

SWOT Analysis of Arabic Language Learning at The Naatiq Course Institute in East Java Pare

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ABSTRACT

This study aims to analyze the internal and external factors affecting Naatiq Arabic Course Institute, Pare, Kediri using SWOT analysis method. The analysis will identify strengths, weaknesses, opportunities and threats in order to create an effective development strategy. The data was collected by detailed interviews with administrators, teachers, students, and Naatiq graduates and direct observations of educational activities. Research shows that Naatiq has the mainstay in the form of an effective educational method based on conversation (Kalam), experienced teachers, and appropriate objects. However, there are weaknesses in creating a consistent Arabic environment, student discipline, and a lack of attention to the mahalla qila and kitaba. A big opportunity for Naatiq is the growing societal interest in learning Arabic and the potential of digital developments such as learning apps. On the one hand, threats are related to increased competition among educational institutions and limited resources. Suggested strategies include strengthening promotion through social media, developing core programs for prospective students, improving the quality of lecturers through training and innovative, more flexible and interactive teaching methods. With this strategy, Naatiq is expected to be able to increase its competitiveness, relevance and effectiveness in providing Arabic language education services.

Keywords: *SWOT analysis; Course institution; Development strategy; Arabic course.*

INTRODUCTION

The performance of an organization, project, or company can be influenced by opportunities, threats, weaknesses, and strengths identified using a strategic planning technique known as SWOT analysis. Opportunities and threats are categorized as external variables, while strengths and weaknesses are categorized as internal elements (Edo Santo Saputra n.d.). These four components of SWOT analysis highlight internal and external factors. Weaknesses are internal variables that hinder the success of an organization, while strengths are internal components of an organization that help it achieve its goals (Fitri Anggreani 2021). One external factor that helps organizations achieve their goals is capacity. In addition to its beneficial effects on the environment, capacity also offers opportunities to close gaps and launch new initiatives. Conversely, risk is an element of the external business environment that can create obstacles or barriers to achieving goals (Widi Oetomo and Ardini 2012). Although this analysis is rational, it is essential to minimize hazards and vulnerabilities while maximizing opportunities and strengths (Rochman 2019).

According to Pearce and Robinson, SWOT stands for the internal and external opportunities and threats faced by an organization. SWOT analysis is a methodical approach to determining which aspects and strategies best describe each other. The premise of this research is that maximizing strategies are effective strategies. Opportunities and strengths reduce dangers and limitations. The creation of successful strategies will be greatly influenced by the accurate application of this simple premise (Dwi 2014).

Combining four components with the right composition how to prepare strengths, overcome weaknesses, and seek opportunities and tactics in facing various threats is the purpose and benefit of SWOT analysis. The most basic analysis methodology that can be used to discuss any topic is the SWOT analysis technique. The combination of these four components will provide extraordinary results in achieving your vision and goals if this strategy is implemented correctly. The program in question certainly strives to achieve the best results. This study serves as a means to reduce current vulnerabilities (Rochman 2019).

Speaking ability is an indicator of a person's language skills. It is important to teach speaking skills because we speak not only to make sounds, but also as a means of conveying ideas, emotions, and information (Aziz 2020). Similarly, learning a foreign language requires not only an understanding of vocabulary and grammar, but also proficiency in pronunciation, intonation, and an understanding of the relevant culture. Over time, public interest in learning language skills has increased, not only in English, but also in Arabic (Akbar and Prasetyo 2022). Therefore, modern society is currently actively engaged in learning Arabic, either independently or through various training programs and courses.

The learning approach is the same as general education and learning activities, and courses are training facilities provided by non-formal education units. The difference is that these courses usually require the rapid development of specific skills. According to Setiyadi et al. (Setiyadi, Segara, and Sinambela 2020), training is the provision of activities involving knowledge, skills, and information to improve a person's life.

Course institutions have become one of the solutions relied upon by the community because they offer more flexible Arabic language training. Course institutions are included in the non-formal education group as a complement or substitute for formal education. These courses also provide a link between formal education and the world of work (Rahmawati 2018). These courses are an alternative for beginners to learn Arabic, as they present foreign language learning not only from a theoretical perspective but also from a practical perspective, providing a supportive environment for practicing and improving language skills.

Learning a foreign language is a complex intertwining of various complex phenomena, so it is not surprising that it has different meanings for each person (Abdul Wahab Rosyidi 2009). From the explanation of the meaning of learning and Arabic above, we can conclude that learning Arabic is a process of interaction between students and teachers in the language learning process that facilitates students' understanding of Arabic and its scope.

