

Edupreneurship In Arabic Language Education: A Case Study Of Innovation In The Naatiq International ‘arabiyyah Course, Pare, Kediri

Nursyahidatul Urwati¹, Lailatu Rohmah², Muhammad Ja’far Shodiq³

^{1,2,3} UIN Sunan Kalijaga Yogyakarta, Indonesia

Pos-el: 24204021012@student.uin-suka.ac.id

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Abstract

The integration of entrepreneurship values into the field of education has become a crucial strategy for addressing the challenges of managing educational institutions in the global era. This study aims to analyze the implementation of the edupreneurship concept in the organization of Arabic language courses at *Naatiq International ‘Arabiyyah*, Pare–Kediri. This institution was selected as a case study because it represents an innovative model of entrepreneurship-based Arabic language education. The study employs a qualitative approach with a case study design, and data were collected through in-depth interviews, participant observation, and documentation. The findings indicate that edupreneurship principles are integrated into curriculum development, the application of communicative teaching methods, institutional management systems, and digital marketing strategies. The flagship programs offered are designed to develop learners’ linguistic competencies holistically. In addition, branding strategies and institutional partnerships reflect a professional and sustainable educational business orientation. These findings demonstrate that edupreneurship makes a significant contribution to strengthening the quality of non-formal Arabic language education.

Keywords: Edupreneurship, Arabic language education, Arabic language course, Learning innovation, *Naatiq International ‘Arabiyyah*

Abstrak

Integrasi nilai kewirausahaan dalam bidang pendidikan menjadi salah satu strategi penting dalam menjawab tantangan pengelolaan lembaga pembelajaran di era global. Penelitian ini bertujuan untuk menganalisis implementasi konsep edupreneurship dalam penyelenggaraan kursus Bahasa Arab di *Naatiq International ‘Arabiyyah*, Pare–Kediri. Lembaga ini dipilih sebagai studi kasus karena merepresentasikan praktik inovatif pendidikan Bahasa Arab berbasis kewirausahaan. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus, dengan teknik pengumpulan data berupa wawancara mendalam, observasi partisipatif, dan dokumentasi. Hasil penelitian menunjukkan bahwa prinsip edupreneurship terintegrasi dalam pengembangan kurikulum, penerapan metode pembelajaran komunikatif, sistem manajemen lembaga, serta strategi pemasaran digital. Program unggulan yang ditawarkan dirancang untuk membangun kompetensi kebahasaan peserta secara holistik. Selain itu, strategi branding dan kemitraan

kelembagaan menunjukkan orientasi bisnis pendidikan yang profesional dan berkelanjutan. Temuan ini menunjukkan bahwa edupreneurship memiliki kontribusi signifikan dalam penguatan mutu pendidikan Bahasa Arab non-formal.

Kata Kunci: Edupreneurship, Pendidikan Bahasa Arab, kursus Bahasa Arab, Inovasi pembelajaran, *Naatiq International 'Arabiyyah*

INTRODUCTION

Arabic language education plays a strategic role in preserving and developing the cultural heritage and spiritual values of Muslims. However, amid the tide of modernization and globalization, Arabic language education faces various challenges that impact its sustainability and effectiveness in the future. Rapid changes in technology, social transformation, and economic dynamics have shaped a new landscape in Arabic language teaching and learning practices. One of the problems often found in madrasahs and universities is the low ability of students to use Arabic orally. This condition has the potential to undermine the main objective of Arabic language learning, which is to develop comprehensive communicative competence. To overcome this, an approach that emphasizes direct application, language practice, and continuous practice both inside and outside the classroom is needed. In this context, creating a conducive language environment is a crucial factor in supporting the success of learning, especially for non-native speakers. In line with Dulay's view, the quality of the language environment significantly contributes to the effectiveness of second language acquisition by students.¹

In response to these challenges, Arabic language courses have emerged as a strategic alternative that offers flexibility and a more adaptive approach to the needs of modern learners. These courses, especially those based on digital platforms, are able to create an immersive, communicative, and practical language environment, with a greater emphasis on direct language skills, particularly maharah kalām (speaking skills). Unlike formal institutions, which are often constrained by rigid curricula, Arabic language courses can develop interactive, project-based, and situational methods that are relevant to the real lives of participants. Innovations in Arabic language courses align with the concept of edupreneurship, which involves applying entrepreneurial principles and strategies in the field of education to create

