The Role of Translanguaging in Enhancing Students' Enthusiasm in Mu'askar Lughoh: A Linguistic–Psychological Study

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Article History	ABSTRACT
	Background: One of the activities that supports Arabic language learning is *Mu'askar Lughoh*, which applies a translanguaging approach. From both linguistic and psychological perspectives, this approach is considered capable of increasing students' enthusiasm for learning Arabic. **Purpose:** This study aims to further explore the translanguaging from a linguistic perspective, translanguaging from a psychological perspective, and assess students' level of enthusiasm. **Method:** This research employs a mixed-methods design. Data were collected through interviews, questionnaires, and documentation involving 43 Arabic Language Education students at UIN Sayyid Ali Rahmatullah Tulungagung. The sampling technique used was non-probability sampling with a purposive sampling type. The data were analyzed using Miles and Huberman's framework along with descriptive statistical analysis. **Results and Discussion:** From a linguistic perspective, the application of translanguaging helped students understand the material more comprehensively. From a psychological perspective, translanguaging positively contributes to increasing students' self-confidence and willingness to communicate in Arabic, which in turn fostered greater enthusiasm for participating in *Mu'askar Lughoh*. The mean level of students' enthusiasm is 89,93 with a standard deviation of 11.95, which falls into the moderate category. **Conclusions and Implications:** Application of translanguaging in *Mu'askar Lughoh* holds significant potential for developing students' Arabic language proficiency. The organizers of Mu'askar Lughoh can use the research results as evaluation material to boost students' enthusiasm by reviewing and improving the curriculum, teaching strategies, learning facilities, and non-formal activities. Further research could examine the effectiveness of translanguaging through a longitudinal approach and broaden the analysis to include cultural and social factors that may influence the program's success, thereby further enhancing student enthusiasm.
	ABSTRAK

Latar Belakang: Salah satu kegiatan yang mendukung pembelajaran bahasa Arab adalah *Mu'askar Lughoh*, yang menerapkan pendekatan *translanguaging*. Dari perspektif linguistik dan psikologis, pendekatan ini dianggap mampu meningkatkan antusiasme siswa dalam belajar bahasa Arab.

Tujuan: Penelitian ini bertujuan untuk mengeksplorasi translanguaging dari perspektif linguistik, translanguaging dari perspektif psikologis, dan menilai tingkat antusiasme siswa.

Metode: Penelitian ini menggunakan desain mixed-methods. Data dikumpulkan melalui wawancara, kuesioner, dan dokumentasi yang melibatkan 43 mahasiswa Pendidikan Bahasa Arab di UIN Sayyid Ali Rahmatullah Tulungagung. Teknik pengambilan sampel yang digunakan adalah non-probability sampling dengan tipe purposive sampling. Data dianalisis menggunakan kerangka Miles dan Huberman serta analisis statistik deskriptif.

Hasil dan Pembahasan: Dari perspektif linguistik, penerapan *translanguaging* membantu siswa memahami materi secara lebih komprehensif. Dari perspektif psikologis, *translanguaging* berkontribusi positif dalam meningkatkan rasa percaya diri dan kemauan siswa untuk berkomunikasi dalam bahasa Arab, yang pada gilirannya menumbuhkan antusiasme lebih besar dalam mengikuti *Mu'askar Lughoh*. Dengan tingkat antusiasme siswa rata-rata 89,93 dengan standar deviasi 11,95 termasuk kategori sedang.

Kesimpulan dan Implikasi: Penerapan *translanguaging* di *Mu'askar Lughoh* memiliki potensi signifikan untuk mengembangkan kemahiran berbahasa Arab siswa. Pengelola *Mu'askar Lughoh* dapat menggunakan hasil penelitian sebagai bahan evaluasi untuk meningkatkan antusiasme siswa dengan meninjau dan memperbaiki kurikulum, strategi pengajaran, fasilitas belajar, serta kegiatan non-formal. Penelitian selanjutnya dapat mengkaji efektivitas *translanguaging* melalui pendekatan longitudinal serta memperluas analisis pada faktor budaya dan sosial yang dapat memengaruhi keberhasilan program, sehingga antusiasme siswa semakin meningkat.

| **Kata Kunci** | *Translanguaging; Mu'askar Lughoh; Linguistik; Psikologis; Antusiasme;* |

INTRODUCTION

Arabic is one of the oldest and most famous languages in the world because of its many *mufrodat* (vocabulary), pronunciations, and their meanings. Arabic is also known as *lughotud dhot*, which is a flowing language, the scope and explanation of which is quite broad.[1]

Especially for Muslims, mastering Arabic is very necessary to deepen Islamic teachings, namely through learning Arabic. Without learning and developing Arabic, knowledge of Islam and its teachings will be difficult to understand and apply.[2]

There are still many problems and difficulties in learning Arabic in Indonesia. Because Arabic is still considered a language that is difficult to master and learn. In addition, textbook and teacher-centered learning methods are usually used when teaching Arabic. This trend is still happening in Indonesia.[3] In fact, there are many graduates of Islamic universities who are not yet proficient in mastering Arabic.