When studying Arabic as a subject, studies and research are conducted in Arabic, providing encouragement, guidance, capacity building, and training in positive receptive and productive attitudes towards the Arabic language. The ability to understand spoken and written language is called receptive competence. One useful talent is the ability to express oneself clearly in writing and orally. In order for students to understand the Qur'an and Hadith, the main sources of Islamic knowledge, as well as Arabic texts on Islam, proficiency in Arabic and a good attitude towards the language are very important. Therefore, Arabic language madrasahs are prepared to teach students four important linguistic skills: “listening (maharatul istima’), speaking (maharatul kalam), reading (qira’ah), and writing (al-kitabah)” (RI 2014).

METHODS

Internal and external factors affecting the Naatiq course institution were examined in this study using qualitative descriptive methodology. The analysis was conducted using the SWOT method to identify the “strengths, weaknesses, opportunities, and threats” faced by the institution. Data was obtained through in-depth interviews with relevant parties, such as institution managers, teaching staff, students, and alumni. Semi-structured interviews were conducted with managers, teachers, and students to understand their perspectives on the institution's internal and external factors. With this method, it is hoped that the SWOT analysis can provide a comprehensive strategic overview for the development of the Naatiq course institution.

RESULTS AND DISCUSSION

Naatiq Institution Profile

Established by the Qatar Foundation, Naatiq International Arabiyyah is a non-formal educational organization that uses creative and relevant teaching strategies to offer Arabic language and literature courses and training. The curriculum taught is in line with international standards and is managed by several practitioners who are graduates of the Middle East, Turkey, and well-known Islamic boarding schools who have been successful in teaching Arabic to produce competitive graduates. The

education provided includes Arabic language courses, book reading, overseas study guidance, and Arabic arts and literature.

Naatiq International Arabiyyah was founded on March 25, 2021, in Pare, Kediri, East Java, specifically in Kampung Inggris. The name Naatiq itself means native or native speaker. Thus, Naatiq International Arabiyyah has become an institution with international Arabic language standards like native speakers. The establishment of this institution was prompted by the lack of interest and knowledge in Arabic, including Arabic speaking skills, debate, *insya'*, and other aspects of Arabic language proficiency.

Strength Analysis of the Naatiq Institution

Naatiq has been effective in developing students' *maharah kalam* and *maharah istima'* skills. One of the main benefits of Naatiq is developing students' *mahara kalam* (speaking skills) and *mahara istima* (listening skills). This orientation is very important because these two skills are central to communication in Arabic. The teaching is not only theoretical but also involves students directly in speaking and listening practice. For example, students are encouraged to actively participate in Arabic dialogues during their studies. This makes participants more confident in using Arabic in their daily lives. In addition, by emphasizing the communicative aspect, Naatiq is able to meet the practical needs of students, especially those who want to use Arabic for academic, professional, or social interaction purposes.

Naatiq uses a non-grammatical approach, allowing students to understand Arabic more easily and effectively. This *Kalam*-based approach is a major advantage. With this approach, students are not confronted with complicated grammar rules at the beginning of the training. Instead, they are encouraged to communicate directly in Arabic. This method makes it easier for students to understand the context of language use and improve their skills naturally. Students not only learn theory, but also the use of language in real situations, such as everyday dialogue, conversation modeling, and audience understanding. This makes the learning process more interesting and relevant. This approach helps Naatiq differentiate itself from other educational institutions that focus on traditional grammar.

Naatiq has experienced tutors and teachers who are Naatiq alumni themselves, as well as microphones and other facilities to support the learning process. Having experienced teachers is one of Naatiq's greatest strengths: most of the teachers are Naatiq graduates and have a thorough understanding of the methods used. Because they themselves follow the same teaching system, they are able to tailor their teaching approach to suit the needs of their students. Furthermore, the emotional bond that is built between teachers and the institution creates a high enthusiasm for learning. Assistive devices such as microphones, audio equipment, and other devices are also important elements in creating an interactive

and effective learning environment. Through these media, participants can practice speaking, listening, and interacting directly, making the learning experience more real and profound.

Naatiq offers online classes that feel like offline classes. The innovation of creating bold activities that resemble offline activities is one of Naatiq's strengths. In these bold classrooms, the learning environment remains interactive and dynamic. Participants can interact directly with tutors and other participants through various features that encourage a learning experience similar to that of a physical classroom. This approach allows students to feel the presence and attention of the teacher, even though they are in different geographical locations. This bold course also offers flexible times and locations, so students from diverse backgrounds and locations can participate without barriers. In this way, Naatiq not only expands its reach but also successfully adapts to the educational needs of the digital age.