¹ Ahmad Syifa Al Qolbi, Lubna Farah Khan, and Ihsan Zikri Ulfiandi, 'Tantangan Dan Prospek Bahasa Arab Di Era Modern', *Ma'arif Journal of Education, Madrasah Innovation and Aswaja Studies*, 3.1 (2024), pp. 25–31, doi:10.69966/mjemias.v3i1.51.

more innovative, responsive, and solution-oriented changes. Edupreneurship is not merely focused on business aspects but also prioritizes creativity and sustainability in addressing contemporary educational challenges.² Within this framework, Arabic language courses serve as a learning platform that not only effectively trains language skills, but also builds an inclusive, adaptive educational ecosystem capable of reaching global communities through the use of technology and digital networks.

One Arabic language course institution that represents an innovative edupreneurship model is Naatiq International 'Arabiyyah, located in Pare, Kediri. This non-formal educational institution offers Arabic language and literature courses and training with an approach based on progressive education principles, as developed by the Qatar Foundation. By prioritizing practical, communicative, and practice-oriented teaching methods, Naatiq designs learning programs aimed at developing students' competencies comprehensively in linguistic, cultural, and literary aspects of Arabic. The curriculum implemented is based on international standards and is continuously updated to align with the latest developments in language education, enabling the institution to address contemporary challenges while maintaining its competitiveness in the global arena of Arabic language education.

Based on this background, this study will examine in depth how Naatiq International 'Arabiyyah implements the concept of edupreneurship in organizing innovative and international standard Arabic language courses. Using a case study approach, this research aims to provide a comprehensive overview of the potential and challenges faced by the course institution in improving the quality and reach of Arabic language learning. Additionally, this study is expected to contribute to the development of edupreneurship models in the broader field of language education.

METHOD

This study uses a qualitative approach with a case study design, which was chosen to reveal in depth the implementation of edupreneurship in the implementation of Arabic language courses at *Naatiq International 'Arabiyyah*. This approach allows researchers to explore phenomena in real-life contexts and understand the internal and external dynamics of a non-formal educational entity holistically. A case study is an approach that focuses on intensive

² muhammad syauqillah, 'Edupreneur', 2022.

exploration of a clearly defined system (bounded system), whether it is a single case or several similar cases, in order to gain a comprehensive understanding through in-depth data mining from various context-rich sources. ³. In the context of this study, *Naatiq International 'Arabiyyah* is positioned as the main case unit that is analyzed intensively to identify institutional management strategies, learning program design and implementation, and forms of innovation that reflect edupreneurship practices in contemporary Arabic language education.

Data collection techniques were carried out through triangulation methods to ensure the validity of the findings. First, in-depth interviews were conducted with institution managers, teaching staff, and course participants to explore their perspectives on institutional vision, curriculum strategies, teaching methods, and institutional operational dynamics. Second, participatory observation was carried out during the learning process to obtain empirical data on learning interactions, material delivery methods, and the application of the communicative approach that is characteristic of the institution. Third, documentation was used to collect and analyze important documents such as the curriculum, syllabus, teaching materials, learning media, and relevant administrative archives. This triangulation approach aims not only to enrich the data but also to enhance the accuracy of interpretation of the edupreneurship practices taking place within the *Nātiq* learning environment.

RESULTS AND DISCUSSION

Profile of *Naatiq International Arabiyah*

Naatiq International 'Arabiyyah was established on March 25, 2021, in Pare, Kediri, East Java, known as English Village, an area that has become a center for language learning in Indonesia. The choice of the name “*Naatiq*,” which means “native speaker” in Arabic, reflects the institution's vision to produce Arabic language learners who are fluent and able to communicate naturally like native speakers. Since its inception, the institution has not only focused on teaching Arabic but also developed comprehensive and contextual language competency standards in line with the demands of globalization. Legally, *Naatiq International 'Arabiyyah* has met all applicable administrative and institutional requirements. The institution holds a Notarial Deed of Establishment No. 47 (dated February 17, 2022), certified by Notary Ria Dewanti, S.H., and is officially registered with the Ministry of Law and Human Rights of

³ D.A Creswell, *Penelitian Kualitatif Dan Desain Riset* (Yogyakarta: Pustaka Belajar., 2015).

the Republic of Indonesia under number AHU-0004785.AH.01.04 Year 2022. Additionally, Nāṭiq has obtained a Decision Letter from the National Education Department with number 421.9/5711/418.20/2022 and is registered as a legal entity taxpayer through Taxpayer Identification Number (NPWP) 60.375.409.4-655.000. This legal status demonstrates that Nāṭiq operates professionally, transparently, and is trustworthy to the public.