This is of course influenced by various factors, both internal and external factors.[4] The lack of students who are able to speak Arabic is another factor. This causes the loss of the essence of Arabic language learning that is to be achieved.[5]

Like other foreign languages, learning Arabic aims to master four basic skills, namely: speaking, listening, reading and writing. To develop these skills, activities or media are needed that

support Arabic language learning.[6] As an educational institution that aims to produce a generation of Muslim intellectuals, universities of course have a very important role in the advancement of Islamic science, especially in helping each student's Arabic language skills. By adapting to the spoken Arabic language environment, it is hoped that students will be able to achieve the necessary aspects of speaking Arabic, namely: application, familiarization, and practice.[5] So that you have a solid foundation and strong capital in efforts to study classical and contemporary literature originating from Arabic books and texts

One activity considered to support Arabic language learning is *Mu'askar Lughoh*, or language camps. This is an effective method for improving Arabic language comprehension among both students and university students. These activities not only focus on mastering grammar and vocabulary but also create an environment that supports direct language practice. In an educational context, *Mu'askar Lughoh* offers participants the opportunity to engage in intensive social interaction, which is crucial for language acquisition. Research shows that this experiential approach can significantly improve students' motivation and language skills.[7]

One of the manifestations of the Arabic Camp at UIN Sayyid Ali Rahmatullah Tulungagung is the *Mu'askar Lughoh* which is organized by the Arabic Language Education Study Program Student Association (HMPS) every year. This activity has core activities in the form of Arabic language competitions such as khitobah, musabaqah qiroatul kutub (MQK), ghina al-araby, scientific munadhoroh, qiroatus syi'ri, and al-masrohay. Throughout the *Mu'askar Lughoh* activities, participants are required to speak Arabic in order to improve students' ability to speak Arabic.

In the *Mu'askar Lughoh* program, Arabic language instruction is conducted without the exclusive use of Arabic. Instead, translanguaging strategies are employed to address challenges and obstacles, while simultaneously enhancing students' comprehension of the language.[8] This approach allows learners to draw on their existing language resources to facilitate understanding of the target language, thereby reducing barriers caused by linguistic and cultural differences. In the context of Arabic language education, translanguaging is particularly relevant, given the substantial challenges students encounter in mastering a language whose structure and vocabulary differ markedly from those of Indonesian.

In a research by Almatrafi (2023), entitled "Saudi EFL Students' Perceptions of Pedagogical Translanguaging in English Medium Instruction", the study shows that the use of translanguaging can help learners overcome challenges in learning Arabic, particularly in grammar and comprehension.[9] Research by Rahmawati Zaimah et al. (2024), entitled "Enhancing Writing Comprehension in L2 Arabic Learners Through AI-Based Translanguaging Chatbots", demonstrates that the integration of technology can strengthen translanguaging practices. By drawing on their full linguistic repertoire, learners can enhance both their comprehension and writing skills in Arabic.[10] Research by Vidya Arisandi (2025), entitled "Penerapan Praktik Translanguaging dalam Pembelajaran Bahasa Inggris Di salah satu Universitas di Karawan" indicates that lecturers' implementation of translanguaging strategies can enhance students' comprehension and overall English language proficiency during classroom instruction.[11] Research by Silalahi et al. (2023), entitled "The Perceptions of the Use of Translanguaging as a Form of Oral Feedback in the Indonesian Tertiary English Language Teaching Context", shows that the use of the mother tongue in Arabic language learning ultimately increasing learners' motivation and engagement in the process of learning Arabic.[12] Research by Liando et al. (2023), entitled "Among English, Indonesian and Local Language: Translanguaging Practices in an Indonesian EFL Classroom", notes that translanguaging practices can motivate learners to participate more actively in the learning process.[13]

Table 1. Previous Research

No.	Focus	Method	Finding
1.	Saudi EFL Students' Perceptions of Pedagogical Translanguaging in English Medium Instruction	Qualitative	Translanguaging can help learners overcome challenges in learning Arabic, particularly in grammar and comprehension.
2.	Enhancing Writing Comprehension in L2 Arabic Learners Through AI-Based Translanguaging Chatbots.	Qualitative	The integration of technology can strengthen translanguaging practices. By drawing on their full linguistic repertoire, learners can enhance both their comprehension and writing skills in Arabic.
3.	Penerapan Praktik Translanguaging dalam Pembelajaran Bahasa Inggris Di salah satu Universitas di Karawan	Qualitative	Lecturers' implementation of translanguaging strategies can enhance students' comprehension and overall English language proficiency during classroom instruction.
4.	The Perceptions of the Use of Translanguaging as a Form of Oral Feedback in the Indonesian Tertiary English Language Teaching Context.	Qualitative	The use of the mother tongue in Arabic language learning ultimately increasing learners' motivation and engagement in the process of learning Arabic.
5.	Among English, Indonesian and Local Language: Translanguaging Practices in an Indonesian EFL Classroom.	Qualitative	That translanguaging practices can motivate learners to participate more actively in the learning process.

