in Indonesia have increasingly introduced structured Arabic programs to strengthen students' linguistic competence (Kamal, 2025a; Muhlis et al., 2025; Rasmi & Rusydi, 2024). These initiatives reflect a broader recognition that language proficiency can

significantly influence students' academic trajectories and intellectual engagement with Islamic traditions. Evidence from several pesantren environments suggests that intensive language immersion programs can improve students' comprehension of classical texts and expand opportunities for higher education (Eka & Rahmanu, 2024; Municipal & Lyceum, 2016). Consequently, examining how such programs are structured and implemented becomes important for understanding their contribution to language learning and educational mobility within contemporary Islamic education systems.

Despite the recognized importance of Arabic proficiency in Islamic education, many students in non Arabic speaking environments experience significant difficulties in mastering the language (Bohra, 2020; El-omari, 2018). Arabic grammar, vocabulary complexity, and differences in linguistic structure often create barriers for learners who are unfamiliar with immersive language environments (Abri, 2025; Kasem, 2016). In many educational institutions, Arabic instruction remains limited to classroom based teaching methods that emphasize memorization of grammatical rules rather than active language use (Muslim et al., 2025; Pabbajah et al., 2024). As a result, students may acquire theoretical knowledge about Arabic but struggle to apply it when reading classical texts or communicating in the language. Another challenge arises from the lack of systematic curriculum structures that gradually develop students' language competence over time (Chan et al., 2017). Without carefully designed stages of learning, students may find it difficult to progress from basic vocabulary acquisition to more advanced skills such as reading unvowelled classical texts. These challenges highlight the need for educational models that combine structured curriculum design with immersive learning environments, allowing students to develop practical language skills alongside theoretical understanding.

Within Indonesian pesantren education, some institutions have begun implementing innovative approaches to Arabic language learning through language dormitory programs (Khotimah et al., 2025; Rasmi & Rusydi, 2024).

These programs create immersive environments in which students are encouraged to practice Arabic communication in daily life while simultaneously engaging in structured curriculum activities. At Pondok Pesantren Al-Khoirot Malang, the Arabic language dormitory program represents a distinctive educational initiative designed to strengthen students' linguistic competence. The program organizes students into six progressive levels that gradually develop vocabulary mastery and reading skills. At the initial stage, students focus on memorizing Arabic vocabulary and practicing daily conversation within the dormitory environment. In higher levels, vocabulary learning continues while students engage in translation activities using classical instructional texts. The combination of vocabulary memorization, practical communication, and text-based learning creates a comprehensive learning experience (Mumba & Mkandawire, 2019; Salsabila et al., 2025). This phenomenon illustrates how pesantren institutions integrate traditional methods of language learning with contemporary educational strategies to support students' academic development and engagement with Arabic scholarly traditions.

Previous research on Arabic language education has explored a variety of pedagogical strategies aimed at improving language acquisition among non native speakers. Many studies emphasize the importance of communicative approaches that encourage active use of the language in meaningful contexts (Alamri, 2018; Nargiza, 2025). Other research highlights the effectiveness of vocabulary based instruction in building foundational language competence, particularly for students who must read academic or religious texts (Astawa, 2025; Donalyn N. Lorica, Gloria L. Ching, Melchor B. Espiritu, 2024). Within Islamic educational settings, several scholars have also examined the role of immersion environments in strengthening students' linguistic proficiency (Porter & Castillo, 2023; Tang, 2024). These studies suggest that language exposure beyond the classroom can significantly enhance learners' ability to internalize vocabulary and grammatical structures. In pesantren contexts, Arabic

learning has traditionally relied on classical methods such as translation of religious texts and memorization of vocabulary (Hamid et al., 2024; Mardani & Syafei, 2025). While these methods have contributed to the preservation of scholarly traditions, recent educational discussions have emphasized the need to integrate them with modern language teaching strategies that promote active communication and contextual understanding.