Naatiq International Arabiyah was established in response to the weak productive skills in Arabic, particularly in the areas of speaking, debate, writing, and other applied skills. Naatiq offers an innovative, intensive, and practice-oriented non-formal education model. This institution adopts an applied and communicative pedagogical approach to address the challenges of low self-confidence and speaking competence among students in Arabic. Speaking ability (*maharah kalām*) cannot be separated from the fundamental purpose of language learning, which is as a means of communication. This aligns with the perspective of Fathi Ali Yunus, as quoted by Nurmaryithah Syamaun in her journal, who emphasizes that one of the primary motivations for individuals to learn a foreign language is the desire to communicate directly with native speakers of that language.⁴ Achieving optimal speaking skills requires regular and continuous practice. These exercises aim to establish habits among students in using Arabic in various communication situations, thereby gradually shaping their language behavior patterns. Through this process, a conducive linguistic environment (*bī'ah lughawiyyah*) will be created within educational institutions, supporting the internalization and use of Arabic in daily interactions.⁵ In this regard, *Naatiq* is committed to providing a learning environment that emphasizes hands-on practice, familiarization, and systematic training that stimulates the use of Arabic in real-life contexts.

Arabic language teaching is closely related to various key components in the instructional process, namely approach, method, and technique. According to the conceptual framework proposed by Edward M. Anthony, the approach to Arabic language learning is based on a set of assumptions about the nature of language and the process of language acquisition. These assumptions include mastery of the four language skills: listening (*al-istimā'*), speaking (*al-kalām*), reading (*al-qirā'ah*), and writing (*al-kitābah*). These four skills form the foundation for the formulation of methods and teaching models used in contemporary Arabic language

⁴ (Syamaun, n.d, 2016)

⁵ Muspika Hendri, 'Pembelajaran Keterampilan Berbicara Bahasa Arab Melalui Pendekatan Komunikatif', *Jurnal: POTENSIA: Jurnal Kependidikan Islam*, Volume 3 N (2017).

learning.⁶ The learning methodology used by Naatiq is inspired by the principles of progressive education promoted by the Qatar Foundation, which emphasizes participatory, skills-based, and culturally sensitive learning. The Qatar Debate Center is a national institution established in 2008 in Qatar, with a primary focus on preserving and promoting the culture of debate in classical Arabic, both at the national level and across the broader Arab region. The institution aims to strengthen the culture of open discussion and develop critical and systematic debate skills, particularly among students and university students in Qatar, and more broadly, across the Arab world and the global community.⁷ The institution's curriculum is designed in line with international standards, flexible to developments in learning technology, and adaptive to the needs of participants from various backgrounds.

This makes Naatiq relevant and competitive amid the global dynamics of Arabic language education. Naatiq is managed by professionals with extensive academic backgrounds and experience, both from higher education institutions in the Middle East and major Islamic boarding schools in Indonesia. The teachers and administrators are competent in designing integrative Arabic language learning, from beginner to advanced levels, covering linguistic, cultural, and literary dimensions. The programs offered include intensive Arabic language courses at various levels, Quranic text reading training, preparation for overseas studies, and training in Arabic arts and literature. As such, Naatiq serves not only as a course provider but also as a center for developing Arabic language competencies, preparing participants for careers or further studies in an international environment.

Naatiq's vision is to become a leading Arabic language education center in producing professional and qualified human resources in the field of Arabic language based on effective scientific theories and methodologies. Its primary mission includes implementing modern method-based training, developing comprehensive language skills, including diverse segments of society in the learning process, and expanding partnerships with various educational institutions, both national and international. Naatiq is also open to collaborating with boarding schools, schools, and universities to create a dynamic and sustainable Arabic-language environment.

