Arabiyatuna
Jurnal Bahasa Arab

Evaluation of the Arabic Language Learning Implementation and Challenges Faced in the Foreign Language Intensification Program (PIBA)

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Abstract

This study aims to evaluate the implementation of the PIBA program at UIN Alauddin Makassar, with a specific focus on Arabic language instruction. The evaluation covers key components such as instructional procedures, supporting facilities, student engagement, and the challenges encountered throughout the program. Employing a qualitative approach and field research methods, the study involved leaders, instructors, and third-semester PIBA students as participants. The findings showed that Arabic language teaching within the PIBA program employed a range of instructional methods and models. Although lecture and discussion formats facilitated student interaction, the limited use of interactive strategies such as simulations and technology integration reduced active student participation. Moreover, the instructional materials were not sufficiently adapted to address the diverse needs of students, indicating the necessity for more flexible and competency-based modules. Time constraints during classroom sessions also hindered in-depth exploration of the content. Based on these findings, the study recommends innovations in teaching approaches through the integration of technology, the development of adaptive learning resources, and improved time management to enhance

program effectiveness. Periodic evaluations are also considered essential for ensuring continuous improvement in Arabic language education at UIN Alauddin Makassar and for positioning it as a relevant instructional model in the digital era.

Keywords: Arabic Language Learning, PIBA, Program Evaluation, CIPP Model, Educational Technology.

Introduction

Learning, especially language learning, holds a crucial position in human life as it serves as a medium through which individuals express thoughts, opinions, ideas, and emotions. However, Arabic language education today faces several challenges, particularly in relation to curriculum design, teaching methods, and the availability of learning resources.[1] The urgency of Arabic in Islamic Higher Education includes its role as a means of transforming scientific knowledge.[2] Arabic is one of the essential subjects in the study of Islamic literature and the advancement of knowledge at Islamic Higher Education Institutions (PTKI), including UIN Alauddin Makassar. Mastery of Arabic not only facilitates a deeper understanding of classical and contemporary Islamic texts but also enhances students' academic and professional competencies in various Islamic disciplines. Many PTKIs offer study programs that focus on Islamic sciences, which generally require students to master Arabic. This is because many sources of knowledge, such as the Qur'an, hadith, and classical literature, are written in Arabic.[3] Consequently, proficiency in Arabic is a crucial competency for students seeking to engage meaningfully with primary sources and gain a thorough understanding of Islamic teachings. Command of the language enables precise interpretation of religious texts, active participation in scholarly discourse, and meaningful contributions to academic research within the domain of Islamic studies. Moreover, a strong command of Arabic enhances students' ability to access a vast array of classical and contemporary works, enabling them to critically analyze and contextualize religious knowledge within modern academic discourse.

PTKI students are often involved in Arabic language development programs, both through formal classes and extracurricular activities. This enhances their abilities in reading, writing, speaking, and listening in Arabic.

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[1] Dian Ekawati, 'Urgency of Arabic in Islamic Education', International Journal of Arabic Language Teaching, 1.02 (2019), 209 <https://doi.org/10.32332/ijalt.v1i02.1792>.

[2] Noza Aflisia and Renti Yasmar, "Upaya Meningkatkan Kemampuan Bahasa Arab Dosen Non Pendidikan Bahasa Arab," *Ihayul Arabiyah* 2, no. 2 (2018): 157–71, http://jurnal.uinsu.ac.id/index.php/ihya/article/view/3281.

[3] Nilna Uswah Isbah, Faliqul, Rosyid, M. Fairuz, Tamama, "Evaluation Implementation of the Arabic Language Intensification Program (PIBA) in Islamic Higher Education," *Arabiyatuna : Jurnal Bahasa Arab* 8, no. 2 (2024): 731–56, https://doi.org/http://dx.doi.org/10.29240/jba.v8i2.11129.

Strong proficiency in the language equips students to undertake more in-depth research and contribute effectively to scholarly publications in the field of Islamic studies. Recognizing its significance, the institution has implemented the Foreign Language Intensification Program (PIBA) as a strategic initiative to strengthen students' proficiency in foreign languages, particularly Arabic. This program serves as a fundamental pillar in fostering linguistic competence, enabling students to engage more effectively with primary sources and scholarly discourse. However, despite its implementation, a comprehensive evaluation is imperative to measure the effectiveness of the program and to identify areas for improvement. This study seeks to analyze the execution of the PIBA program by examining key input aspects that contribute to its success.