Although existing studies provide valuable insights into Arabic language learning methods, several limitations remain in the current literature. Many investigations focus primarily on specific teaching techniques without examining the broader institutional systems that support language acquisition (Freeman, 2018; Pawlak, 2021). In particular, limited attention has been given to structured dormitory-based language programs that integrate curriculum design, daily communication practice, and classical text engagement within a single educational environment. Furthermore, research on Arabic language education in pesantren settings often concentrates on philosophical or historical perspectives rather than empirical analysis of contemporary learning practices (Muttaqin et al., 2026; Siregar & Edukasia, 2025). As a result, the relationship between curriculum structure, vocabulary mastery, and learning outcomes remains insufficiently explored. Understanding how these elements interact within an immersive educational context is essential for evaluating the effectiveness of language programs in Islamic boarding schools. Addressing this gap requires in-depth examination of institutions that have implemented systematic Arabic learning frameworks capable of producing measurable educational outcomes.

This study seeks to contribute to the field of Arabic language education by examining a tiered Arabic language boarding program that integrates curriculum progression, vocabulary mastery, and immersive learning practices. The novelty of this research lies in its focus on the interaction between structured curriculum levels and the social environment of a language dormitory. Unlike many studies that analyze classroom-based instruction alone, this research investigates how

language learning is supported by both formal curriculum design and everyday communication practices among students. The six level structure implemented in the Arabic dormitory program provides a clear progression from basic vocabulary acquisition to advanced engagement with classical Arabic texts. By analyzing this system ethnographically, the study offers insights into how institutional culture, peer interaction, and structured learning stages collectively shape students' language development. This perspective contributes to a deeper understanding of how language immersion environments within pesantren institutions can support sustainable Arabic language acquisition.

Based on the issues and gaps identified above, this study addresses the central research problem of how a tiered Arabic language boarding program contributes to vocabulary mastery and learning outcomes among students in a pesantren environment. Specifically, the research examines the curriculum design of the six-level program, the learning practices that support vocabulary acquisition, and the educational outcomes experienced by participating students. The study assumes that systematic curriculum progression combined with immersive language environments can significantly enhance students' ability to comprehend Arabic texts and pursue further academic opportunities. Through qualitative ethnographic analysis conducted at Pondok Pesantren Al-Khoiroh Malang, the research aims to document the processes through which language competence is developed within the boarding program. The findings are expected to provide empirical insights into the effectiveness of tiered language immersion models and their potential contribution to strengthening Arabic education within pesantren based learning environments.

Method

This study employed a qualitative research design with an ethnographic (Harwati, 2019; Khanal, 2016) approach to explore the structure and learning practices of the tiered Arabic language boarding program in a pesantren environment. A qualitative approach was chosen because the study aimed to

understand the social and educational processes that shape students' language learning experiences within their natural setting. Ethnography was particularly appropriate for this research since it allows the researcher to examine cultural patterns, daily interactions, and institutional routines that influence learning practices. The Arabic dormitory program represents not only a formal educational initiative but also a social environment in which students continuously interact using the target language. Through ethnographic inquiry, the research sought to capture how curriculum design, vocabulary learning, and communication practices are embedded in the daily life of students. This design enabled the researcher to observe language immersion processes and interpret how institutional culture contributes to vocabulary mastery and the development of Arabic language competence among students.

The research was conducted at Pondok Pesantren Al-Khoirot Malang, Indonesia, specifically within its Arabic language dormitory program. This institution was selected because it implements a structured Arabic immersion program that combines formal curriculum design with a boarding environment that encourages daily language practice. The pesantren has developed a six-level curriculum system that gradually strengthens students' vocabulary mastery and reading ability in classical Arabic texts. This program provides a relevant setting for examining how systematic language instruction and social interaction contribute to language acquisition. Another reason for selecting this site is the pesantren's long-standing reputation for producing graduates who pursue higher education in Arabic studies, including universities in Indonesia and abroad. The presence of a structured curriculum, a language immersion environment, and measurable educational outcomes makes the Arabic dormitory program at Pondok Pesantren Al-Khoirot a suitable context for investigating the dynamics of Arabic language learning within a pesantren-based educational system.