⁶ Sofyan Sauri, 'Pengembangan Model Pembelajaran Bahasa Arab Dengan Metode All In One System Di MAN Darussalam Ciamis' (Universitas Pendidikan Indonesia (UPI), 2016).

⁷ Qatar Debate Center, 'About Qatar Debate Center', *Qatar Debate Center*, 2021.

Product and service innovation in *Naatiq* Arabic language courses

Naatiq International Arabiyyah offers a variety of excellent programs designed to meet various needs for teaching and mastering Arabic in a deep and comprehensive manner. Each program is designed to help students achieve a higher level of proficiency in Arabic, from beginner to advanced levels. These excellent programs include:

a. Proficient in Arabic

This class is designed to improve participants' mentality and confidence in speaking Arabic. With an approach based on direct practice, students are taught to speak fluently and confidently, as well as to deliver interesting presentations in Arabic with good command of the language. This class has three levels: *Mubtadi'*, *Mutawassit*, and *Mutaqaddim*.

1) *Mubtadi* (Beginner from Zero)

This program is intended for those who are just beginning their journey in learning Arabic. The main focus of this class is an introduction to the basics of Arabic, including vocabulary, grammar, and correct pronunciation. Mastery of vocabulary is an essential component in learning Arabic, as it forms the main foundation for developing comprehensive language skills. Through adequate vocabulary mastery, learners will be better able to communicate both orally and in writing, as well as understand various texts in Arabic more effectively. The vocabulary learning process involves internalizing basic vocabulary, functional phrases, and common expressions used in various communication contexts, both formal and informal, thereby supporting both receptive and productive skills simultaneously.⁸ The method used is designed to build a strong foundation for participants to gradually understand and master Arabic.

2) *Mutawassit* (Advanced, Already Has a Foundation)

This class is intended for participants who already have a basic knowledge of Arabic and want to deepen their skills. The focus of teaching in this program includes strengthening grammar, expanding vocabulary, and improving speaking and writing skills in Arabic with more complex structures. Muḥādatsah

⁸ Amaliyah, *Pendidikan Humanis Dan Religius Dalam Keberagaman Dan Kebangsaan Bagi Generasi Milenial* (Lembaga Kajian Keagamaan, 2019).

is a spontaneous dialogue between two parties on a specific topic in a natural communicative situation. The learning objective is for students to be able to initiate and develop conversations with confidence, use vocabulary and language structures appropriately, respond creatively according to context, and understand the concepts and psychological aspects of communication, particularly in interactions with native speakers.⁹

3) *Mutaqoddim* (Master of Arabic)

This program is designed for participants who wish to master Arabic professionally. The course covers in-depth studies of grammar (nahwu, shorof), as well as mastery of speaking, writing, and reading skills in academic and professional contexts, with the aim of producing graduates who are truly proficient in Arabic. Mastering speaking skills includes debate. Arabic debate training aims to train participants to express ideas and concepts in a structured and convincing manner. Through this training, participants are expected to improve their speaking skills in Arabic. As stated by Werdiningsih, debate is an effective method for developing speaking skills in a foreign language.¹⁰

b. Skilled Translator

This program focuses on *Syafawi* (oral) and *Tahriri* (written) translation skills between Arabic and Indonesian, as well as translation within Arabic itself. This class equips participants with the techniques and methods necessary to accurately and precisely translate texts from various fields. Translation as a form of interlingual transformation is a phenomenon that attracts the attention of experts across disciplines. From a literary studies perspective, translation is viewed as an artistic endeavor that demands the translator's aesthetic skill in transferring the author's distinctive style while preserving the substance and core imagery of the literary work being translated. However, literary translation cannot be separated from the context of translating other types of texts, as the entire process remains within the framework of universal translation principles.¹¹

⁹ Muhson Aziz, Fachrurrozi & Nawawi, *Pembelajaran Bahasa Arab* (Jurusan PBA FITK UIN Syarif Hidayatullah, 2010).

¹⁰ I. Werdiningsih, 'The Use of Debate Method to Improve Students' Speaking Skill', *Journal of English Teaching, Literature, and Applied Linguistics*, 2.2 (2018), pp. 54–61.