The evaluation encompasses various dimensions, including the instructional strategies employed whether through lectures, discussions, interactive practice, or an integrated approach combining multiple methods. Moreover, this study examines the dynamics of instructor–student interaction, evaluating how levels of engagement and communication contribute to improved learning outcomes. It also emphasizes the significance of technological tools and learning resources in facilitating language acquisition, recognizing their substantial impact on students' educational experiences. Furthermore, the study explores the challenges encountered in the program's implementation, ranging from curriculum design and instructional methodologies to students' motivation and resource availability. Addressing these challenges is vital to refining the program and ensuring its alignment with institutional objectives. Ultimately, this evaluation serves as a critical follow-up measure to guarantee that PIBA effectively meets students' language learning needs, fostering both academic excellence and practical language proficiency in alignment with the broader educational mission of the institution.

In today's globalized era, proficiency in foreign languages such as Arabic is not merely an academic pursuit; it is an essential competency that facilitates access to knowledge, enhances communication, and fosters intercultural understanding. Within the context of Islamic education, Arabic holds a unique and irreplaceable role. It is not merely a language for daily conversation but a bridge that connects learners to the vast ocean of Islamic scholarship, from classical texts to contemporary discourse. Through Arabic, students can directly engage with the profound wisdom of past scholars, interpret religious teachings with greater depth, and contribute meaningfully to modern intellectual discussions.

Arabic language learning was first introduced in Indonesia with the arrival of Islam.[4] In formal education, Arabic is generally taught from elementary education to higher education. The reference materials used, including curricula

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[4] Toni Pransiska, *Pendidikan Bahasa Arab Di Indonesia: Historisitas Dan Realitas* (Yogyakarta: Ombak, 2015).

and instructional resources in educational institutions, are designed to support students in developing Arabic language proficiency according to their respective educational levels[5]. The sustainability and consistency of Arabic language learning in Indonesia reflect a strong commitment to enhancing the facilities and quality of the learning process

Arabic has become a necessity in Islamic Higher Education Institutions (PTKI) because this language serves not only as a tool for transferring knowledge from the intellectual heritage of Islam but also plays a role as a religious language[6]. The Arabic language is the key to understanding Islamic knowledge. The Qur'an, as the principal source of Islamic teachings, was revealed in Arabic, making it crucial for Muslims to learn the language to fully grasp its content and meaning. Proficiency in Arabic enables a deeper engagement with the Qur'an and also supports the comprehension of hadith, classical texts, and a wide range of other Islamic disciplines.[7] Furthermore, Arabic is utilized as a scientific and academic language in the study and development of Islamic sciences, contributing significantly to the advancement of Islamic civilization.

Understanding the significance of this, UIN Alauddin Makassar has implemented the Foreign Language Intensification Program (PIBA), designed to equip students with the linguistic proficiency needed for both academic and practical purposes. The program is structured to provide an immersive and systematic learning experience, ensuring that students not only understand Arabic grammatically but also use it fluently in real-life contexts. However, since education is a dynamic and evolving process, the effectiveness of such programs must be regularly assessed. Learning involves more than simply implementing a curriculum; it requires fostering student engagement, sustaining motivation, and promoting meaningful interactions between learners and instructors.

This study takes a closer look at the Arabic language program within PIBA, examining how it is conducted, what strategies are used, and how students respond to the learning process. It addresses key aspects including instructional strategies, classroom interaction, technological integration, and the obstacles encountered by both teachers and students. Moving beyond quantitative data, the study seeks to explore students' authentic experiences, such as what inspires them, the difficulties they face, and the ways in which the program influences their progress in learning Arabic. By delving into these aspects, the findings of this study will provide valuable insights to refine and enhance the program, ensuring that Arabic language learning at UIN Alauddin Makassar becomes not just an academic pursuit, but a transformative experience that empowers students for the future.

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[5] Ahmad Muradi, "Tujuan Pembelajaran Bahasa Asing (ARAB) Di Indonesia," *Al-Maqoyis* 1, no. 1 (2013): 140–49.

[6] Muradi.

[7] Harahap, "Perbandingan Pengajaran Keterampilan Berbicara Bahasa Arab Dan Bahasa Inggris Di Sekolah Tinggi Agama Islam Negeri Curup."

UIN Alauddin Makassar, as part of Islamic Higher Education Institutions (PTKI), plays an active role in the academic world and is responsible for enhancing students' Arabic language skills. This strengthening is essential to meet social and religious needs as well as the demands of global communication. Mastery of the Arabic language is particularly important at UIN Alauddin Makassar, as the university offers several general study programs in addition to religious studies programs. This situation creates both challenges and opportunities for the university in competing with other higher education institutions.

In dealing with the challenges and the opportunities, the experts continuously keep explore ways to enhance the quality of Arabic language learning education. Meaningful improvements happen when we identify what needs to change and how to implement those changes effectively. In this process, the right evaluation methods play a crucial role in shaping better education.[8] Evaluation plays a vital role in determining the effectiveness of a learning program. This stage is important for gaining a thorough understanding of the program's overall performance and its resulting outcomes. Evaluations must be designed, conducted, and utilized optimally as a basis for determining follow-up policy decisions.[9] The results of the evaluation provide insights into the quality of program implementation, allowing for the assessment of its effectiveness, the restructuring of necessary strategies, and the enhancement of the quality of learning.

