

HADISUL ISNAINI AS A COMMUNICATIVE LANGUAGE TEACHING (CLT)-BASED MODEL IN 1ST CAMPUS GONTOR PUTRI

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ABSTRAK

This study investigates Hadisul Isnaini as a Communicative Language Teaching (CLT)-based model in enhancing Arabic proficiency at Gontor Putri Campus 1. Employing a qualitative case study design, the research explores how this weekly program integrates language correction (iṣlāḥ al-lughah), communicative practice, and habitual reinforcement within a pesantren environment. Data were collected through observations, in-depth interviews, and document analysis. The findings reveal that Hadisul Isnaini effectively improves students' communicative competence and confidence by creating a structured yet immersive language environment. The program also demonstrates a balanced integration of fluency and accuracy, addressing a common limitation in CLT implementation. From a curriculum perspective, this study conceptualizes Hadisul Isnaini as a form of hidden or co-curricular framework that strengthens formal instruction through continuous social interaction and environmental exposure. The study proposes a habitual communicative curriculum model as its main contribution, emphasizing the importance of integrating structured practice, social mediation, and institutional culture in language learning. These findings offer both theoretical and practical implications for developing context-sensitive language programs in similar educational settings.

ABSTRAK

Penelitian ini mengkaji Hadisul Isnaini sebagai model pembelajaran berbasis Communicative Language Teaching (CLT) dalam meningkatkan kemampuan bahasa Arab di Gontor Putri Kampus 1. Menggunakan pendekatan kualitatif dengan desain studi kasus, penelitian ini mengeksplorasi bagaimana program mingguan ini mengintegrasikan perbaikan bahasa (iṣlāḥ al-lughah), praktik komunikatif, dan pembiasaan dalam lingkungan pesantren. Data dikumpulkan melalui observasi, wawancara mendalam, dan analisis dokumen. Hasil penelitian menunjukkan bahwa Hadisul Isnaini efektif dalam meningkatkan kompetensi komunikatif dan kepercayaan diri santriwati melalui lingkungan bahasa yang terstruktur dan imersif. Program ini juga menunjukkan keseimbangan antara kelancaran dan ketepatan bahasa, yang sering menjadi kelemahan dalam implementasi CLT. Dari perspektif kurikulum, Hadisul Isnaini diposisikan sebagai bentuk kurikulum tersembunyi yang memperkuat pembelajaran formal melalui interaksi sosial dan pembiasaan berkelanjutan. Penelitian ini menawarkan konsep habitual communicative curriculum model sebagai kontribusi utama, yang menekankan pentingnya integrasi praktik terstruktur, mediasi sosial, dan budaya institusi dalam pembelajaran bahasa.

Kata Kunci: *Communicative Language Teaching (CLT); Pembelajaran Bahasa Arab; Lingkungan Bahasa; Kurikulum Tersembunyi; Model Pembiasaan.*

INTRODUCTION

Language mastery, particularly in Arabic as a foreign language, remains a central objective in Islamic boarding school education. In many pesantren contexts, Arabic is not only taught as a subject but also positioned as a medium of communication and a tool for accessing Islamic knowledge. However, despite intensive formal instruction, many learners still face challenges in achieving communicative competence, especially in spontaneous speaking and real-life interaction. This indicates that classroom-based instruction alone is often insufficient to develop functional language proficiency.

Recent studies highlight that effective language learning requires approaches that emphasize interaction, real-life communication, and learner engagement. One of the most widely recognized approaches in this regard is Communicative Language Teaching (CLT), which prioritizes meaningful communication over mere mastery of grammatical rules (Salam & Luksfinanto, 2024). CLT promotes student-centered learning, authentic language use, and interactive activities such as role-play, discussion, and task-based communication, all of which contribute significantly to improving learners' fluency and confidence (Alkautsar & Dwigustini, 2025). Furthermore, empirical evidence confirms that CLT enhances not only speaking skills but also learners' motivation and willingness to communicate (Candadila & Puspitasari, 2025).

Nevertheless, a persistent gap remains between the theoretical ideals of CLT and its practical implementation, particularly in formal classroom settings. Several studies reveal that CLT is often constrained by limited time, uneven student proficiency, and insufficient opportunities for authentic interaction beyond the classroom (Rosniarti, 2025). This "implementation gap" suggests the need for alternative or complementary learning models that extend language practice into more natural and habitual contexts.

In this regard, Islamic boarding schools (pesantren) offer a unique environment where language learning can be integrated into daily life through structured and habitual programs. One such program is *Hadisul Isnaini*, a weekly language activity conducted at Gontor Putri Campus 1. This program focuses on language correction (*iṣlāḥ al-lughah*), vocabulary enrichment, and communicative practice through interactive activities such as dialogue (*muhāwarah*), short performances, and motivational sessions. Unlike conventional classroom instruction, *Hadisul Isnaini* operates as a continuous and collective language reinforcement mechanism embedded within students' daily routines.