¹¹ Salehan Moentaha, *Bahasa Dan Terjemahan* (PT. Kesaint Blanc, 2006).

c. Proficient in reading classical Islamic texts

This program helps participants master the rules of nahwu and shorof for reading classical and contemporary texts in Arabic. Participants not only study theory but also have the opportunity to practice their skills in reading important books related to Arabic literature and science. Understanding the yellow books contributes significantly to comprehensively exploring the teachings of the Qur'an and Hadith, thereby preventing readers from making incorrect interpretations. As the intellectual product of mujtahids, classical texts present tested and ready-to-use legal formulations, serving as a bridge to understand primary Islamic sources in a more systematic and profound manner, and supporting the emergence of contextual and responsive religious thought in line with the dynamics of the times.¹²

d. International Scholarships

This class is designed to prepare participants for overseas scholarship selection tests. The program involves intensive learning about the language requirements needed by international institutions and introduces participants to the applicable selection process. The motivation for people to continue their education overseas is generally driven by the belief that cross-border learning experiences are a strategic means of achieving global success and increasing individual self-efficacy.¹³ According to Arinto and Rizkalla, students' decisions to study abroad are influenced by various factors, including career orientation, academic experience at the faculty level, and family support. Of these three factors, career aspects are the main determinant, which are rooted in behavioral beliefs and shape attitudes toward international education choices.¹⁴

e. Proficient in *Nadwah* and *Dirasah* (Seminars and Studies)

This class aims to develop participants' skills in conducting bahts (discussions) and dirasah (studies) in Arabic. Participants are guided to become presenters in seminars

¹² Abdurrahman Wahid, *Pesantren Masa Depan: Wacana Pemberdayaan Dan Transformasi Pesantren* (Pustaka Hidayat, 1999).

¹³ M. I. M. (2017) Sadrina, & Nasir, 'Motivasi Mahasiswa Indonesia Belajar Di Luar Negara (Malaysia)', *Semdi Unaya*, 1.1 (2017), pp. 128–135.

¹⁴ N. Arinto, B. & Rizkalla, 'Pengaruh Importance to Career, Family Support, Experience of Faculty Terhadap Intention to Participate in Study Abroad: Telaah Pada Para Mahasiswa Universitas Swasta, Tangerang, Banten, Indonesia', *Ultima Management: Jurnal Ilmu Manajemen*, 11 (2020).

and build Arabic-based communities. The program also focuses on actualizing Arabic-speaking institutions and preparing participants to compete at the national and international levels.

f. Proficient in the Qur'an and recitation

This program is designed to help participants become *Hafizh* and *Hafizhoh*, as well as master the art of tilawah (recitation of the Qur'an) correctly. Learning is carried out under the guidance of highly experienced Qur'an experts and scholars, with the aim of producing a generation of experts in memorizing and reciting the Qur'an properly and correctly.

Every program at Naatiq International Arabiyah is conducted with a structured approach tailored to the needs of participants, with the goal of providing quality education and producing competent graduates in the field of Arabic language.

Naatiq's branding and marketing strategy

Naatiq International Arabiyah implements a comprehensive and integrated marketing strategy to reach a wide audience and increase accessibility to information about the Arabic language learning services they offer. This marketing strategy includes the use of various popular and effective digital channels, such as websites, social media, and online advertising. Digital marketing is a marketing strategy that leverages internet-based media to reach consumers more broadly, effectively, and in alignment with the targeted market segment. This approach enables more effective interaction between businesses and consumers through various digital platforms in real-time.¹⁵ By utilizing this digital platform, Naatiq can ensure that information about their Arabic language education programs is easily accessible to anyone, regardless of geographical limitations. A responsive website, together with active social media accounts on platforms such as Instagram, Facebook, Twitter, and YouTube, allows Naatiq to interact directly with their audience and provide up-to-date information about courses, promotions, and special events. Additionally, carefully targeted online ads through Google Ads and other social media ads provide broader visibility and reach individuals with a specific interest in learning Arabic.

¹⁵ Fiona Chaffey, Dave & Ellis-Chadwick, *Digital Marketing* (Pearson Education, 2019).

