

Evaluation Implementation of the Arabic Language Intensification Program (PIBA) in Islamic Higher Education

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Abstract

This article discusses the evaluation of the implementation process of the Arabic Language Intensification Program (PIBA) at UIN K.H. Abdurrahman Wahid Pekalongan, analyzes student responses to the program, and explores their expectations regarding the Arabic language learning method at the higher education level. The research approach is qualitative evaluative, aimed at assessing the implementation of the intensive Arabic language program. The evaluation model used is Stake's Model, which includes three stages: Antecedents (background), Transaction (process), and Outcomes (results). Data were collected from primary sources (teachers and students) and secondary sources (placement test scores, final program grades, and satisfaction survey reports). Data collection was carried out through observation, interviews, and documentation. The results indicate that the program improves Arabic language proficiency, particularly for students with a general education background, although challenges such as varying effectiveness and the need to improve tutor planning remain. Final grades were generally positive, but students expressed a desire for more speaking practice, a more suitable schedule, representative classes, and more varied and interactive teaching methods.

Keywords: Arabic; evaluation; intensification program

Introduction

When discussing Islamic Religious Higher Education Institutions (PTKI), whether public or private, our thoughts immediately turn to campuses that are not just educational institutions but places where individuals are empowered with profound religious knowledge. From skills in reading and writing the Qur'an to a deep understanding of fiqh, tawhid, and, of course, the Arabic language, the academic community here is a beacon of Islamic scholarly light. They are not merely students but practitioners of comprehensive knowledge, bringing Islamic intelligence and wisdom into every aspect of campus life. The standardization of Arabic language proficiency for PTKI graduates is not just an academic requirement but a deep commitment to maintaining quality and linguistic skills. Proficiency in Arabic is not only a manifestation of academic obligation but also a tangible aspect of the social responsibility of PTKI. The relationship between students of Islamic Religious Colleges (PTKI) and Arabic language skills is very close, considering that Arabic is one of the important languages in religious and scientific studies at these institutions. 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. PTKI students are often involved in Arabic language development programs, both through formal classes and extracurricular activities. This helps them improve their reading, writing, speaking, and listening skills in Arabic. Good Arabic language skills enable students to conduct more in-depth research and contribute to scientific publications in the field of Islam. Students who are fluent in Arabic are better able to access relevant literature and resources. As a higher education institution based on religious knowledge, PTKI plays a crucial role in ensuring that graduates can make maximum contributions to society, in line with the scholarly and religious values it upholds.

Strengthening the field of Islamic studies as the core of PTKI cannot be separated from students' proficiency in the Arabic language, as Arabic serves as the gateway to Islamic scholarly literature that students will encounter. This is also a key focus of Arabic language learning at UIN K.H. Abdurrahman Wahid Pekalongan. The importance of Arabic language learning is on par with the significance of Indonesian language learning for foreign students (BIPA Program). Its significance is not because students are foreigners in an Arab country but because both students and all Muslims are, in essence, rightful owners and users of the Arabic language. Therefore, it is logical for PTKI to implement intensive Arabic language programs. It would be absurd for a PTKI not to offer Arabic language learning, given that all fundamental texts in Islamic studies are in Arabic.

Therefore, UIN K.H. Abdurrahman Wahid Pekalongan held the Arabic Language Intensification Program (PIBA) is based on the Rector's Decree of

UIN K.H. Abdurrahman Wahid Pekalongan Number 1087 of 2022 concerning the Arabic Language Intensification Program (PIBA) for Students. PIBA is mandatory for all new UIN students who do not pass the Arabic placement test and lasts for two semesters.¹ The placement test sets a minimum passing score of 80. PIBA is conducted for 2 hours per week, focusing on enhancing Qira'ah (reading) and Kitabah (writing). The limited time allocated for Arabic language learning and the fact that new students often come from non-madrasah backgrounds (high schools/vocational schools) pose challenges to achieving PIBA's goal of preparing students to understand Arabic Islamic literature, which serves as a reference for several courses.