Unlike previous studies focusing only on either linguistic or psychological aspects, this study integrates both to examine enthusiasm quantitatively and qualitatively and examine their relationship to students' levels of enthusiasm. Previous research has also found that the application of translanguaging can enhance students' participation and comprehension in learning English.[11] Increased student participation is one indicator of enthusiasm, which plays a crucial role in learning activities.[14]

LITERATURE REVIEW

The Concept of Translanguaging in Arabic Language Learning

Translanguaging is a pedagogical approach that evolves from bilingual and multilingual learning practices, enabling students to draw upon their full linguistic repertoire simultaneously in the processes of thinking and communication.[15] This approach is a cognitive strategy for constructing meaning in a flexible and interactive manner. In the context of Arabic language

learning, translanguaging helped connect Arabic with the learners' mother tongue (such as Indonesian) in the processing of concepts and vocabulary.

Translanguaging in *Mu'askar Lughoh*

Mu'askar Lughoh, often referred to as a language camp, is an intensive Arabic learning program that provided an ideal setting for the implementation of the translanguaging concept.[16] This approach enables students to flexibly utilize the languages they maste—particularly their mother tongue—as a support tool for understanding and constructing meaning in Arabic. In *Mu'askar Lughoh* activities, which are conducted entirely in Arabic, participants are placed in authentic communicative situations that require active and immediate response.[17] Activities in *Mu'askar Lughoh* are filled with various competitions and tasks that require the active use of Arabic, especially in mastering *maharah kalam* (speaking skills).[18]

This context is uniquely suited to test the Self-Determination Theory framework, as its intensive and immersive nature challenges students' autonomy and competence while revealing how translanguaging fosters psychological safety and learning enthusiasm.

Linguistic Perspective

From a linguistic perspective, translanguaging supports the development of students' metalinguistic awareness and connects syntactic and semantic structures across the languages they master.[19] This strategy also strengthened speaking fluency, because students felt more secure in conveying ideas even with a mixture of languages.

Psychological Perspective

The psychological aspects of language learning have a significant influence on learning effectiveness.[20] Translanguaging shows to reduce linguistic anxiety and enhance students' confidence in using a foreign language. When learners are allowed to use the languages they already master to comprehend materials in Arabic, they exhibit greater enthusiasm, reduced fear of making mistakes, and increased active participation in interactions. This aligned with Self-Determination Theory, which posits that intrinsic motivation emerges when the basic psychological needs—autonomy, competence, and relatedness—are fulfilled.[21]

Enthusiasm

Enthusiasm it self can arise from within, suddenly or even from past experienced. Student enthusiasm for learning can be interpreted as the student's desire to be enthusiastic and take great interest in participating in learning activities. Feelings of joy as a result of an event that is happening. Positive reactions to something around us are certainly highly anticipated, because these reactions can influence daily behavior.[14]

Several factors that can influence enthusiasm include intentions or goals, goal setting or target planning, realizing one's potential and one's obstacles, and positivity in thoughts, words and feelings.[22]

Within the Self-Determination framework, translanguaging may fulfill autonomy and Competence needs, leading to higher enthusiasm. Translanguaging in Arabic language learning serves as a strategy that not only supports linguistic processes but also creates psychological safety. When students are free to use their full linguistic repertoire to understand and express meaning, they feel more confident and less afraid of making mistakes. This condition fulfills the needs for autonomy and competence as explained in Self-Determination Theory, the psychological safety that emerges then fosters greater learning enthusiasm, reflected in active participation and high motivation during *Mu'askar Lughoh* activities.

METHOD

This research employs a mixed-methods design, which combines qualitative and quantitative approaches to provide a deeper understanding of the phenomenon under investigation.[23] With an integration model of the convergent mixed-methods design. This design was chosen because it allows the researcher to obtain comprehensive data from both linguistic and psychological perspectives, as well as to quantitatively measure students' enthusiasm levels, thereby enabling a more holistic and in-depth analysis of the role of translanguaging.

This study was conducted on August 5–7, 2024 at TPQ Ma'arif NU Al-Ihsan the venue of the *Mu'askar Lughoh* event. This study adhered to ethical principles by obtaining informed consent through a Google Form. Participation was voluntary, data confidentiality was ensured, and the research received approval from the Head of the Arabic Language Education Study Program and the *Mu'askar Lughoh* committee.

The population in this research was known to be 86 students. The sampling technique used was non-probability sampling with a purposive sampling type.[24] In determining the sample size, this research refers to the principle conveyed by Surakhmad, who stated that, 'if the population size is less than 100, the sample should comprise at least 50% of the total population.'[25] So in this research the sample obtained was 43 students.

The qualitative data were collected through structured interviews and documentation.[26] The sources in this research were taken from several research samples. Meanwhile, quantitative data were collected using a questionnaire.[27] The research instrument, in the form of a questionnaire, was adapted from Juanda covers four aspects of enthusiasm: intention, goals or targets, potential and obstacles, and positive thinking.[22] The questionnaire was then modified to aligned with the research objectives. The 24 items, consisting of both positive and negative statements, were tested for validity at a 5% significance level, all calculated r-values (r count) > r-table value of 0.312, indicating that the instrument is valid. The reliability test produced a Cronbach's Alpha value of 0.89, which falls into the highly reliable category.