Agustina, Najib, and Suharjo state that ads serve as a communication tool in marketing strategies aimed at conveying pride in products, whether goods or services, to consumers.¹⁶

As part of a broader marketing strategy, Naatiq also focuses on building strategic partnerships with various educational institutions, such as Islamic boarding schools and leading universities. This collaboration not only focuses on joint promotion but also on providing learning services that can be tailored to the needs of each institution. For example, Naatiq has established partnerships with various universities in Indonesia, and Naatiq's students come from various universities in Indonesia such as Muhammadiyah University of Yogyakarta, UIN Malang, Padjadjaran University, Mathaliul Falah Islamic Boarding School Institute, KH. A. Wahab Hasbullah Jombang, UIN Sunan Gunung Jati Bandung, UIN KH Achmad Shiddiq Jember, Universitas Islam Indonesia Dalwa, UIN Syarif Hidayatullah Jakarta, UIN Sultan Thaha Saifuddin Jambi, Universitas Pendidikan Indonesia Bandung, UIN Alauddin Makassar, UIN Sunan Kalijaga Yogyakarta, Universitas Gadjah Mada, UIN Sunan Ampel Surabaya, and IAIN Kediri. This collaboration not only involves joint promotion through campus activities and university events but also includes sending groups of students to gain hands-on experience in learning Arabic through effective and enjoyable methods at Naatiq.

In addition, Naatiq has also established strong partnerships with a number of Islamic boarding schools in Indonesia, which play an important role in the religious and language education ecosystem. Some of the Islamic boarding schools that have collaborated with Naatiq include the Madinatul Ulum Islamic Boarding School Foundation, the Darussalam Islamic Boarding School Foundation, MCAS Darul Arqam, Al Anwari Islamic Boarding School, Al Khairat Islamic Boarding School, Darul Lugah Waddawah Islamic Boarding School Foundation, Yogyakarta Quranic Center, Tahfiz Nurul Quran Islamic Boarding School, Al Falah Biru Islamic Boarding School Foundation, Darul Mustafa NW Foundation, Assyifa Islamic Boarding School, Darussalam Al Qurani Islamic Boarding School, Misbahul Huda Islamic Boarding School Foundation, and Nurul Quran Lombok Tengah Foundation. Through this collaboration, Naatiq not only increases its exposure but also builds a strong network within the boarding school

¹⁶ M. & Agustina, D. Najib and B. Suharjo, 'Pengaruh Personalisasi Iklan Online Terhadap Sikap Dan Minat Beli Konsumen', *Jurnal Ilmiah Manajemen*, 6 (2016), pp. 367–386.

community, supporting the broader educational needs for Arabic language learning among students and alumni of boarding schools.

As part of its offering strategy, Naatiq also provides various attractive promotions that allow prospective students to get significant discounts from the regular price. One of the promotional strategies implemented is during Ramadan, where Naatiq offers special discounts as part of the spirit of sharing during the holy month. In addition, Naatiq also offers annual programs at more affordable prices, as well as various other discounts tailored to the season or special events. This enables Naatiq to remain competitive in the Arabic language education market, attract more students, and enhance customer loyalty. Through a combination of effective digital marketing strategies, partnerships with educational institutions, and attractive promotional programs, Naatiq International Arabiyah has successfully created an ecosystem that facilitates significant growth and broader access to Arabic language education for the community, both in Indonesia and internationally.

Edupreneurship strategies applied in course management

The edupreneurship strategy implemented in the management of the *Naatiq International 'Arabiyyah* course focuses on integrating an entrepreneurial vision in education with a mission to enhance the quality of Arabic language learning in a professional and sustainable manner. The learning strategy is a form of systematic planning that outlines a series of activities aimed at achieving predetermined educational objectives. This strategy is developed through structured instructional steps, utilizing various available resources and supporting facilities to optimize both the learning process and outcomes for students.¹⁷ In general, a learning strategy relates to various activities involving interaction between educators and learners in order to achieve specific learning objectives. This strategy encompasses the planning and implementation of targeted activities designed to support the effectiveness of the teaching and learning process.¹⁸

Naatiq positions itself not merely as a language course provider, but as a learning incubator that is adaptive and responsive to the evolving dynamics of global market demands.

¹⁷ Gita L. Lestari, E. A. & Cahyani, 'Strategi Pembelajaran Kreatif Berbasis Eduprene Dalam Pengembangan Pembelajaran IPA', 2019.