Current phenomena indicate a tendency to assess the success of a program solely based on its final outcomes, while the process is often overlooked, despite the fact that this aspect also requires serious attention. Evaluation is a structured process that involves gathering, analyzing, and interpreting data to determine the degree to which a program's objectives have been accomplished. Arikunto states that evaluation must be applied comprehensively to provide a complete picture of the program's success.[10] However, focusing only on final outcomes without considering the implementation process can lead to an incomplete or even misleading assessment. A program's success is not only determined by its end results but also by its effectiveness, efficiency, and the challenges encountered during its execution.[11] A thorough evaluation should encompass both formative and summative aspects, ensuring that each stage of

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[8] So young Lee, Jwa Seop Shin, and Seung Hee Lee, "How to Execute Context, Input, Process, and Product Evaluation Model in Medical Health Education," *Journal of Educational Evaluation for Health Professions* 16, no. 40 (2019): 1–8, https://doi.org/10.3352/JEEHP.2019.16.40.

[9] Dewa Gede Hendra Divayana, "Evaluasi Pemanfaatan E-Learning Di Universitas Teknologi Indonesia Menggunakan Model CSE-UCLA," *Jurnal Cakrawala Pendidikan* 36, no. 2 (2017): 280–89, https://doi.org/10.21831/cp.v36i2.12853.

[10] Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bumi Aksara, 2016) p. 89.

[11] Lee, Shin, and Lee, "How to Execute Context, Input, Process, and Product Evaluation Model in Medical Health Education."

the process is analyzed to identify strengths, weaknesses, and areas for improvement. This enables decision-makers to make appropriate adjustments, enhance future program implementation, and ensure sustainable success.

Program evaluation in education presents various challenges, with one of the primary concerns being the need to ensure that the evaluation process remains objective and impartial. The presence of bias in assessment can result in misleading conclusions about the program's effectiveness. Therefore, it is essential for educators to employ a variety of evaluation methods and to involve various stakeholders, including students, in the evaluation process.[12] The main purpose of evaluation in learning is to obtain accurate information about the level of achievement of student competencies in accordance with the indicators formulated.[13] Involving students provides a broader perspective on the learning experience and the effectiveness of the implemented program.[14] Overall, evaluating learning programs is a complex process, yet it is crucial for enhancing the quality of education. With the right approach and effective use of technology, evaluations can yield valuable insights for the future development of learning programs. Consequently, it is necessary to follow up on these findings by allocating adequate time and resources to conduct thorough and continuous evaluations. In this context, the research aims to evaluate the Arabic language learning process in the Foreign Language Intensification Program (PIBA) at UIN Alauddin Makassar.

The research conducted is evaluative in nature (evaluation research) through the processes of data collection, data processing, and conclusion formulation aimed at supporting decision-making. The evaluative research is an effort to assess the success of an activity or program and to determine whether the program has been implemented as expected[15], as well as to explain phenomena related to a particular event, activity, or product. The approach used in this study is qualitative, with a field research design as articulated by Sugiyono[16]. The evaluation approach used in this evaluation research is a system approach, because the discussion in this research is more focused on the evaluation components,

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[12] H. Hattie, J., & Timperley, "The Power of Feedback," *Review of Educational Research* 77, no. 1 (2007): 81–112, https://doi.org/10.3102/003465430298487.

[13] Ubaid Ridho, "Evaluasi Dalam Pembelajaran Bahasa Arab," *An Nabighoh* 20, no. 01 (2018): 19–26.

[14] Nur Alim, Syamsuddin Syamsuddin, and Sitti Nurhalimah, "Role Model Pengelolaan Lembaga Pendidikan Islam Berbasis Prestasi Di Madrasah Aliyah," *AL-ISHLAH: Jurnal Pendidikan* (STAI Hubbulwathan Duri, 2021), https://doi.org/10.35445/alishlah.v13i3.1081.

[15] S Kantun, "Penelitian Evaluatif Sebagai Satu Model Penelitian Dalam Bidang Pendidikan," *Jurnal Pendidikan Ekonomi* 37, no. 1 (2016): 15.

[16] Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif Dan R&D* (Bandung: Alfabeta, 2017)p. 67.

which include the components of needs, input, process and product.[17] Besides, based on the type of data, this study uses a mixed method approach. According to Creswell, a mixed method is a series of procedures in data collection and analysis that optimizes the use of qualitative and quantitative data.[18] In addition, this study employs a Concurrent Embedded design within the mixed methods approach, as it integrates qualitative and quantitative research methods in an unequal manner, with one method playing a dominant role over the other. The data sources for this research include the head of the PIBA program, PIBA instructors, and third-semester students who have participated in the program.