According to Miles and Huberman, qualitative data analysis techniques consist of three concurrent activity streams, namely: (1) Data Collection; (2) Data Display; dan (3) Data Condensation and Conclusions.[28] Qualitative data were analyzed using thematic coding both inductively and deductively by two researchers to ensure reliability. The results were presented in narrative descriptions and tables to clearly show the relationship between linguistic, psychological, and enthusiasm aspects, followed by data condensation and conclusion drawing to interpret the role of translanguaging in enhancing students' enthusiasm.

For quantitative data, descriptive analysis was employed. This analysis was conducted to describe for each component and indicator based on the specified criteria.[29]

The formula used to find the percentage level of enthusiasm of students of the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* is: [30]

$$p = \frac{f}{N}$$

Information:
p: percentage
f: frequency of respondents' answers
N: number of frequencies

So this questionnaire will present 5 categories in this questionnaire. The categories are the strongly agree category, the agreed category, the neutral category, the disagree category, and finally the strongly disagree category. The scoring in each category can be seen in the table as follows: [29]

Table 2. Statement Item Score Categories

No	Answer Choices	Positive Score	Negative Score
1	Strongly Agree (SA)	5	1
2	Agree (A)	4	2
3	Neutral (N)	3	3
4	Disagree (DA)	2	4
5	Strongly Disagree (SD)	1	5

To give meaning to the scores obtained, categories or groupings are created according to level. This categorization uses the average value ($\bar{x}$) and standard deviation (SD). According to Darmadi and Azwar to determine a total score which is grouped into 5 categories as follows:[31]

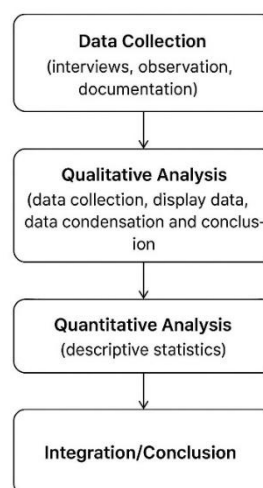**Table 3**. Categorization of Student Enthusiasm

No	Total Score	Category
1	M + 1,5 SD < X	Very High
2	M + 0,5 SD < X ≤ M + 1,5 SD	High
3	M – 0,5 SD < X ≤ M + 0,5 SD	Moderate
4	M – 1,5 SD < X ≤ M – 0,5 SD	Low
5	X < M – 1,5 SD	Very Low

M = Mean
SD = Standard Deviation

The research questions in this study cover three main aspects: how translanguaging is implemented in *Mu'askar Lughoh* activities from a linguistic perspective, how translanguaging is implemented from a psychological perspective, and the level of students' enthusiasm during participation in *Mu'askar Lughoh* activities

The following is a flowchart of the method:

Figure 1. Flowchart of The Method

RESULT AND DISCUSSION

Translanguaging is a relevant learning approach in the context of *Mu'askar Lughoh*, where all activities are conducted in Arabic and focus on strengthening *maharah kalam* (speaking skills).

Translanguaging from a Linguistic Perspective

In the context of Arabic language learning within immersive environments such as *Mu'askar Lughoh*, the practice of translanguaging made a significant contribution to strengthening students' linguistic understanding. Conceptually defined as a pedagogical practice that flexibly and interactively employed the full range of learners' linguistic resources, translanguaging showed to enhance the language acquisition process, particularly in terms of vocabulary comprehension, grammatical structure mastery, and speaking fluency.[32] Interview data with *Mu'askar Lughoh* participants indicated that differences in students' educational backgrounds—whether from general senior high schools (*SLTA*) or Islamic boarding schools (*pesantren*)—influenced their ability to implement translanguaging. Students from general high schools tended to have limited mastery of *mufrodat* (vocabulary), while those from language-oriented *pesantren* backgrounds are generally more fluent but still carry local accents into their language practice. This phenomenon demonstrated that translanguaging serves as an effective compensatory mechanism for learners who have not yet attained sufficient competence in Arabic, by utilizing Indonesian or regional languages as a bridge for constructing meaning.[33]

Furthermore, the practice of translanguaging has tangibly assisted students in the internalization of Arabic language structures. In both informal conversations and formal activity sessions such as *munadhoroh* (debate) or *khitobah* (speech), students tended to mix Arabic with other languages in an effort to convey ideas more fluently. This code-mixing, often regarded as a deviation, in fact serves as a linguistic strategy that fostered speaking confidence and reduces linguistic anxiety. They also demonstrated improvement in grammatical mastery through their ability to compare the Arabic linguistic system with languages they are already more proficient in. The implementation of translanguaging within the *Mu'askar Lughoh* environment shows that bilingual or even multilingual activities provided both cognitive and affective space for students to process and reflect on linguistic concepts more deeply.[34] Therefore, translanguaging functioned a strategic linguistic approach to holistically enhance students' Arabic language competence.[35]