¹⁸ Idrus, 'Strategi Pembelajaran Kewirausahaan: Aplikasi Pembelajaran Mata Kuliah Kewirausahaan Di Perguruan Tinggi Malang', 6.11 (2017).

This approach emphasizes innovation in the development of learning programs and resource management capable of generating added value and ensuring the sustainability of educational entrepreneurship. As part of its differentiation strategy, Naatiq offers a variety of training programs tailored to the characteristics and needs of learners, ranging from intensive classes and thematic courses focusing on specific skills such as *kalam* (speaking), *insya'* (writing), and *muhadatsah* (conversation), to study guidance programs for the Middle East that strengthen contextual learning experiences. The curriculum implemented prioritizes a competency-based approach and hands-on practice, supported by the use of digital media and information technology as effective and efficient learning tools.

The supporting facilities at Naatiq International 'Arabiyah are designed to create a conducive and immersive learning environment. One of its flagship facilities is the *Arabic Area Dormitory*, which specifically adopts a 24-hour Arabic-speaking environment to habituate students to actively communicate in Arabic. The institution's location in Kampung Bahasa Pare further enhances its educational value by providing a strong community of language learners focused on mastering foreign languages. In addition, students are provided with various supporting facilities such as ID cards, uniform t-shirts, goodie bags, and learning books that are integral to the learning process. Naatiq's distinctive in-house methodology emphasizes a practical and applicative approach, prioritizing real-life communication skills in Arabic.

Upon completing the program, students receive an official certificate recognized by various educational institutions and relevant agencies, adding to the credibility of graduates in both academic and professional settings. Naatiq also offers a range of additional programs at no extra cost, such as *Darsun Idhofi* (supplementary lessons), skill and talent development, *Tahdid Mustawa* (language proficiency assessment), recommendation services (*tazkiah*), as well as leadership and entrepreneurship training. Furthermore, Naatiq provides opportunities for students to undergo training to become professional tutors, equipping them with theoretical knowledge, practical experience, and comprehensive mastery of the Arabic language. This ensures they are not only proficient in the language but also prepared to contribute as competent educators. In terms of learning methods and instructional systems, Nātiq adopts a learning model based on the Qatar Foundation system, which has proven to be effective. This system is developed from prior experience and best practices accumulated before Naatiq's establishment, with the aim of

optimizing Arabic language acquisition in a practical, fast, and efficient manner. The approach also empowers students to speak Arabic confidently without fear of making mistakes, ultimately producing fluent graduates who are ready to communicate actively.

The learning routine at Naatiq is highly structured and intensive, beginning with *halaqah istimā'* and dawn prayer at 4:00 AM, followed by a series of intensive learning sessions from 6:00 AM until 10:00 PM. Throughout the learning process, students are required to actively use Arabic both inside and outside the classroom, creating a fully immersive language environment. Regular evaluations are conducted weekly and monthly by the teaching team, *mudir* (director), and staff to monitor students' progress and assess the effectiveness of the teaching methods. Constructive feedback is provided to help students continuously improve their Arabic language skills. With a rigorous yet supportive learning system, a conducive environment, and comprehensive facilities, Naatiq International 'Arabiyyah ensures that students not only master the Arabic language thoroughly but are also prepared to use it in various academic, professional, and social contexts. This supports the edupreneurship goal of developing language education that is empowerment-oriented and sustainable.

CONCLUSION

Naatiq International 'Arabiyyah represents an ideal model of edupreneurship in Arabic language education, effectively addressing the challenges of globalization, the need for communicative skills, and the demand for innovation in language teaching. By integrating a communicative approach, competency-based curriculum, and the use of digital technology, Naatiq has succeeded in creating an applied, adaptive, and immersive learning environment. Its strong branding and marketing strategies, collaborations with both national and international educational institutions, and diverse programs such as proficient speaking, translation, classical text reading, and overseas scholarships serve as indicators of the institution's success in developing a professional, high-competency non-formal language education model. Naatiq's management model demonstrates that a combination of educational values and entrepreneurial spirit can create a sustainable learning system, one that is relevant to the needs of modern learners and capable of reaching a broader audience through digital innovation and strategic partnership networks.

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