In doing an assessment, in this research, program evaluation in education is conducted. It is a systematic and organized process designed to evaluate the effectiveness and impact of implemented educational programs. This process involves examining multiple components, such as learning objectives, instructional strategies, and achieved outcomes. Evaluation functions not only as a tool for measuring academic performance but also as a means of offering constructive feedback to educators and educational administrators. Continuous evaluation enables educational institutions to analyze areas that need improvement and to develop new strategies to enhance the quality of learning.[19]

A widely recognized framework for evaluating educational programs is the CIPP Model, developed by Daniel Stufflebeam. This model comprises four core components: Context, Input, Process, and Product.[20] Each component plays a crucial role in providing a comprehensive overview of the effectiveness of the educational program being implemented.[21] This model is also utilized in evaluating the implementation process of the Arabic language learning program in the Foreign Language Intensification Program (PIBA) at UIN Alauddin Makassar.

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[17] Arifin Arifin, Evaluation of Islamic Religious Education (PAI) Learning Program Through the Countenance Stake Model at Class VII SMPN Bima Regency in 2021' (UIN Mataram, 2022).

[18] William E Hanson and others, Mixed Methods Research Designs in Counseling Psychology, Journal of Counseling Psychology, 52.2 (2005), p. 224.

[19] M. A Alharbi, A. A., & Alshammari, "The Role of Evaluation in Enhancing Educational Programs: A Systematic Review," *International Journal of Educational Management* 35, no. 5 (2021): 1023–40, https://doi.org/10.1108/IJEM-09-2020-0375.

[20] Lee, Shin, and Lee, "How to Execute Context, Input, Process, and Product Evaluation Model in Medical Health Education."

[21] D. L. Stufflebeam, *Evaluation Theory, Models, and Applications.* (San Francisco: Jossey-Bass, 2017) p.122.

Findings and Discussion

Evaluation of the Arabic language learning program process in the Foreign Language Intensification Program (PIBA) at UIN Alauddin Makassar

In the context of education in Indonesia, the evaluation of learning programs is regulated by national policies through the Ministry of Education, Culture, Research, and Technology (Kemendikbudristek), which emphasizes the importance of evaluation in improving the quality of education. In the National Education Strategic Plan, evaluation is viewed as an instrument to assess the effectiveness of curriculum implementation and the attainment of competencies.[22] Furthermore, research indicates that effective evaluation can positively impact and enhance students' motivation to learn, as well as assist in designing more effective learning experiences.[23].

The process component evaluates the manner in which the program is carried out, encompassing instructional methods, instructor-student interactions, and the level of student participation in the learning activities. Evaluation at this stage aims to identify the strengths and weaknesses in the program's implementation. Previous research has shown that interactive learning processes enhance student motivation and learning outcomes.[24] Therefore, collaborative evaluation of the process can provide valuable insights for continuous improvement in teaching practices.

The implementation of PIBA in Arabic language learning is not without obstacles. There are several problems that are obstacles experienced by PIBA managers and PIBA teachers. These issues affect the effectiveness of the PIBA program in delivering instruction to students. A key concern is the insufficient support from the institutional environment at UIN Alauddin Makassar. Many believe that the current implementation of PIBA remains suboptimal, primarily due to the limited backing from the university's environment, particularly its leadership. This was stated by the Chairman of PIBA:

> "One of the problems we experienced in implementing the PIBA program, especially in Arabic language learning, we consider that the leaders do not provide enough support, because we are not given special time in implementing PIBA as before we have a regular schedule so that this program can be implemented and measured well. Besides, we also experience obstacles in terms of facilities and infrastructure. We have limited space which causes teachers and students to be forced to arrange time to study elsewhere. We have tried everything to optimize this PIBA

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[22] Kemendikbud, "Rencana Strategis Kementrian Pendidikan Dan Kebudayaan 2020-2024," *Kementerian Pendidikan Dan Kebudayaan*, 2020, 1–129.

[23] Alwina Sucita et al., "Evaluasi Pembelajaran Biologi Di Sman 10 Kota Bengkulu Menggunakan Model Countenance Stake," *Jurnal Muara Pendidikan* 5, no. 1 (2020): 488–98.

[24] J. Hattie, *Visible Learning for Teachers: Maximizing Impact on Learning* (New York: Routledge, 2012) p. 112.

program again, we have tried to communicate the problem directly to the leadership, but until now there has been no follow-up. We actually really hope for support from superiors who give us special policies from the program leaders so that the implementation of the PIBA is more optimal and a conducive environment is created for the implementation of the PIBA.[25]"

In line with the opinion of the PIBA Chair, the lecturers also expressed their opinions that the UIN Alauddin Makassar environment was less supportive of the implementation of the PIBA program.