Figure 2. Implementation of translanguaging in *Mu'askar Lughoh*

Translanguaging from a Psychological Perspective

From a psychological standpoint, translanguaging has a significant impact on their enthusiasm and motivation for learning.[36] In the *Mu'askar Lughoh* program, students are required to use Arabic exclusively in all activities. However, interview data reveal that flexibility in the use

of translanguaging helped students reduce the psychological pressure associated with using Arabic exclusively. Students reported that when they were allowed to mix Arabic with Indonesian during both learning activities and conversations, they felt more comfortable, less afraid of making mistakes, and more confident in communicating. These findings are consistent with Self-Determination Theory, which emphasized the importance of fulfilling the needs for autonomy, competence, and relatedness in fostering intrinsic motivation.[37] Translanguaging provided students with the space to choose modes of language use that aligned with their comfort zone, while simultaneously strengthening their sense of ownership over the learning process.

In addition, the use of translanguaging also fostered positive emotions such as enjoyment, interest, and high enthusiasm in participating in both formal and non-formal learning activities. This aligned with Fredrickson's Broaden-and-Build Theory which explains that positive emotions expand cognitive capacity and foster the development of psychological resources. Several students stated that *musabaqah* activities such as *ghina'* (singing), *khitobah* (speech), and *masrohiyah* (drama) were highly enjoyable because they could express themselves freely without worrying about language mistakes. Translanguaging also encouraged them to be more active in understanding language contexts through discussions involving the various linguistic systems they master. This aligned with Halim's view, which emphasized that translanguaging should be strategically integrated into learning to optimally support participants' emotional engagement and comprehension.[38] In the same context, Putra and Arifin asserted that participants' educational and cultural backgrounds greatly influenced the effectiveness of language strategy implementation, and therefore, approaches such as translanguaging had to take into account the psychosocial dimensions of learners.[39]

Moreover, students experienced benefits in terms of increased self-confidence, willingness to take initiative, and enthusiasm for consistently practicing their Arabic language skills. The *bi'ah lughawiyah* (Arabic-speaking environment) fostered through *Mu'askar Lughoh* became more inclusive and supportive when the translanguaging approach was applied flexibly. Students not only learned in an academic context but also underwent a psychological transformation that made them felt more connected to the Arabic language. Arabic language learning delivered through an interactive and inclusive approach encouraged participants to be more open in engaging with multicultural environments.[40] Therefore, it could be concluded that translanguaging servedd as a psychopedagogical tool capable of enhancing students' enthusiasm, engagement, and mental readiness in facing the challenges of Arabic language learning.

Figure 3. The enthusiasm of students to participate in the *Mu'askar Lughoh*

Enthusiasm Levels

The overall description of the data measuring the level of enthusiasm of students in the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* could be seen in the table.

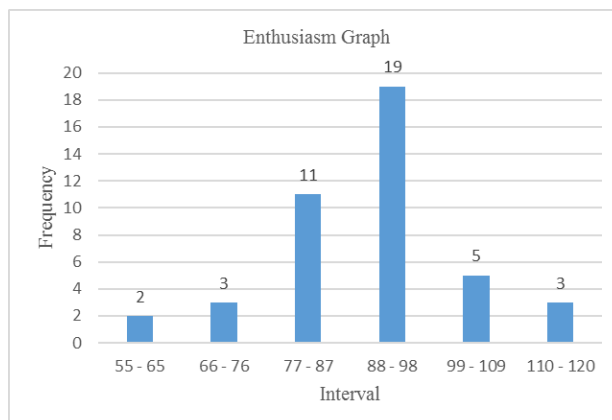**Table 4**. Statistical Results of Enthusiasm Measurement

Variable	N	Min	Max	Mean	Standard Deviation
The level of enthusiasm of students in the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung	43	55	117	89,93	11,95

This research uses an instrument in the form of a questionnaire with a total of 24 statement items. The assessment in this statement is 1-5. The frequency distribution of the overall data measuring the enthusiasm level of students of the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* could be seen in the following table:

Table 5. Frequency Distribution of Overall Data on Enthusiasm Measurements

Interval	Frequency	Frequency %
55-65	2	5%
66-76	3	7%
77-87	11	26%
88-98	19	44%
99-109	5	12%
110-120	3	7%
Total	43	100%