From a curriculum perspective, this program can be viewed not merely as an extracurricular activity but as part of a hidden curriculum that strengthens formal Arabic instruction. Contemporary curriculum theories emphasize that learning is not limited to planned classroom activities but also occurs through social interaction, habitual practice, and contextual experience. In line with this view, *Hadisul Isnaini* represents a form of curriculum enrichment that integrates CLT principles into a lived language environment, thereby fostering both linguistic competence and communicative confidence.

Despite its potential, limited scholarly attention has been given to examining such pesantren-based language programs as structured pedagogical models. Most existing studies focus on classroom-based CLT implementation, leaving a gap in understanding

how communicative approaches operate within holistic and immersive language ecosystems. Therefore, this study aims to investigate Hadisul Isnaini as a CLT-based model and to explore its contribution to Arabic language learning and curriculum development in the pesantren context.

RESEARCH METHOD

This study employed a qualitative approach using a case study design to explore the implementation of *Hadisul Isnaini* as a Communicative Language Teaching (CLT)-based model in an Islamic boarding school context. A case study is particularly suitable for investigating contemporary phenomena within their real-life settings, especially when the boundaries between the phenomenon and context are not clearly defined (Mtisi, 2022). In this regard, Hadisul Isnaini was treated as a bounded system, representing a structured language program embedded within the daily educational practices at Gontor Putri Campus 1. Qualitative case study research enables an in-depth and holistic understanding of complex educational processes, allowing researchers to capture social interactions, behavioral patterns, and contextual dynamics that cannot be fully explained through quantitative methods (Annamalah, 2024; Espinoza-Freire, 2025).

The research was conducted at PMDG Gontor Putri Campus 1, involving participants consisting of language teachers (asatidz/ustadzat) and santriwati who actively participated in the *Hadisul Isnaini* program. Participants were selected using purposive sampling to ensure that the data obtained were relevant to the research focus. Data collection was carried out through multiple techniques, including in-depth interviews, participant observation, and document analysis. These techniques are commonly employed in qualitative case study research to obtain rich and comprehensive data from various perspectives (Putri et al., 2025). Observations focused on communicative activities such as *muhāwarah*, language correction (*iṣlāḥ al-lughah*), and interactive performances, while interviews explored participants' perceptions, experiences, and language development outcomes.

Data analysis followed an interactive model involving data condensation, data display, and conclusion drawing. The analysis process was conducted iteratively to identify patterns, themes, and relationships related to the implementation of CLT principles within the *Hadisul Isnaini* program. This approach aligns with the nature of case study research, which emphasizes deep contextual interpretation and meaning-making rather than generalization (Pérez-Garmendia et al., 2025). To ensure the trustworthiness of the findings, this study applied triangulation techniques, including source triangulation, method triangulation, and prolonged engagement in the field. The use of multiple data sources and validation strategies is essential in enhancing the credibility and reliability of qualitative case study research (Emerald Publishing, 2025).

RESULTS AND DISCUSSION

The findings reveal that *Hadisul Isnaini* functions as a structured yet dynamic language reinforcement program that significantly enhances students' Arabic communicative competence. Unlike conventional classroom instruction, this program

emphasizes repeated exposure, immediate correction (*iṣlāḥ al-lughah*), and contextualized language use through interactive activities such as *muhāwarah*, short performances, and guided expressions. These practices create a communicative environment where learners are encouraged to actively construct meaning rather than passively receive linguistic input. This aligns with the fundamental principles of Communicative Language Teaching (CLT), which prioritize meaningful interaction, authentic communication, and learner engagement as core components of language acquisition (Richards, 2022; Derakhshan et al., 2021).

Table 2. Core Components of Hadisul Isnaini Program

Component	Description	CLT Element
Islah Lughah	Language correction (<i>nahwu, sharaf</i>)	Accuracy
Muhawaroh	Dialogue practice	Fluency
Vocabulary Enrichment	New words & expressions	Input
Performance (Drama)	Contextual communication	Authentic use
Motivation Session	Language awareness	Affective factor

More importantly, the study demonstrates that the effectiveness of *Hadisul Isnaini* lies in its integration of accuracy and fluency within a habitual learning system. While CLT is often criticized for overemphasizing fluency at the expense of grammatical accuracy, this program balances both through systematic language correction combined with communicative practice. This finding supports recent arguments that effective CLT implementation requires a dynamic interplay between form-focused instruction and communicative use, rather than treating them as separate domains (Ellis & Shintani, 2021; Zhang, 2023). Thus, *Hadisul Isnaini* offers an alternative model of CLT implementation that resolves the long-standing tension between accuracy and fluency.