"In my opinion, it is not very supportive, because we are not given facilities that support the learning process.[26]"

"Personally, it is not really supportive. Until now, we have found it difficult to carry out the learning process because of the lack of facilities, especially adequate room facilities. So we took the initiative to look for a room or place that would allow us to carry out learning, for example in a prayer room or in a campus mosque.[27]"

"It is not yet adequate. I do not see any form of cooperation from Ma'had with the faculty or even with the study program, so that the PIBA program is only considered something unimportant by students and only to fulfill the graduation requirements for students.[28]"

"If we talk about whether the learning process is effective or not, it actually depends on the teaching staff in evaluating how good the learning process is. In terms of support, I feel that the support provided is very lacking, especially regarding facilities and time regulations.[29]"

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[25] Dr. H. Abd. Muis Said, M. Ed., TESOL Chairman of PIBA, Interview, November 4 2024, UIN Alauddin Makassar.

[26] Muhammad Yunus, SQ., M. Pd., Lecturer of PIBA Arabic Language, Faculty of Da'wah and Communication, Department of Journalism, interview, October 30, 2024, Alauddin Makassar.

[27] Ahmad Danawir, S. Ag., M. Ag., Lecturer of PIBA Arabic Language, Faculty of Science and Technology, Department of Informatics Engineering, October 29, 2024, Alauddin Makassar

[28] Dr. Zulhas'ari Mustafa, M. Ag., PIBA Arabic Language Lecturer, Faculty of Sharia and Law, Department of Islamic Family Law, October 25 2024, UIN Alauddin Makassar.

[29] Muhammad Saleh, S. Ag., M. Pd. I., Lecturer of PIBA Arabic Language, Faculty of Adab and Humanities, Department of Arabic Language and Literature, interview, October 28, 2024, UIN Alauddin Makassar.

"If we talk effectively, especially in special places for PIBA learning, there are none, we only use the facilities provided, such as classrooms in between general lectures.[30]

Based on the responses obtained from the interview results, it can be concluded that the implementation of the PIBA program, especially Arabic language learning, is considered to have received less support from the environment, especially the leadership. This perception arises from the limited attention given to the implementation of the PIBA program. Several challenges have hindered its execution, including inadequate supporting facilities and inconsistent scheduling. These issues have at times disrupted the teaching and learning process for both instructors and students. This will certainly have an impact on the learning outcomes obtained by students.

From the description of the statements aforementioned, it can be concluded that the PIBA program is considered to still have a less than optimal role in achieving students' academic and professional goals. This is due to the perception that the program's implementation system is not well-designed, resulting in suboptimal learning outcomes. The sources in this case admitted that there are still many things that need to be fixed in the implementation process of the PIBA program, especially in Arabic language learning.

Teaching Methods and Models

The implementation of evaluation begins with assessing the teaching methods and models used by instructors. Teaching methods and models are crucial components in creating meaningful learning experiences. According to Slavin, the use of appropriate methods can foster a conducive learning environment, enhance interaction between instructors and students, and motivate students to engage more actively in the learning process.[31]

Effective teaching methods and models play a significant role in creating engaging and enjoyable learning experiences. This, in turn, can enhance students' interest in learning through a conducive and interactive approach. At present, Arabic language instruction in the PIBA program at UIN Alauddin Makassar utilizes various methods, including lectures and discussions, which are deemed appropriate to support the learning process effectively. However, these methods tend to be conventional and do not fully optimize active student engagement.

Incorporating diverse methodologies, such as simulations, project-based learning, and technology integration, can significantly enhance the learning experience. These methods foster student interaction and collaboration while also

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[30] Hj. Sippah Chotban, S. Ag., M. H., Lecturer of PIBA Arabic Language, Faculty of Sharia and Law, Department of Constitutional Law, Interview, Date 21 October 2024, UIN Alauddin Makassar

[31] R Slavin, *Educational Psychology Cognitive Theories of Learning Motivating Students to Learn* (London: Pearson, 2018) p. 87.

cultivating critical thinking and problem-solving abilities. Ultimately, creating a dynamic and interactive learning environment is essential for fostering deeper understanding and sustaining student motivation and enthusiasm in their educational journey.

The research conducted by Wahid and Nurhadi indicates that the use of technology-based learning methods, such as interactive applications and simulations, can increase student participation by up to 35%. This is because technology makes learning more engaging, relevant, and accessible.[32] On the other hand, project-based learning (PBL) or simulation models have also been shown to enhance students' practical understanding of the Arabic language, as highlighted in a study by Rafiq.[33] Therefore, to improve the effectiveness of Arabic language learning in the PIBA program at UIN Alauddin Makassar, innovation in teaching methods and models is essential. Integrating technology, simulations, or project-based approaches represents a strategic effort to enhance interactivity in the learning process, aligning more closely with students' needs in the context of the digital era. This shift not only enhances engagement but also prepares students to apply their knowledge in real-world contexts, ultimately leading to better learning outcomes.