Based on the table above regarding the frequency distribution of the overall measurement of enthusiasm for students of the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in the *Mu'askar Lughoh*, we could see it with a graphic image like the following:
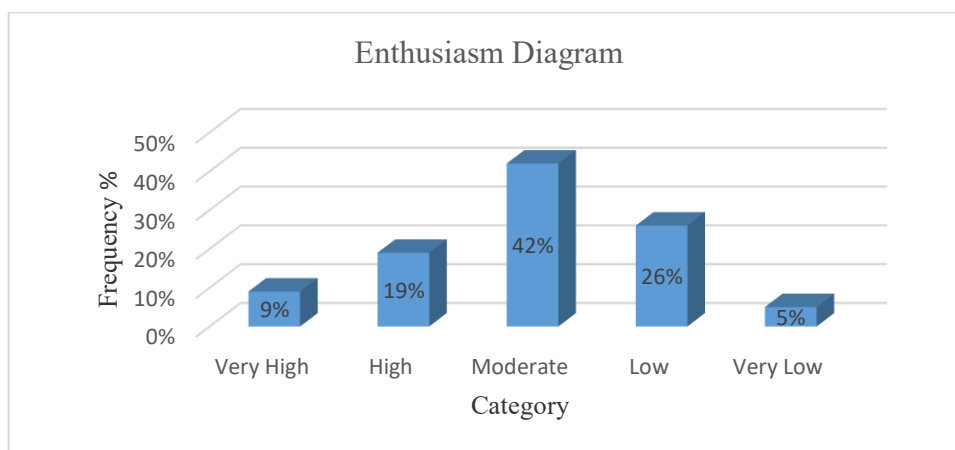

Figure 4. Data Frequency Graph of Overall Student Enthusiasm

Furthermore, the total ideal average score (Mi) from each aspect could be presented with comparison criteria to determine the tendency of scores from each aspect. The distribution of enthusiastic tendencies of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* in terms of all indicators and influencing factors is presented in the following table:

Table 6. Results of Enthusiastic Student Presentations

Interval	Category	Frequency	Frequency %
>108	Very High	4	9%
97-108	High	8	19%
85-96	Moderate	18	42%
73-84	Low	11	26%
<72	Very Low	2	5%
Total		43	100%

Based on the table above regarding the results of the enthusiastic tendencies of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* in terms of all influencing indicators, we could depict it in the form of a bar diagram as follows:

Figure 5. Diagram of Student Enthusiasm Results

Based on the results of this research, the level of enthusiasm of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* was mostly in the moderate category at 42%. These results could be concluded that the level of enthusiasm of students in the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* is moderate.

The results of the level of enthusiasm of students in the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* are based on each influencing indicator which could be described as follows:
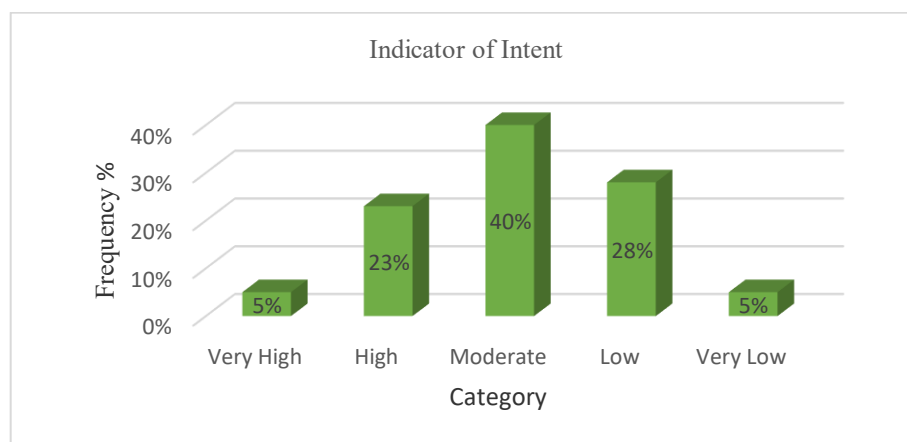
First, intention. The results of research on the level of enthusiasm of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* based on influencing factors of intention could be seen in the table as follows:

Table 7. Description of Intention Indicator Research Results

Interval	Category	Frequency	Frequency 100%
>28	Very High	2	5%

25-28	High	10	23%
22-24	Moderate	17	40%
18-21	Low	12	28%
<18	Very Low	2	5%
Total		43	100%

Based on the results above, if displayed in an image in the form of a diagram, it could be seen as follows:

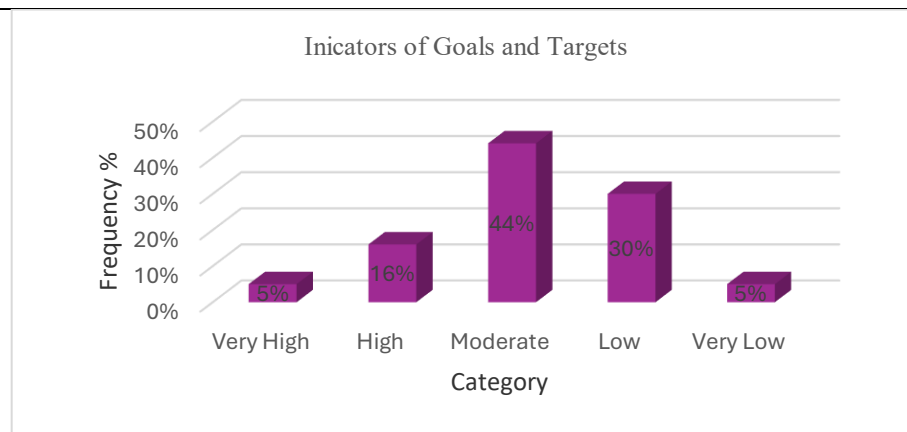**Figure 6.** Diagram of Intention Indicator Results

The results of the research on enthusiasm levels based on intention indicators were obtained in the very high category at 5%, the high category at 23%, the moderate category at 40%, the low category at 28%, and the very low category at 5%.