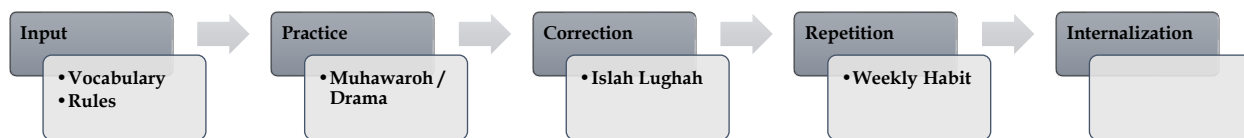
Table 3. Mapping Hadisul Isnaini to CLT Principles

CLT Principle	Implementation in Program	Impact
Communicative competence	Muhawaroh, interaction	Speaking skill improvement
Authentic communication	Daily expressions	Real-life usage
Student-centered learning	Active participation	Engagement
Fluency-accuracy balance	Practice + correction	Holistic competence

From a sociocultural perspective, *Hadisul Isnaini* operates as a collaborative learning space where language development is mediated through social interaction and collective participation. The program fosters peer engagement, shared linguistic norms, and guided scaffolding by teachers, reflecting the principles of social constructivism in language learning. Learners gradually internalize linguistic structures through repeated interaction within a supportive environment, which enhances both confidence and communicative competence. This finding is consistent with contemporary research

emphasizing that language acquisition is socially mediated and deeply influenced by interactional contexts and community practices (Lantolf et al., 2021; Poole, 2022).

Figure 2. Learning Process in Hadisul Isnaini



A key contribution of this study lies in positioning *Hadisul Isnaini* as part of a hidden curriculum that extends beyond formal classroom instruction. The program systematically reinforces language learning through routine, discipline, and environmental exposure, thereby transforming language from an academic subject into a lived practice. This supports the view that effective curriculum development should incorporate experiential and contextual learning opportunities that bridge the gap between theory and practice (Priestley et al., 2021; Deng, 2022). In this sense, *Hadisul Isnaini* can be conceptualized as a co-curricular CLT-based model that enriches the formal Arabic curriculum.

Furthermore, this study addresses a critical gap in the existing literature concerning the implementation of CLT in non-Western and faith-based educational contexts. While previous studies have largely focused on classroom-based applications of CLT, they often overlook the role of institutional culture and language environment in shaping learning outcomes. The findings of this study suggest that the success of CLT is not solely determined by instructional techniques but also by the presence of a sustained linguistic ecosystem that supports continuous practice. This reinforces recent calls for a more ecological and context-sensitive approach to language teaching, particularly in immersive educational settings (Nguyen & Hamid, 2022; Rose et al., 2023).

Figure 1. Conceptual Framework of Hadisul Isnaini as CLT-Based Model



In terms of novelty, this study proposes that *Hadisul Isnaini* represents a “habitual communicative curriculum model”, where language learning is embedded in routine activities, social interaction, and institutional culture. This model goes beyond traditional CLT by integrating three key elements: (1) systematic language correction, (2) communicative practice, and (3) environmental reinforcement. Such integration provides a more holistic approach to language learning, particularly in contexts where language is expected to function as both a medium of instruction and daily communication. Therefore, this study contributes not only to the theoretical development of CLT but also

to practical innovations in Arabic language curriculum design within Islamic boarding schools.

CONCLUSION

This study concludes that Hadisul Isnaini functions as an effective Communicative Language Teaching (CLT)-based model that enhances Arabic language proficiency through systematic integration of communicative practice, language correction, and habitual reinforcement. Language learning in this program is not confined to formal instruction but embedded within routine, interactive, and socially mediated activities. Students develop not only linguistic competence but also communicative confidence, indicating that sustained exposure and active engagement are critical factors in successful language acquisition.

Furthermore, the strength of Hadisul Isnaini lies in its ability to reconcile the dichotomy between fluency and accuracy. By combining *iṣlāḥ al-lughah* with communicative activities, the program provides a balanced approach ensuring both grammatical awareness and functional language use. This finding offers a practical contribution to CLT discourse, suggesting that effective implementation requires integrative rather than polarized approaches.

From a curriculum perspective, Hadisul Isnaini is conceptualized as a hidden or co-curricular framework enriching formal Arabic instruction. It transforms language learning into a lived and continuous process supported by institutional culture and a structured linguistic environment. This study proposes a habitual communicative curriculum model where learning occurs through repeated practice, social interaction, and environmental immersion. Theoretically, this research contributes to CLT by introducing a context-sensitive model grounded in pesantren-based education. Practically, it provides insights for educators to design language programs beyond classroom boundaries. Future research should explore this model's adaptability in different educational contexts.

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