The implementation of the Arabic language learning program in the PIBA UIN Alauddin Makassar program is implemented using various learning methods and models and is considered appropriate to the needs of the learning process. The integration of technology, simulations, and project-based learning constitutes a strategic initiative to increase interactivity within the educational process, making it more responsive to students' needs in the digital age. The PIBA program has a special module in the implementation of the PIBA program, but the module is considered less effective for all students with their educational background and abilities and study programs. PIBA lecturers in this case also gave the same response regarding the teaching material facilities in the form of learning modules provided by PIBA UIN Alauddin Makassar which were considered less effective because they did not consider students' general abilities. From the description above, it can be seen that the learning facilities in the form of learning modules provided by PIBA UIN Alauddin Makassar are considered less appropriate to use, because the Arabic language skills of students vary. Therefore, several adjustments are needed to be able to further optimize the learning process at PIBA UIN Alauddin Makassar.

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[32] T. Wahid, F., & Nurhadi, "Efektivitas Modul Pembelajaran Berbasis Tingkat Kemampuan Mahasiswa Dalam Peningkatan Hasil Belajar Bahasa Arab.," *Urnal Pendidikan Islam* 12, no. 3 (2020): 45–58.

[33] Shahid Rafiq, "The Impact of Digital Tools and Online Learning Platforms on Higher Education Learning Outcomes," *Al-Mahdi Research Journal (MRJ)* 5, no. 4 (2024): 359.

Learning Resources

In addition to the aspects of teaching methods and models, another important aspect of the evaluation process is the learning materials, particularly the specialized learning modules used in the program. The PIBA (Intensive Arabic Language Program) at UIN Alauddin Makassar has introduced learning modules tailored to support program implementation. However, these modules are considered less effective for the entire student body, given the diversity in their educational backgrounds, competencies, and academic disciplines. The current modules are considered too uniform and not sufficiently adaptive to the specific needs of the students. This aligns with Tomlinson's assertion that learning materials should be differentiated or tailored to individual needs to enhance the effectiveness of learning.[34] Learning effectiveness is the standard or level of achievement of learning objectives according to a pre-established plan.[35] Effective teaching and learning of speaking skills are crucial for achieving proficiency in any language, particularly in Arabic, where expressive and accurate verbal communication is essential. By adopting a more flexible and responsive approach to module design, the program can better accommodate the varied learning styles and requirements of its students, ultimately leading to improved educational outcomes.

In the context of language learning, Ellis's opinion, as cited in the research conducted by Zhiling Wu et al., emphasizes that the success of language learning is significantly influenced by the ability of the material to accommodate the diverse backgrounds of students, such as language proficiency levels and learning objectives.[36] Overly generalized modules often fall short in addressing specific learner needs, leading to suboptimal learning experiences for students with diverse levels of Arabic proficiency. Research by Wahid and Nurhadi also indicates that modules specifically designed based on students' proficiency levels can enhance learning motivation by up to 25% compared to uniform modules.[37]

In addition to the development of learning modules, the incorporation of educational technology serves as a key aspect in evaluating the effectiveness of program implementation. Educational technology plays a crucial role in creating an interactive and engaging learning environment. According to Mayer in his multimedia learning theory, educational technology can enhance material comprehension by up to 30% when used effectively, such as through interactive

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[34] C. A. Tomlinson, *Differentiated Classroom: Responding to the Needs of All Learners.* (USA: ASCD, 2014) p. 118.

[35] Riana T. Mangesa Dyah D. Andayani, "Pengembangan Model Pembelajaran Berbasis Kompetensi Bidang Kelistrikan Di Sekolah Menengah Kejuruan," *Jurnal Cakrawala Pendidikan* 3, no. 3 (2015): 401–11, https://doi.org/10.21831/cp.v3i3.7356.

[36] Zhiling Wu, Yongqing Guo, and Li Wei, "The Application of a Mixed Teaching Model to the Academic English Teaching for Graduate Students at Inner Mongolia University," *Creative Education* 11, no. 02 (2020): 105–14, https://doi.org/10.4236/ce.2020.112008.

[37] Wahid, F., & Nurhadi, "Efektivitas Modul Pembelajaran Berbasis Tingkat Kemampuan Mahasiswa Dalam Peningkatan Hasil Belajar Bahasa Arab."

tools and digital platforms[38]. This is in line with the research by Salomo Leuwol[39], which explains that the application of teaching methods involving technological elements can increase learning motivation. This can be achieved through the use of multimedia, learning applications, and e-learning. This further emphasizes the importance of utilizing educational technology in today's educational era.