From the initial observation of the Arabic placement test for new students at UIN K.H. Abdurrahman Wahid Pekalongan, out of 2,484 participants, only 45 (1.81%) passed with a minimum score of 70. Additionally, around 52% of the new students come from high school/vocational (SMA/SMK) school backgrounds², indicating they have not previously received sufficient Arabic language instruction. PIBA sets a minimum passing grade (KKM) of 70, which is the cumulative result of PIBA 1 and 2. Students who achieve this score are eligible for a graduation certificate, which is a requirement for participating in the (Placeholder1)/TOAFL/TOEFL and other language programs at UIN K.H. Abdurrahman Wahid Pekalongan. However, the average score for PIBA 1 (Odd Semester 2023-2024) reached only 60, falling short of the established KKM standard.³

This fact suggests that most students do not possess adequate Arabic language proficiency. Therefore, the implementation of PIBA is crucial and requires more intensive and serious attention. On the ground, unexpected issues have emerged, such as students whose skills are below standard, for example, those who are not familiar with the Arabic alphabet.

Intensive Arabic language programs have been widely implemented by Islamic universities with promising results, such as the Arabic language program at PIB UIN Walisongo. Umi Saktie Halimah⁴, in her research, notes that the Intensive Arabic Language Program at UIN Walisongo reflects success in enhancing Arabic language competence for prospective graduates, although its

¹ UIN K.H. Abdurrahman Wahid, "Keputusan Rektor UIN K.H. Abdurrahman Wahid Pekalongan Nomor 1087 Tahun 2022 Tentang Program Intensifikasi Bahasa Arab (PIBA) Bagi Mahasiswa" (2022).

² Devi Arisandi, "Wawancara Bagian AKMA UIN K.H. Abdurrahman Wahid Pekalongan 4 Januari 2024" (Pekalongan, 2023).

³ Muhammad Ulil Fahmi, "Wawancara Koordinator PIBA FTIK 15 Desember 2023" (Pekalongan, 2023).

⁴ Umi Saktie Halimah, "Evaluasi Program Pembelajaran Bahasa Arab Dengan Model Context Input Process Product Pada PIB UIN Walisongo Semarang" (UIN Walisongo Semarang, Indonesia, 2019).

implementation has not fully aligned with the program's view of Arabic as a communication tool. Additionally, the intensive Arabic language programs at UIN Malang and UIN Sunan Kalijaga, as researched by Tulus Mustofa⁵, demonstrate the positive significance of Arabic language learning programs at these universities in elevating their international status. These results highlight the urgency of intensive Arabic language programs at universities to produce students capable of making an impact on the international stage. This is due to students actively participating in Arabic language activities at the international level. Based on previous research, the implementation of intensive Arabic language programs plays a significant role in teaching Arabic and positively impacts the mastery of scholarly literature, especially that which is in Arabic.

Evaluating the implementation of the intensive Arabic language program at UIN K.H. Abdurrahman Wahid is important, given that the program has been running for over ten years. It is highly relevant to evaluate the program from the researcher's perspective, particularly in terms of student responses, to strengthen the program's continuity. Research on the evaluation of PIBA and student responses to the program, whether regarding the implementation or their needs for language development, is essential. The aim is to gather information that can serve as a basis for strategic actions by relevant stakeholders to further develop the Arabic language learning program for students.

As a comparison to emphasize the importance of this research, there are several literature reviews that also discuss intensive Arabic language learning in higher education, particularly in Islamic universities, which are fundamentally institutions that emphasize Islamic scholarship, especially in the Arabic language.

The study conducted by Bisri Musthofa on the "Curriculum Structure in the Special Program for the Development of Arabic Language (PKPBA) at UIN Maulana Malik Ibrahim Malang" reveals that the PKPBA employs a subject-centered curriculum design, using the book *Al-Arabiyah Baina Yadaik (ABY)* as the primary teaching material. The development of the PKPBA encompasses aspects such as content, teaching methods, the lecture system, evaluation design, and teaching strategies. Although the material is presented separately, it is contained within a single book that integrates all four language skills.⁶ While this study shares a focus on intensive Arabic language learning, its difference lies in

⁵ Tulus Musthofa, Agung Setiyawan, and M. Ja'far Sodik, "Manajemen Pembelajaran Bahasa Berbasis Integrasi-Interkoneksi Menuju World Class University," *MANAGERIA: Jurnal Manajemen Pendidikan Islam* 1, no. 1 (2018): 115–35, <https://doi.org/10.14421/manageria.2016.11-07>.