Data were collected using three primary techniques: participant observation, in depth interviews, and document analysis (Chand, 2025; Hui &

Scerbo, 2026; Mbonye & Seeley, 2020). Participant observation was conducted to examine students' daily learning activities within the Arabic dormitory, including vocabulary memorization sessions, conversational practice, and translation activities involving classical texts. Through direct observation, the researcher was able to understand how the curriculum was implemented in practice and how students interacted within the language immersion environment. In-depth interviews were carried out with Arabic Instructor, Program Coordinator, Dormitory Supervisor, Senior Student, Pesantren Leader, Arabic Teacher, and selected students to obtain detailed information about the objectives, implementation, and perceived outcomes of the Arabic language program. These interviews provided insights into participants' experiences and perspectives regarding the effectiveness of the six-level curriculum structure. In addition, document analysis was conducted to review curriculum outlines, instructional materials, learning schedules, and institutional records related to the Arabic dormitory program. The combination of these data sources enabled a comprehensive understanding of the program's design and learning processes.

The collected data were analyzed using an interactive qualitative analysis model consisting of data condensation, data display, and conclusion drawing or verification (Kalpokaite, 2019; Ningi, 2022). During the data condensation stage, the researcher selected and organized relevant information from observation notes, interview transcripts, and institutional documents. This process involved identifying recurring themes related to curriculum structure, vocabulary learning strategies, and language immersion practices. The next stage involved presenting the data in organized forms, such as thematic categories and conceptual relationships, to facilitate interpretation and comparison across different data sources. The final stage focused on drawing conclusions and verifying interpretations to ensure that the findings accurately reflected the observed learning processes. To ensure the credibility and reliability of the results, several strategies were applied, including triangulation of data sources, prolonged engagement in the research setting, and careful cross-checking of

interview statements with observational and documentary evidence. These procedures strengthened the validity of the research findings and enhanced the trustworthiness of the analysis.

Result And Discussion

A Tiered Arabic Language Boarding Program in an Indonesian Pesantren

Field findings indicate that the tiered Arabic language boarding program at Pondok Pesantren Al-Khoirot Malang operates as a structured language immersion system aimed at progressively developing students' Arabic proficiency. The program integrates curriculum design, vocabulary mastery, and daily communication practice within the social setting of a boarding dormitory. Operationally, it adopts a six-level structure that enables students to advance from basic vocabulary acquisition to the comprehension of classical Arabic texts. At the initial level, students focus on memorizing core vocabulary and immediately applying it in daily conversations, transforming learning into an active and contextualized process rather than a passive activity.

At more advanced levels, vocabulary development continues alongside translation exercises using instructional texts such as *Ta'lim al-'Arabiyyah*, with vocabulary drawn from classical Arabic sources. This approach demonstrates a clear connection between language acquisition and textual comprehension, allowing students not only to communicate effectively but also to engage with classical literature. Therefore, the program functions not merely as a language course but as a cultural and academic environment that supports sustained vocabulary development and the gradual enhancement of students' competence in reading classical Arabic texts.

Table 1. Interview Evidence

Interview Excerpt	Indicator	Informant
"Students begin by memorizing daily Arabic vocabulary and using it in simple conversations inside the dormitory."	Vocabulary memorization and daily speaking practice	Arabic Instructor

“In higher levels, students translate classical learning texts while continuing vocabulary memorization.”	Integration of vocabulary mastery with text translation	Program Coordinator
“The six-level curriculum helps students gradually improve their ability to read Arabic texts without vowel marks.”	Progressive curriculum structure	Dormitory Supervisor
“When students reach higher levels, they feel more confident reading classical Arabic books independently.”	Reading competence development	Senior Student

The interview data indicate that the tiered Arabic language program is structured by positioning systematic vocabulary acquisition as the primary foundation of language competence. The instructor’s statement emphasizes the importance of memorizing and practicing vocabulary within the dormitory environment, suggesting that vocabulary mastery is treated as a central component of the learning process. This finding implies that vocabulary knowledge functions not only as a basis for communication but also as a prerequisite for textual comprehension (Choi & Zhang, 2021; Ha, 2021; McCarthy & McNamara, 2021; Schmitt & Schmitt, 2020). By encouraging students to use newly acquired vocabulary in daily conversations, the program shifts learning from a passive memorization activity to an interactive and contextualized linguistic practice.