Analysis of Weaknesses of Naatiq Institution

Teachers find it difficult to build students' confidence, foster a good Arabic language environment, and encourage students to be disciplined because the course institution does not have strict rules. This gap highlights inherent weaknesses in Naatiq's learning management. Students' difficulties in building confidence may be due to a lack of personal attention and appropriate strategic motivation. Some students may feel anxious about speaking Arabic for fear of making mistakes, requiring psychological support from teachers. Furthermore, the weakness in constructing an Arabic-speaking environment (biah) shows that the learning approach used is not sufficient to encourage Arabic language habits outside the classroom. This problem is exacerbated by a lack of discipline, which may be caused by the absence of strict rules. Without clear guidelines, students may feel less motivated to learn and use Arabic in their daily activities, thereby reducing the effectiveness of the program.

Participants who wish to enroll in Naatiq must have a basic knowledge of Arabic, such as adequate vocabulary. This limitation indicates that Naatiq is not yet fully comprehensive for beginner Arabic learners, and the requirement to have basic vocabulary may be an obstacle for prospective participants who are interested but do not yet have experience learning Arabic. This also indicates that the Naatiq program or curriculum may not be flexible enough to accommodate participants of varying skill levels. If Naatiq can develop a special program for beginners, these challenges can be minimized, while expanding the scope of learners.

There is still a lack of emphasis on qiraah and kitabah skills. Naatiq's emphasis on kalam (speaking) and istima (listening) skills means that less emphasis is placed on reading (qirah) and writing (kitaba) skills, which may be a weakness, especially

for participants who want to acquire general skills in Arabic. For example, students who want to read academic or religious texts in Arabic may feel that they have not gained sufficient depth of instruction in Naatiq. This lack of depth may also make the program less attractive to participants who need reading and writing skills for professional or academic purposes.

It is difficult to create an Arabic-speaking environment outside of learning or class. This weakness shows that the use of Arabic at Naatiq is generally limited to formal classroom situations, and without encouragement or structure to support consistent Arabic language practice, students may revert to using their mother tongue or other languages outside of teaching. This reduces the effectiveness of learning, as the habit of using a foreign language naturally in various situations is key to language competence. The complexity of creating such an environment may be due to a lack of initiative to create an Arabic community among students, a lack of linguistic immersion programs, or a lack of additional activities that support the use of Arabic in everyday life.

Opportunity Analysis for Naatiq

Increase Naatiq's promotion through social media and online advertising. Social media and online advertising provide Naatiq with a great opportunity to increase its visibility and reach a wider audience. In the digital age, platforms such as Instagram, Facebook, TikTok, and YouTube play a strategic role in disseminating information about courses and programs. By using engaging content such as short instructional videos, participant testimonials, or special promotions, Naatiq can attract the attention of the public, especially the younger generation. In addition, the use of paid advertising targeting specific demographics (e.g., students, workers, or the Islamic community) can help reach more relevant prospective participants. This strategy will not only increase enrollment but also strengthen the school's image as a modern and innovative Arabic language course provider.

Developing an Arabic language learning application. Given that people are becoming increasingly accustomed to learning through digital platforms, the development of an Arabic language learning application is a very promising opportunity. The application can provide various interactive features, such as mahalla exercises (istima, kalam, kira'a, kitabah), instructional videos, tests, and discussion forums. This application also encourages learning outside the classroom because it makes it easy to learn anytime, anywhere.

Increased public awareness of the importance of Arabic. Raising public awareness of the importance of Arabic as a religious language, a language of international communication, and a language for career advancement is a major opportunity for Naatiq. Many people realize that proficiency in Arabic provides direct access to Islamic literature, opportunities to study in the Middle East, and job

opportunities in the fields of religion, education, and diplomacy. Naatiq can capitalize on this trend and tailor its programs to the needs of the community, such as special courses for prospective students from the Middle East, training in religious book translation, business Arabic training, and so on. Creating an environment that is more supportive of Arabic language learning will enable Naatiq to gather a more active and supportive community of Arabic speakers.

Threat Analysis (Threats) Naatiq Institution

Increased competition from Arabic language courses due to the emergence of many new Arabic language course institutions. The proliferation of new educational institutions offering Arabic language courses has made competition for Naatiq even more intense. These new institutions may offer more innovative programs, more competitive prices, or more attractive terms and conditions. This could reduce Naatiq's market share if no strategic efforts are made to maintain competitiveness. This competition requires Naatiq to continue to innovate, both in teaching methods and additional services, such as online courses and flexibility during training. Naatiq also needs to strengthen its image and uniqueness, especially through its superior approach, in order to remain the number one choice for prospective course participants.