⁶ Bisri Musthofa, "Kurikulum Pembelajaran Bahasa Arab Program Khusus Pengembangan Bahasa Arab Uin Maulana Malik Ibrahim Malang" (UIN Maulana Malik Ibrahim, Malang Indonesia, 2011).

its objectives, which are to evaluate the program's implementation, assess student responses to the program, and understand students' expectations regarding the suitability of the Arabic language learning program for them.

The next work by Nanin Sumiarni, titled "Arabic Language Learning for Beginner Students at the Language and Culture Center (PBB) of IAIN Syekh Nurjati Cirebon (Challenges and Solutions)," describes several challenges and solutions in the process of teaching Arabic to new students at PBB IAIN Syekh Nurjati Cirebon. The research employs a descriptive qualitative method and notes that Arabic language learning is conducted semi-intensively by combining regular and intensive programs. Instructors are free to use various teaching methods, including direct methods, Q&A, audio-lingual, and translation methods. The challenges identified include the educational background of students, the majority of whom come from high schools/vocational schools with little experience in Arabic (87.5%), and 12.5% of whom have never studied Arabic at all. Most students (75%) do not like Arabic, while only 25% enjoy it. Other challenges include limited media resources and a teaching system where different instructors teach in turns (team teaching), which can lead to combined classes if one instructor is absent, making the learning process less effective.⁷ The similarity with previous research lies in the focus on intensive Arabic language learning for students at Islamic higher education institutions. However, this study specifically aims to evaluate the implementation of the intensive Arabic language learning program that has already been carried out.

Another study, conducted by Achmad Zaenudin, titled "The Impact of the Implementation of the Intensive Arabic Language Program on IMKA Exam Scores of UIN Walisongo Semarang Students," aims to evaluate the impact of the Arabic Language Program on the IMKA exam scores of UIN Walisongo Semarang students. The research findings indicate that the program's implementation aligns well with learning theories. The IMKA scores of UIN Walisongo Semarang students who participated in the intensive Arabic program ranged between 300 and 412. The results of the linear regression test show that the program's implementation significantly affects the IMKA exam scores, with a coefficient value of $R = 0.604$ and an F value of 349.279, with a significance of 0.000. This data supports the alternative hypothesis (H_a), indicating that 60.4% of the Y variable (IMKA) is influenced by the X variable (the intensive Arabic program).⁸ The similarity with previous research lies in the focus on intensive Arabic language programs. However, the difference is in the objective, which is to describe the evaluation of the program's implementation, analyze student

⁷ Nanin Sumiarni, "Pembelajaran Bahasa Arab Bagi Mahasiswa Pemula Di Pusat Bahasa Dan Budaya (PBB) IAIN Syekh Nurjati Cirebon, Problematika Dan Solusinya," *Holistik* 15, no. 1 (2014): 19–38.

⁸ Achmad Zaenudin, "Pengaruh Pelaksanaan Program Intensif Bahasa Arab Terhadap Skor Ujian IMKA Mahasiswa UIN Walisongo Semarang," *Jurnal Basrab* 1, no. 2 (2021): 84–101.

responses to the program, and understand students' expectations regarding the suitability of the Arabic language learning program for them.

Based on previous studies, the similarity of this research lies in its focus on intensive Arabic language programs for university students. The aforementioned studies converge on the outcomes of the intensive Arabic language learning program. The difference, however, is that this research seeks to describe the evaluation of the program's implementation, analyze student responses to the implementation of the intensive Arabic program, and identify the Arabic language learning model that aligns with their expectations.

Reviewing the previous studies, most of the research has been one-sided, viewing the intensive Arabic language program as a well-established initiative from the university without considering the diverse needs of the students. This is where the novelty of this research lies, as it aims to conduct a two-way study. The researcher attempts to mediate between the university's program and the actual needs of the students for Arabic language learning. This approach makes the research more comprehensive, placing university policies and students on equal footing. Students are not merely seen as passive recipients of the program but are regarded as educated individuals who can provide feedback and criticism to help develop an ideal Arabic language program from both perspectives.