Second, goals and targets. The results of research on the level of enthusiasm of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* based on goal and target indicators could be seen in the table as follows:

Table 8. Description of Research Results of Goal and Target Indicators

Interval	Category	Frequency	Frequency %
>38	Very High	2	5%
35-38	High	7	16%
31-34	Moderate	19	44%
25-30	Low	13	30%
<25	Very Low	2	5%
Total		43	100%

Based on the results above, if displayed in an image in the form of a diagram, it could be seen as follows:

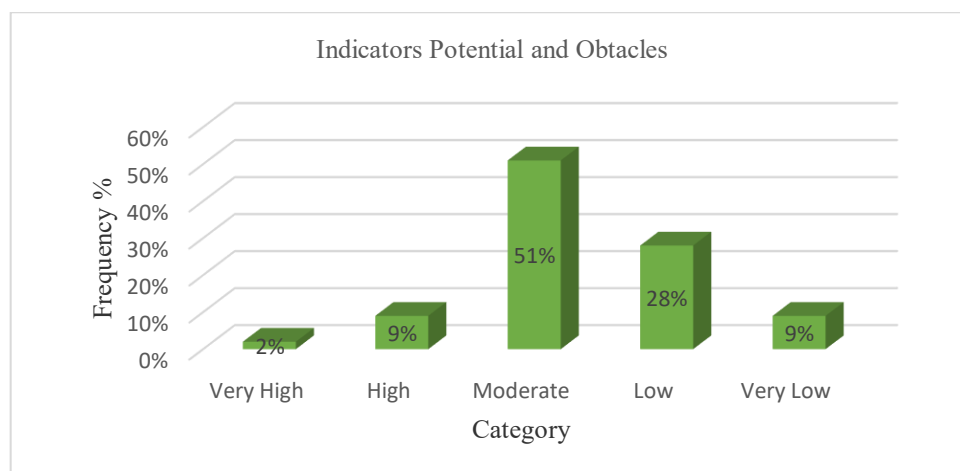**Figure 7**. Diagram of Goal and Target Indicator Results

The results of the research on enthusiasm levels based on goal and target indicators were obtained in the very high category at 5%, the high category at 16%, the medium category at 44%, the low category at 30% the very low category at 5%.

Third, potential and obstacles. The results of research on the level of enthusiasm of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* based on indicators of potential and obstacles could be seen in the table as follows:

Table 9. Description of Research Results of Potential Indicators and Obtacles

Interval	Category	Frequency	Frequency %
>14	Very High	1	2%
14	High	4	9%
12,13	Moderate	22	51%
10,11	Low	12	28%
<10	Very Low	4	9%
Total		43	100%

Based on the results above, if displayed in an image in the form of a diagram, it could be seen as follows:

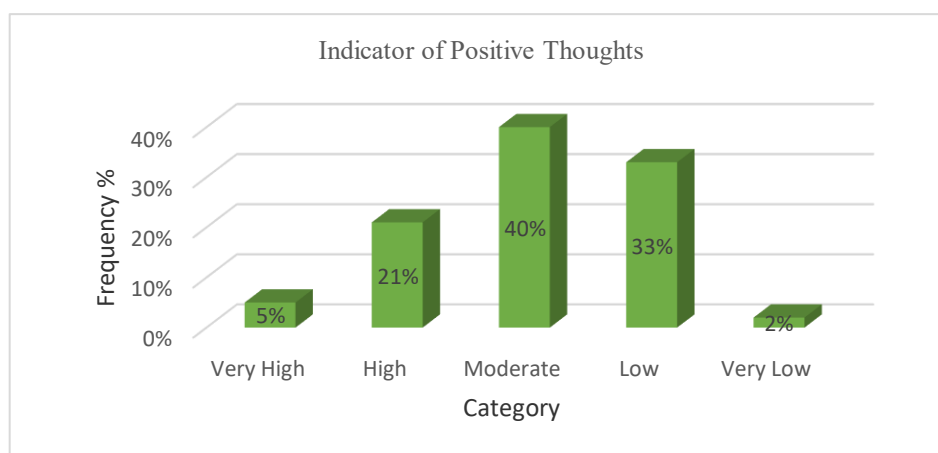**Figure 8.** Diagram of Potential and Obstacle Indicator Results

The results of the research on the level of enthusiasm based on indicators of potential and obstacles were obtained in the very high category at 2%, the high category at 9%, the moderate category at 51%, the low category at 28% to the very low category at 9%.