Changes in public interest in Arabic. Public interest in Arabic may fluctuate in response to social, political, and economic trends, and if interest declines, Naatiq enrollment may be affected, for example because other languages such as English, Chinese, or Japanese may be more useful in the workplace. To anticipate this evolution, Naatiq must raise awareness of the importance of Arabic, not only in a religious context, but also as an international language relevant in academic, business, and diplomatic fields. By providing new insights into the benefits of learning Arabic, Naatiq can maintain its appeal in the context of changing public interests.

Social issues such as relationships with the opposite sex in a course, online gaming addiction, and socializing with friends outside of Naatiq courses can make it difficult for students to focus on their studies. These social issues can pose a serious threat to the learning process at Naatiq. Relationships between students of the opposite sex in a course can distract from learning and create an unfavorable social dynamic. In addition, online gaming addiction can reduce students' study time, lower motivation, and affect academic achievement. Socializing with friends outside the lecture environment that does not support the learning process can also be a challenge in building confidence in Arabic language skills. To overcome these problems, Naatiq should provide clear policies such as monitoring student interactions, strengthening orientation programs, and providing interesting and

positive activities to keep students enthusiastic about learning. This will help students overcome their addiction to online games.

SWOT strategies that can be applied at Naatiq

S-O Strategy (Strengths-Opportunities)

Utilizing digital media for promotion By leveraging Naatiq's strengths, such as its column approach, experienced teachers, and offline-style online classes, Naatiq can expand its reach through social media.

Creating short videos that showcase unique teaching methods and student experiences can help attract the attention of prospective participants. Using skilled tutors and existing technological facilities, Naatiq can develop interactive applications. Features such as Kalam-based conversation simulation sessions and audio-based listening exercises can be a unique selling point for this application. Prioritizing the benefits of Arabic for academic, professional, and religious purposes, Naatiq's programs can be designed to meet the needs of a community that is increasingly aware of the importance of Arabic, such as translation and business communication training.

S-T Strategy (Strengths-Threats)

Faced with the emergence of many new educational institutions, Naatiq must emphasize the kalam approach as a more practical teaching method compared to the traditional grammar approach.

This needs to be emphasized in our promotion so that this advantage is difficult for other institutions to imitate. We tailor our programs to societal trends and needs, such as Arabic language courses in specific fields (diplomatic, business, academic, etc.). With experienced teachers, Naatiq can offer a more personalized and relevant learning experience.

By implementing stricter but supportive regulations, such as the mandatory use of Arabic in the classroom and incentives for high-achieving students, Naatiq can overcome distractions to learning caused by social problems.

W-O Strategy (Weaknesses-Opportunities)

Develop a special program for students who cannot speak basic Arabic, which breaks down barriers to basic understanding and expands the scope of participants, and may be an attractive addition for students in the future.

Take advantage of the opportunity to apply your learning to strengthen Maharah qiraah (reading) and Kitabah (writing) through interactive exercises, which will give you a competitive edge over other institutions that focus only on Maharah Kalam and Istima'.

W-T Strategy (Weaknesses-Threats)

To overcome the lack of exposure (Arabic environment), Naatiq can offer additional in-depth programs such as informal conversation sessions and learning in

application discussion forums. Additional tutoring sessions can be offered to boost students' confidence in their Arabic speaking abilities. This can address students' concerns and lack of confidence. Foster a community between Naatiq students and alumni to support each other. Mentoring and peer learning programs are ways to help students stay engaged despite negative influences outside the course environment.

CONCLUSION

The SWOT analysis indicates that Naatiq International Arabiyyah possesses significant potential to evolve into a leading Arabic language institution. The institution's key Strengths include experienced teachers, effective training programs, and established institutional relationships. However, these are tempered by notable Weaknesses, such as limitations in internal resources, service provision, and heavy dependence on individual teachers. Simultaneously, Naatiq benefits from compelling Opportunities, including increasing public interest in Arabic, potential partnerships with higher education institutions, and advancements in learning technology. Conversely, the institution must manage Threats stemming from intense competition, changes in government educational policies, and disruptive social issues. To realize its potential, Naatiq must strategically leverage its strengths and opportunities while mitigating weaknesses and threats. Key strategic recommendations include: (1) Utilizing networks with educational institutions for robust program promotion; (2) Enhancing teaching quality through continuous professional development for tutors; (3) Implementing a flexible Arabic language curriculum that can swiftly adapt to policy changes; (4) Simplifying the core Arabic curriculum to be more engaging and accessible for beginners; and (5) Conducting regular, rigorous program evaluations to ensure responsiveness to both community needs and government policies. By executing these targeted strategies, Naatiq International Arabiyyah can solidify its growth trajectory and achieve its goal of becoming the leading Arabic language course facility, initially in East Java and eventually at the national level. The sustained success of Naatiq ultimately relies on the dedicated commitment and collaborative effort of all stakeholders: leaders, teachers, and students.

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