However, the educational technology facilities provided by PIBA are still very limited, which often results in the program not fully utilizing technology optimally. A study by Rafiq shows that the use of technology in Arabic language learning, such as digital learning applications and interactive software, can enhance students' speaking and writing skills by up to 40%[40]. Therefore, it is essential for the PIBA Program to adopt adequate educational technology, such as digital language laboratories, online-based applications, and interactive audiovisual materials. These steps are expected not only to improve the effectiveness of learning but also to address the needs of students in the digital era. With adaptive modules and adequate technological facilities, the PIBA Program at UIN Alauddin Makassar can become a relevant and innovative model for Arabic language learning.

Student Engagement

The next step in evaluating the process is to analyze the level of student engagement during the learning process. Student engagement reflects the effectiveness of the educational program, particularly in fostering meaningful interactions among students, instructors, and learning materials. Astin's (1999) theory of student engagement emphasizes that the higher the participation of students in learning activities, the greater the likelihood of achieving optimal learning outcomes.

The level of student interaction can be considered quite good, especially during group discussion sessions. This activity encourages students to share their understanding, practice using Arabic in a practical manner, and develop their communication skills. Recent studies have shown that collaborative learning, such as group discussions, can enhance student engagement, particularly in language learning.[41] Research findings at the study site indicate a decline in student participation during lecture sessions. The passive nature of traditional lecturing often leads to reduced motivation and engagement. To mitigate this issue, it is

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[38] R. E. Mayer, *Multimedia Learning* (Cambridge University Press., 2009) p. 112.

[39] Ferdinand Salomo Leuwol et al., "Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa Di Sekolah," *EDUSAINTEK: Jurnal Pendidikan, Sains Dan Teknologi* 10, no. 3 (2023): 988–99, https://doi.org/10.47668/edusaintek.v10i3.899.

[40] Rafiq, "The Impact of Digital Tools and Online Learning Platforms on Higher Education Learning Outcomes."

[41] Sudi Yahya Husein, Roudhotul Jannah Munawaroh, and Firmansyah Firmansyah, "Pembelajaran Kolaboratif Untuk Pengajaran Keterampilan Membaca Bahasa Arab Di Madrasah Aliyah," *Kalimatuna: Journal of Arabic Research* 1, no. 1 (2022): 65–80, https://doi.org/10.15408/kjar.v1i1.25301.

essential to adopt more interactive approaches, such as simulations, language-based games, or innovative educational technologies. According to Salomo Leuwol, the use of technology, such as gamified learning applications and online collaborative platforms, can significantly enhance student engagement and motivation.[42]

Therefore, instructors in the PIBA Program are encouraged to adopt more varied and participatory teaching methods. With this approach, the interactions that occur during the learning process can not only enhance students' Arabic language skills but also help create a conducive and engaging learning environment. Improved student engagement will serve as one of the indicators of the overall success of the program.

Obstacle

One of the main challenges in the implementation of the Arabic language program at PIBA UIN Alauddin Makassar is the limited time allocated for teaching. The restricted time often hinders the in-depth delivery of material. As a result, the learning process tends to be information-heavy, without providing sufficient space for students to understand, analyze, and practice the material optimally.

According to Lander & Brown, sufficient time in learning is crucial to ensure that the educational process progresses gradually, from the introduction of concepts to their application in practical contexts.[43] Time constraints often lead instructors to focus solely on delivering basic material, while language skills, such as speaking and writing, do not receive adequate attention.

To overcome this challenge, it is essential to adopt innovative strategies, such as implementing a more flexible class scheduling system, leveraging educational technologies through online platforms, and designing competency-based modules with a more targeted focus. With these measures, Arabic language learning in the PIBA Program can become more effective, even with limited available time, while also supporting the achievement of learning objectives optimally.

From the evaluation of the context of the PIBA program in Arabic language learning at UIN Alauddin Makassar, it can be understood that in terms of the context of Arabic language learning in the PIBA program, its implementation is quite appropriate, as can be seen from the background of the presence of the PIBA program in Arabic language learning which has been known and understood by the Head of PIBA, PIBA Lecturers, and students. The Foreign

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[42] Salomo Leuwol et al., "Efektivitas Metode Pembelajaran Berbasis Teknologi Terhadap Peningkatan Motivasi Belajar Siswa Di Sekolah."

[43] James A. Lander and H. Douglas Brown, "Teaching by Principles: An Interactive Approach to Language Pedagogy," *Language* (London: Pearson Education., 2021), https://doi.org/10.2307/415773.

Language Intensification Program (PIBA) at UIN Alauddin Makassar aims to strengthen students' proficiency in foreign languages, particularly Arabic, to enhance their global competitiveness. This objective serves as a driving force for both instructors and administrators to sustain the program's presence and to actively pursue various initiatives for the continued development of Arabic language instruction within PIBA. Then, when assessed from the aspect of the objectives of the PIBA Program in Arabic language learning, the program is considered relevant to the vision, mission and objectives of UIN Alauddin Makassar, because the foreign culture development program is one way to achieve the vision of a civilization campus.