Furthermore, the program coordinator’s statement reveals that, at advanced levels, vocabulary learning is integrated with the translation of classical texts. This integration reflects a continuity between foundational language knowledge and engagement with more complex materials (Grapin & Lee, 2022; Jiang et al., 2024; Nugraheni & Hasan, 2026). As a result, vocabulary mastery is positioned not merely as a linguistic objective, but also as a gateway that enables students to access classical Arabic literature and scholarly discourse, thereby strengthening the academic dimension of language learning.

The data indicate that the six-level curriculum structure serves as an effective framework for facilitating progressive language development. The dormitory supervisor's statement suggests that the sequential design of the curriculum enables students to gradually acquire the skills required to interpret Arabic texts without vowel markings. This finding implies that the program is deliberately structured to guide learners from basic linguistic familiarity toward more advanced reading competence. In this context, the curriculum functions not merely as a sequence of instructional stages, but as a systematic pathway that supports the gradual development of interpretive skills (M. Johnson et al., 2023; Ross, 2024).

This interpretation is further supported by the senior student's statement, which highlights the increase in learners' confidence as they advance through the program. Such confidence reflects not only improved linguistic ability but also a growing sense of intellectual autonomy in engaging with classical Arabic scholarship. These findings demonstrate that the tiered curriculum operates as a pedagogical scaffolding strategy, enabling students to internalize vocabulary, recognize grammatical patterns, and apply their knowledge when dealing with complex texts (Mahan, 2022; Tastemir & Seidaliyeva, 2025; Zhang & Smolen, 2022). Consequently, the curriculum design plays a significant role in maintaining student motivation and fostering sustainable, long-term language development.

The observational data reinforce the interpretations drawn from the interview findings by demonstrating how the program operates in practice. During participant observation in the Arabic dormitory, students were consistently engaged in vocabulary memorization activities, both individually and collaboratively. These sessions were typically followed by conversational practice, where students applied the memorized vocabulary in everyday communication. This pattern indicates that vocabulary learning is not treated as an isolated activity, but rather as an integral part of continuous language use. The observation of translation sessions among senior students further illustrates how

learners collaboratively interpret passages from classical instructional texts, suggesting that vocabulary knowledge is actively extended into higher-level comprehension tasks (Abdolmaleki & Saeedi, 2024; Law, 2022; Vongsawath et al., 2026).

From an analytical perspective, these practices highlight the role of the dormitory environment as a linguistic ecosystem that sustains ongoing language exposure. Arabic is not confined to formal instructional settings but is embedded within daily social interactions, allowing students to repeatedly encounter and use the target language (Almelhes, 2024; Kamal, 2025b). This integration of structured curriculum activities with informal communicative practice strengthens students' familiarity with linguistic expressions and supports the gradual development of reading competence (Iftanti, 2024; A. Rahman, 2024). Consequently, the learning environment contributes significantly to the continuity and effectiveness of the language acquisition process.

Based on the collected data, the tiered Arabic language boarding program can be interpreted as an integrated educational system that combines curriculum progression, vocabulary mastery, and immersive communication practices. The interview and observational findings indicate that systematic vocabulary memorization serves as the core foundation of the program, while translation exercises and reading activities function to gradually enhance students' linguistic competence (Al-Ahdal & Aljabr, 2023; Herawati & Mawaddah, 2023). The six-level curriculum structure provides a clear and sequential pathway, enabling students to progress from basic vocabulary acquisition to the ability to interpret classical Arabic texts (Sa'idah et al., 2024; Shang et al., 2025). Within this framework, the dormitory environment plays a crucial role in sustaining continuous language exposure. Students engage in Arabic communication not only in formal instructional settings but also in everyday social interactions. This integration of structured learning and daily practice supports the internalization of vocabulary and grammatical patterns, thereby fostering both communicative