This study uses a qualitative approach to assess the implementation of a program, in this case, the Arabic Language Intensification Program.⁹ The evaluation method used in this study is Stake's Model, which assesses the program as a whole. Stake emphasizes two fundamental activities in evaluation: Descriptions and Judgements, and distinguishes three stages in educational programs: Antecedents (Context), Transaction (Process), and Outcomes (Output).¹⁰

Antecedents refer to the conditions present before instruction that may relate to outcomes. In this study, these include students' educational background and the results of the Arabic placement test. Transaction involves the dynamic interactions and instructional processes, such as activities and procedures; in this study, it pertains to the Arabic language learning process through the PIBA program. Outcomes are the effects of the learning experience, which in this research include learning results, student responses to the program, and students' expectations regarding a suitable Arabic language learning program.

⁹ Saifudin Azwar, *Metode Penelitian*, 2nd ed. (Yogyakarta: Pustaka Pelajar Offset, 2017).

¹⁰ Farida Yusuf Tayibnafis, *Evaluasi Program Dan Instrumen Evaluasi Untuk Program Pendidikan Dan Penelitian* (Jakarta: Rineka Cipta, 2008).

Data sources refer to the origins from which research data will be collected.¹¹ The research data sources include:

Primary data sources are language learning processes in the classroom and policy makers such as heads of language institutions.¹² This information is gathered from individuals who have in-depth knowledge about the core issues being studied. In this research, the primary data sources are tutors and students participating in the program. To determine the sample of informants, the researcher used linear snowball sampling. This technique is employed to collect data from as many informants as possible until the research data requirements are met. The numbers of respondents are 200 students. Secondary data sources refer to data that are obtained indirectly or from secondary sources related to the research focus.¹³

The data collection method involves gathering data by observing objects either directly or indirectly, allowing the researcher to detail relevant aspects.¹⁴

In the research, observation is conducted through participatory observation, where the observer actively engages in observing the learning activities. This observational approach aims to directly understand the implementation process of the Arabic Language Intensification Program (PIBA) at UIN K.H. Abdurrahman Wahid Pekalongan. Additionally, interviews are conducted using a prepared list of questions.¹⁵ In this study, interviews use an open-ended question model, where the researcher provides a list of questions, and the informants respond based on their opinions. The use of available documents, such as photos, maps, and so on¹⁶ is employed to gather data on general situations related to placement test results, final program grades, and satisfaction evaluation reports for the program.

The interview instrument for tutors is designed to gather insights into the implementation, the semester learning plan (RPS) and evaluation of the Arabic Language Intensification Program (PIBA). The instrument is structured around two primary objectives: understanding the learning process, the learning plan that will be implemented by the tutor and evaluating the factors that contribute to or hinder the success of the program.

¹¹ Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, 38th ed. (Bandung: Remaja Rosdakarya, 2018).

¹² Nalim and Salafudin, *Statistik Deskriptif* (Pekalongan: STAIN Press, 2012).

¹³ Ibnu Hadjar, *Dasar-Dasar Metodologi Penelitian Kuantitatif Dalam Pendidikan* (Jakarta: Raja Grafindo Persada, 1999).

¹⁴ Mohammad Ali, *Penelitian Kependidikan Prosedur Dan Strategi* (Bandung: Angkasa, 2013).

¹⁵ Burhan Buangin, *Metodologi Penelitian Kualitatif* (Jakarta: Raja Grafindo Persada, 2017).

¹⁶ Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2012).

For the process-related questions, tutors are asked to implementation of learning that is carried out according to the previously determined learning plan detail how they plan and prepare for the PIBA learning sessions, including the specific methods and strategies they employ. These inquiries aim to uncover the pedagogical approaches used and how effectively they are integrated into the learning environment. Additionally, tutors are questioned about their approach to evaluating learning outcomes, which will provide insights into the assessment techniques utilized to measure student progress.

In terms of evaluation, the instrument seeks to identify both the supportive factors that contribute to the success of PIBA and the potential challenges or obstacles encountered during its implementation. Tutors are encouraged to reflect on their experiences and provide their perspectives on what facilitates or impedes the effectiveness of the program.

This interview guide is intended to offer a comprehensive understanding of the tutors' roles and the overall efficacy of the PIBA initiative within the educational framework. The interview instrument for students is crafted to explore various aspects of the implementation of the Arabic Language Intensification Program (PIBA). It is divided into three main objectives: evaluating the PIBA implementation. For evaluating the PIBA implementation, the questions are categorized into three variables: antecedents, transaction, and outcomes.