However, on the other hand, in terms of the environmental context, the implementation of the PIBA program in Arabic language learning is considered to have received less support from the environment. This is seen from the lack of support for learning facilities in the form of limited learning technology, limited classrooms, and the implementation time for the PIBA program that is not well-systematized. This sometimes makes teachers and students feel difficult in implementing the learning process, especially in Arabic language learning.

In addition, referring to the evaluation of input in the Arabic language learning program is related to the strategy, planning, or procedures set by PIBA to achieve the objectives of the Arabic language learning program. The components in focus include human resources (Arabic language instructors and students within PIBA), facilities and infrastructure, as well as necessary procedures or guidelines (such as the curriculum). Analysis results reveal that the learning materials developed by program administrators for Arabic instruction at PIBA UIN Alauddin Makassar are deemed less effective in accommodating the diverse educational backgrounds and varying levels of Arabic proficiency among students.

On the other hand, some of the PIBA UIN Alauddin Makassar teachers are UIN Alauddin Makassar lecturers who are considered capable of increasing their teaching hours in the PIBA program. In addition, several instructors are recruited specifically to meet the teaching needs of PIBA. However, some of these instructors hold bachelor's degrees in fields unrelated to Arabic language education. Although, in general, PIBA instructors possess the ability to teach Arabic effectively, the presence of educators whose academic backgrounds do not align with the program's focus slightly diminishes the overall quality and coherence of the teaching staff. Nonetheless, the program remains supported by a team of generally competent and well-qualified instructors.

Meanwhile, the learning facilities in the PIBA Program at UIN Alauddin Makassar, especially in Arabic language learning, are considered inadequate. This is due to the lack of room facilities and other supporting facilities specifically designated for the PIBA program, so that the implementation of the learning program at PIBA UIN Alauddin Makassar still experiences obstacles and constraints in terms of learning facilities. The results of the study also show that

there is no special curriculum used in PIBA UIN Alauddin Makassar learning. Learning facilities and infrastructure are fundamental elements in supporting the success of the education process. Both not only support the smooth running of the teaching and learning process but also play a role in creating a conducive environment for the development of students' potential. Facilities such as books, stationery, computers, and learning technology help support the implementation of teaching and learning activities. Infrastructure such as classrooms, laboratories, and libraries provide a place and atmosphere that supports focus and comfort in learning.

Besides, the learning modules prepared by PIBA are considered to have a learning level that does not match the general learning needs of students, because the level of understanding, educational background, and study programs are different. This situation undoubtedly hinders the effective functioning of learning modules as tools to support student success. Learning modules are instructional materials specifically designed to facilitate independent study or require minimal educator assistance. Their role is particularly vital in modern educational contexts that prioritize learner autonomy and personalized learning. Moreover, modules encourage greater student engagement by promoting a shift from teacher-centered instruction to a more student-centered approach. Modules are designed in such a way that students can learn the material independently without having to always rely on the presence of a teacher.

Conclusion

The evaluation process highlights the importance of improving the quality of teaching methods, supporting tools, and time management to achieve optimal learning outcomes. Based on the analysis, methods and models such as lectures and discussions have made positive contributions, particularly in enhancing student interaction. However, the lack of varied interactive methods, such as simulations or project-based learning, limits active student engagement. This can be addressed by adopting more participatory learning strategies and leveraging educational technology.

The evaluation process underscores the necessity of enhancing the quality of teaching methods, supporting resources, and time management to achieve optimal learning outcomes. The analysis shows that traditional methods such as lectures and discussions have made positive contributions, particularly in enhancing student interaction. However, the limited use of diverse and interactive approaches, including simulations and project-based learning, has constrained students' active participation. This limitation can be addressed by adopting more participatory learning strategies and utilizing educational technologies to enrich the learning experience. On the other hand, the modules provided to the students need to be improved since it is still less appropriate to use for students with various abilities.

Another major challenge is the limited learning time, which often hinders the in-depth delivery of material. To address this issue, innovations are needed in creating a more flexible schedule, breaking down content into smaller, focused modules, and integrating technology to support independent learning outside the classroom. In addition, PIBA instructors need to implement a variety of instructional methods that can accelerate and enhance student engagement. By doing so, student participation in the learning process can become more active and meaningful.

With improvements in teaching methods, supporting resources, and time management, the PIBA Program at UIN Alauddin Makassar can better meet the needs of students while also becoming a relevant model for Arabic language learning in the modern era. Ongoing periodic evaluations will serve as an important foundation for the sustainable development of the program.

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