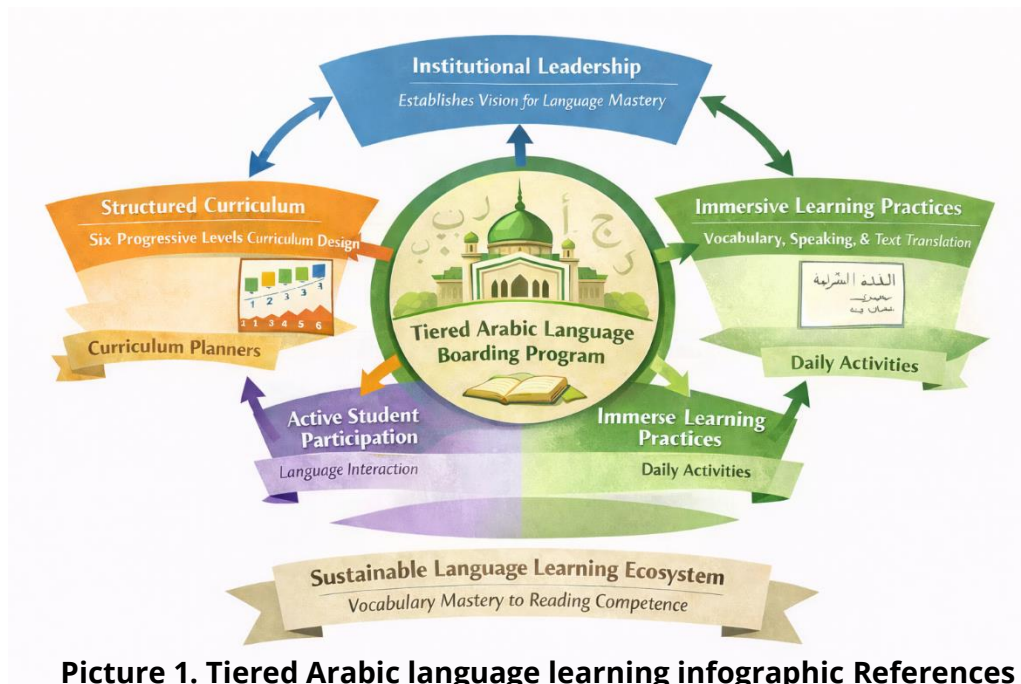
proficiency and academic reading competence (Iftanti, 2024; Nurmira et al., 2025).

Table 2. Ideal Influence in the Implementation of the Tiered Arabic Language Program

Informant Position	Interview Excerpt	Indicator
Pesantren Leader	“The Arabic dormitory program was designed to ensure that students gradually develop strong language competence.”	Institutional vision for language mastery
Program Coordinator	“The six-level curriculum allows students to build vocabulary step by step before engaging with classical texts.”	Structured curriculum progression
Arabic Teacher	“Daily vocabulary practice and conversation help students internalize the language more effectively.”	Language immersion practice
Student	“Because we use Arabic every day, we feel more confident reading and understanding Arabic books.”	Student language confidence

The data presented in the table can be interpreted as indicating that the effectiveness of the tiered Arabic language program is closely linked to institutional leadership and coordinated educational planning. The pesantren leader’s statement underscores the strategic role of language competence within the broader educational vision, suggesting that clearly defined goals for Arabic proficiency guide both curriculum design and program implementation. This finding implies that leadership functions as a foundational element in shaping the direction and consistency of the program (Arobirole & Chinyere, 2023; Kahpi et al., 2026; Lapatoura, 2025). Furthermore, the program coordinator’s explanation shows that the six-level curriculum operates as a practical mechanism for realizing this vision. Through its sequential structure, students

progressively build vocabulary knowledge and linguistic familiarity before engaging with more complex texts. This alignment between institutional vision and curriculum design highlights the contribution of educational leadership to program sustainability, while coordinated planning ensures systematic learning processes and continuous support for students' language development.