Antecedents: Students are first asked to describe their previous experiences with learning Arabic before attending the campus. This helps to establish a baseline understanding of their background in the language.

Transaction: This section explores students' opinions on the effectiveness of the tutors, the learning process, the "Lisanul Jamiah" book used in the program, and the final evaluation process of PIBA. These questions aim to gather student feedback on the instructional methods and materials used in the program.

Outcomes: Students are then asked to report their final PIBA score and to reflect on which language aspects have improved as a result of their participation in the program. This provides an assessment of the program's impact on their language skills.

In analysing student responses to PIBA implementation, the instrument includes a question that directly asks for the students' overall opinion about the PIBA program. This helps to gauge their satisfaction and any perceived strengths or weaknesses.

For understanding student needs regarding Arabic language learning on campus, the final question focuses on students' expectations for an appropriate Arabic language learning model. This question seeks to gather insights into what

students believe would be the most effective approach to learning Arabic, considering their experiences and needs. This structured interview guide aims to collect comprehensive data from students, providing valuable insights into the effectiveness of the PIBA program and informing future improvements.

The data analysis method used in this study is descriptive data analysis.¹⁷ This technique focuses on explaining data, facts, or ideas related to conditions, relationships, or ongoing trends. The application of this technique aims to ensure that the analysis results are based on a logical and systematic perspective of the collected data. The Stake model evaluative method, then the data analysis is contingency (logical) and congruence (empirical). The data analysis technique in this study involves four stages.

First, data collection. This step involves transcribing interviews, scanning documents, typing field data, or sorting and organizing the data into different categories depending on the source of information. Second, data reduction is the effort to select raw data collected during field activities. During field research, informative and non-informative data often mix in a single record. At this stage, data is sorted, and relevant data related to the research objectives is collected for use in the next steps.¹⁸ Third, data presentation. At this stage, information is organized into a narrative form consisting of interrelated simple sentences.¹⁹ Information from interviews, observations, and supporting documents is presented in a narrative format. Fourth, drawing conclusions. The purpose of this stage is to extract the essence from the research data.²⁰ After obtaining a comprehensive description, the researcher will formulate conclusions that address the research questions.

Findings and Discussion

A. PIBA Program Evaluation

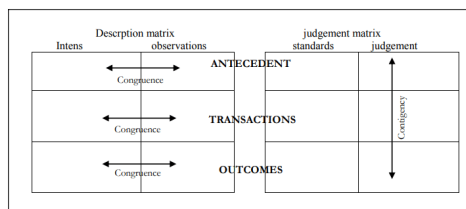
The evaluation method used in this research is the Stake Model, or overall program evaluation. Stake emphasizes two fundamental activities in evaluation: Descriptions and Judgments, and distinguishes three stages in educational programs: Antecedents (Context), Transactions (Process), and Outcomes (Output). These three stages are applied in the evaluation of the Arabic Language Intensification Program (PIBA).

¹⁷ Sugiyono, *Metode Penelitian Kuantitatif Kualitatif Dan R & D*, Jakarta: Alfabeta (Bandung: Alfabeta, 2021).

¹⁸ Ahmad Rijali, "Analisis Data Kualitatif Ahmad Rijali UIN Antasari Banjarmasin" 17, no. 33 (2018): 81–95.

¹⁹ M. Sobry Sutikno and Prosmala Hadi Saputra, *Penelitian Kualitatif*, 1st ed. (Lombok: Holistica, 2020).

²⁰ Sandu Siyoto and Ali Sodik, *Dasar Metodologi Penelitian* (Yogyakarta: Literasi Media Publishing, 2015).



The Descriptions there are intensions (expected goals) and observations (observed in the field), and in Judgments there are standards (criteria that must be met by a language learning program that is the focus of the evaluation) and Judgments (the evaluator makes considerations from what has been evaluated in the description matrix, then considerations are given, in this study are student responses).

In addition, there are two ways that can be used to process descriptive evaluation data in language learning programs, namely (1) Contingency (vertical connection) between antecedents, transactions, and outcomes, and (2) congruence (horizontal suitability) between expected goals and observed conditions.

The last is a recommendation. In this study, it is input or expectations from students regarding the learning model in the language program.