Fourth, positive thoughts. The results of research on the level of enthusiasm of students from the Arabic language education study program at UIN Sayyid Ali Rahmatullah Tulungagung in participating in *Mu'askar Lughoh* based on positive thinking indicators could be seen in the table as follows:

Table 10. Description of Research Results for Positive Thought Indicators

Interval	Category	Frequency	Frequency %
>31	Very High	2	5%
28-31	High	9	21%
23-27	Moderate	17	40%
18-22	Low	14	33%
<18	Very Low	1	2%
Total		43	100%

Based on the results above, if displayed in an image in the form of a diagram, it could be seen as follows:

Figure 9. Diagram of Positive Thought Indicator Results

The results of the research on the level of enthusiasm based on indicators of positive thoughts were obtained in the very high category at 5%, the high category at 21%, the moderate category at 40%, the low category at 33% the very low category at 2%.

Based on the results of the research above, it was found that Arabic language education students generally have a moderate level of enthusiasm in participating in *Mu'askar Lughoh* activities. This condition was created because there is a balance between enthusiasm and unenthusiasm in students. The results obtained for the level of student enthusiasm are influenced by individual differences in several indicators.

Obtaining a medium category in indicator of intent shows that the majority of students have a neutral intention in preparing themselves and preparing equipment to take part in the competition and gain all the benefits offered at *Mu'askar Lughoh*. The act of preparing oneself and one's equipment is an indicator of a student's intention to participate in the *Mu'askar Lughoh* (National Student Movement). According to Donald, whether consciously or unconsciously,

individuals tend to felt happier when they have a clear goal to achieve and develop a plan to strengthen and sustain their enthusiasm.[41]

Obtaining the medium category in indicator of goals and targets shows that the majority of students are still neutral in achieving goals and targets in *Mu'askar Lughoh* such as improving Arabic language skills, gaining experienced, and building personal branding. This is in accordance with research Basmala et al. that the *Mu'askar Lughoh* has goals and targets such as improving Arabic language skills, especially speaking skills, improving vocabulary mastery, and gaining experienced that supports student enthusiasm.[42]

Obtaining the medium category in indicator of potential and obstacles shows that the majority of students have a moderate ability to apply language skills in *Mu'askar Lughoh*. Most participants expressed a neutral attitude toward the effort required, as the *Mu'askar Lughoh* only required them to bring a few essential items and pay an entrance fee proportionate to the benefits they would receive. This finding aligned with Aprianto's research, which revealed that enthusiastic students reported having potential and mastering certain skills. Moreover, they encountered no significant obstacles or challenges during the learning process.[43]

Obtaining a medium category in indicator of positive thoughts shows that the majority of students have a neutral mind in dealing with *Mu'askar Lughoh*. Feelings of joy, comfort, enthusiasm, and the thought that *Mu'askar Lughoh* is a positive activity also seemed normal. This is in accordance with research by Ummi Kalsum that *Mu'askar Lughoh* was able to build a positive impression and eliminate the assumption that learning Arabic is difficult.[44]

Based on the description, it can be concluded that the average level of student enthusiasm in *Mu'askar Lughoh* is still moderate, while a previous study (provide link here) indicated that *Mu'askar Lughoh* activities successfully elicited high levels of enthusiasm among participants.[45] In contrast, the current research yielded only a moderate level of enthusiasm. This difference is potentially caused by the suboptimal implementation of translanguaging among some committee members and students, which constitutes a recognized limitation of this study. Hence, further development and enhanced utilization of translanguaging in future *Mu'askar Lughoh* activities are recommended to increase student enthusiasm.

CONCLUSION AND IMPLICATIONS

From the **linguistic** perspective, the application of translanguaging has proven to assisted students in understanding the material more comprehensively. This strategy facilitates the comprehension of vocabulary, sentence structure, and the application of grammatical rules, thereby allowing both receptive skills (listening and reading) and productive skills (speaking and writing) to develop gradually.

From the **psychological** perspective, translanguaging contributes positively to increasing students' self-confidence and courage to communicate in Arabic, reduce anxiety, minimize mental barriers, and encourage students' intrinsic motivation to continue practicing.

The study finds the students' overall enthusiasm level was categorized as moderate (M = 89.93; SD = 11.95). The four measured indicators intention, goals and targets, potential and obstacles, and positive thinking are all at a suboptimal level. Although students understand the importance of *Mu'askar Lughoh* as a means to improve Arabic proficiency, internal motivation, environmental support, and activity management still require strengthening.

Overall, the findings of this study affirm that the application of translanguaging in *Mu'askar Lughoh* holds significant potential for developing students' Arabic language proficiency, both linguistically and psychologically, as well as encouraging their active participation. To achieve optimal results, it is recommended that curriculum management incorporate translanguaging-based

strategies into language learning programs to ensure alignment between learning objectives, teaching materials, and assessment methods. In addition, teacher training programs should emphasize practical implementation of translanguaging pedagogy, equipping instructors with the skills and reflective awareness necessary to create an engaging and inclusive Arabic learning environment. Future research may explore the long-term effectiveness of translanguaging through a longitudinal approach and expand the analysis to include cultural and social factors influencing the success of the program.

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