Picture 1. Tiered Arabic language learning infographic References

The findings suggest that the roles of teachers and students are equally critical in maintaining the effectiveness of the tiered Arabic language program. The teacher's statement highlights daily language practice as a key strategy for internalizing vocabulary and enhancing communicative competence. Continuous interaction in Arabic enables students to gradually familiarize themselves with common linguistic structures and expressions used in everyday contexts. This indicates that consistent practice is essential in transforming theoretical knowledge into functional language skills (Bobyreva et al., 2020; K. E. Johnson & Golombek, 2020; Rachmad, 2022). Moreover, the student's perspective supports the effectiveness of this immersive environment by demonstrating increased confidence and improved comprehension abilities. Regular engagement with Arabic in both formal instruction and informal interaction helps reduce the cognitive challenges typically associated with learning a foreign

language (Almelhes, 2024; Lazuardi & Syaheed, 2025; Nasr, 2025). This dynamic interaction between instructional practices and learner experiences reflects the function of the boarding environment as an educational ecosystem. Within this system, language learning becomes a collaborative process in which teachers provide structured guidance while students actively contribute to their own linguistic development through sustained participation.

The overall pattern emerging from the data indicates that the tiered Arabic language boarding program operates as a multidimensional educational system supported by institutional leadership, structured curriculum design, and immersive learning practices. Institutional leadership establishes the vision for language mastery, while curriculum planners translate this vision into a sequential learning structure consisting of six progressive levels. Teachers implement daily learning activities that combine vocabulary memorization, conversational practice, and text translation exercises. Students respond to these opportunities by actively participating in language interactions within the dormitory environment. The interaction among these elements creates a sustainable language learning ecosystem in which vocabulary mastery gradually evolves into reading competence and academic confidence. This pattern demonstrates that successful language acquisition within pesantren settings depends not only on instructional methods but also on the integration of curriculum design, social environment, and institutional commitment.

Conclusion

The most significant finding of this study is that a tiered Arabic language boarding program effectively enhances students' linguistic competence through the integration of a structured curriculum, systematic vocabulary acquisition, and an immersive language environment. Vocabulary memorization combined with daily communication practice provides a strong foundation for developing the ability to read and comprehend classical Arabic texts. The six-level curriculum enables students to gradually build linguistic knowledge and

confidence before engaging with more advanced materials. Furthermore, the dormitory environment serves not only as a residential facility but also as an educational space where Arabic is continuously practiced in daily interactions. The integration of curriculum progression and language immersion significantly strengthens students' academic readiness for higher studies in Arabic language and Islamic scholarship.

One of the most remarkable findings is that a vocabulary-centered learning approach can lead to a high level of competence in reading unvowelled classical Arabic texts. This suggests that extensive vocabulary mastery plays a critical role in facilitating text comprehension, even before students achieve advanced grammatical proficiency. Another noteworthy outcome is the program's impact beyond language acquisition. Many graduates successfully gain admission to public and private universities with Arabic-related programs, while a considerable number continue their studies at Al-Azhar University in Cairo. These achievements indicate that the program not only develops linguistic skills but also contributes to students' academic mobility and long-term educational success.

Despite its contributions, this study has several limitations. First, it focuses on a single pesantren, meaning that the findings reflect a specific institutional and cultural context and may not be fully generalizable to other Islamic boarding schools. Second, the study relies primarily on qualitative methods, including observations, interviews, and documentation, without quantitatively measuring students' language proficiency outcomes. Future research should conduct comparative studies across multiple pesantren implementing similar language immersion programs and employ mixed-method approaches to evaluate the long-term effects of tiered Arabic curricula on students' academic achievement, professional development, and educational trajectories.

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Author Contributions

Zulfan Syahansyah contributed to the conceptualization of the study, literature review, research design, data collection, participant observation, interviews, data analysis, interpretation of findings, and preparation of the original manuscript draft.

Muhammad Zaironi contributed to methodology validation, research supervision, data interpretation, critical review and editing of the manuscript, project administration, and final manuscript refinement.

All authors have read and approved the final version of the manuscript and agree to be accountable for all aspects of the work, ensuring the accuracy, integrity, and scholarly quality of the research.

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