1. Congruence

The context underlying the Arabic Language Intensification Program (PIBA) is based on the view that proficiency in Arabic is an essential requirement for every student who wishes to study Islamic sciences such as Tafsir, Hadith, Fiqh, Akidah, Kalam, and Sufism, as well as other Islamic disciplines. This is grounded in the fact that the sources of these sciences are written and explained in Arabic. Therefore, it is highly unlikely that students can master these Islamic disciplines without having a strong command of the Arabic language. On the other hand, insufficient mastery of the Arabic language will impact the quality of students' understanding of scholarly texts that refer to Arabic literature. As a result, students often rely on translated books when writing academic papers instead of referring to the original Arabic sources. This, of course, reduces the quality of their work.

Another issue arises from the weak Arabic language proficiency of students entering UIN K.H. Abdurrahman Wahid Pekalongan, which could be a reason for their low Arabic skills. This is because the majority of students come from high school and vocational school backgrounds where Arabic is not a core subject. Even though in Madrasah Aliyah, where Arabic is a primary subject, the output remains insufficient.²¹ It can be said that most students entering UIN K.H. Abdurrahman Wahid Pekalongan are Muslim. Despite this, their proficiency in Arabic, as the language of religion, is minimal. This problem is

²¹ Faliqul Isbah, "Pengembangan Learning Management System Al Talkhīs Li Al-istima' (ATLIS)," *Al-Mi'yar Jurnal Ilmiah Bahasa Arab Dan Kebahasaaraban* 6, no. 2 (2023): 45–456, <https://doi.org/http://dx.doi.org/10.35931/am.v6i2.2276>.

exacerbated by the fact that the majority of students come from high school and vocational school backgrounds where Arabic is not a core subject. Although Arabic is a main subject in Madrasah Aliyah, the results are still lacking.

The reality is that Arabic holds a special status in Islam because the Qur'an, the holy book of Muslims, was revealed in this language. Philosophically, Arabic is considered the language chosen by God to convey His revelations to humanity. This imparts a profound sacred and spiritual dimension to the Arabic language. The Qur'anic text is seen as the perfect word of God, with each word and structure having significant meaning. Such a reality cannot be blamed. Instead, UIN K.H. Abdurrahman Wahid Pekalongan must address the issues related to students' Arabic language competency. One solution is to implement the Arabic Language Intensification Program (PIBA) to equip new students with strong Arabic language skills as a foundation for studying Islamic sciences,²² and providing students with the ability to communicate using Arabic, providing students with the ability to read, understand and translate Arabic books, providing students with the ability to write using Arabic.

1. Antecedent Component

a. Program Planning

In Stake's evaluation model, "transaction" refers to all interactions and processes that occur during program implementation. This stage aims to:

- a) Identify how the program is implemented according to the initial plan and the adaptations made.

The "Program Intensifikasi Bahasa Arab" spans one year or two semesters. The sequence planning before learning in class, outside the responsibility of the tutor and is the responsibility of the policy makers of the language institution are follows:

- 1) Program Socialization: Conducted at the start of each academic year through the Unit Bahasa website, social media, and directly during New Student Orientation (PBAK) activities.
- 2) Registration: First-year students are automatically enrolled, while returning students must register with Unit Bahasa.
- 3) Program Implementation: Begins with a placement test to group students by Arabic proficiency.
- 4) Classes are held weekly on Saturdays for 14 sessions each semester. The first semester focuses on vocabulary, sentence structure, and writing skills, while the second semester emphasizes grammar and reading.

²² Unit Bahasa, *Pedoman Pelaksanaan PIBA UIN K.H. Abdurrahman Wahid Pekalongan*, ed. Muhammad Yusron (Pekalongan: UIN K.H. Abdurrahman Wahid Pekalongan, 2023).

- 5) Program Rules: Participants must attend Saturday classes, remain in their assigned class, and use designated textbooks. The passing grade is 70, with the final score comprising 80% evaluation and 20% process.
- b) Evaluate the quality of interactions between participants and facilitators, as well as group dynamics.
- c) Uncover factors that support or hinder the program.
- d) Gather feedback from participants and stakeholders regarding their experiences during the program.²³

This program is introduced during the new student orientation at the beginning of each academic year. In the 2023/2024 academic year, this activity was held at the Student Center Building. The team from the Language Unit gave a general explanation of the programs organized by the Language Unit. Each program coordinator provided a detailed explanation of the program to the students.

The participants of the PIBA 1 program for the 2023/2024 academic year registered for the program after completing the integrated system registration for courses in their respective faculties. Currently, the UIN Gus Dur Language Unit has its own integrated system, which facilitates student registration.

The placement test for PIBA participants in the 2023/2024 academic year was conducted simultaneously through a Google Form in the classrooms owned by the Language Unit, divided into 3 different sessions. The placement scores determine the PIBA class classification that students will enter. Classes 1-20 are advanced classes, classes 21-40 are intermediate classes, and classes 40-60 are beginner classes.

2. Program Content

The curriculum of this program includes Qowaid (Arabic grammar), Qira'ah (reading), and Kitabah (writing). In the first semester, the instructional material uses the book *Lisanul Jami'ah Fi al-Arabiyah al-Sablah*, which focuses on mastering vocabulary, sentence structure, and writing. In the second semester, the program uses the book *Tadrib Qowaid al-Lughah al-Arabiyah*, which emphasizes the mastery of Arabic grammar and reading skills.²⁴

The material studied during PIBA 1 is sourced from the book *Lisanul Jami'ah Fi al-Arabiyah al-Sablah*. The PIBA 1 program is intended for beginners; however, the issue encountered in practice is that the book used does not

²³ Rustamaji Rustamaji et al., "A Need Analysis for Developing Arabic Writing Materials: A Study at Higher Education Institution," *Arabiyatuna: Jurnal Bahasa Arab* 8, no. 1 (2024): 255, <https://doi.org/10.29240/jba.v8i1.9825>.

²⁴ Muhammad Afthon Ulin Nuha and Nurul Musyafa'ah, "Implementation of Quality Management Curriculum in Arabic Learning," *Arabiyatuna: Jurnal Bahasa Arab* 6, no. 2 (2022): 417, <https://doi.org/10.29240/jba.v6i2.5137>.

differentiate between levels. As a result, students with higher abilities have already mastered the material. Nevertheless, in practice, the learning content is entirely aimed at serving as a kind of workshop to improve students' listening and writing skills. The tutor ensures that each student understands every material presented in the class. Field findings also revealed that some tutors enriched vocabulary mastery using game-based methods, making the learning experience more enjoyable.

3. Tutor

The learning process is a series of activities designed to develop students' knowledge, skills, and attitudes through various methods and strategies. This process aims to achieve the educational goals that have been set. Here are some key elements of the learning process in PIBA:

a) Tutor's Planning

PIBA tutors develop program plans that can be viewed from several aspects. First, the administrative aspect, which includes preparing lesson plans (RPS), modules, media, and learning schemes.

Second, the competency aspect, which involves mastering the material to be taught. For example, students are expected to have good Arabic communication skills, be able to read, understand and translate Arabic books, and be able to express their ideas using Arabic correctly. The abilities achieved by these students are expected to be an added value for each graduate profile in all departments so that it can increase the competitiveness of graduates.

Third, the moral aspect in an Arabic language program emphasizes integrating ethical values, particularly from Islamic teachings, into language learning. Through the study of texts from the Qur'an, hadiths, and Arabic literature, students not only enhance their linguistic skills but also reflect on virtues such as honesty, respect, and empathy. Ethical communication is fostered by encouraging respectful dialogue, truthfulness, and cultural appreciation, while practical activities like debates and storytelling promote moral reasoning. This approach ensures that students develop both language competence and strong moral character in their academic and personal lives.²⁵

Creating a Semester Lesson Plan (RPS) demonstrates thorough and comprehensive planning for an entire semester. The RPS is designed to organize each session, ensuring that learning progresses in a structured and systematic manner. This approach is highly effective for assessing the initial knowledge and skills level of students, helping to tailor the content and teaching methods to their needs. The RPS, aligned with the goals of the Program Intensifikasi Bahasa Arab (PIBA), ensures that the learning process stays on track and that educational objectives are met.

²⁵ Muhammad Mudarris, "Wawancara Tutor PIBA 29 Januari 2024" (Pekalongan, 2024).

Program Socialization, conducted at the start of each academic year through the Unit Bahasa website, social media, and directly during New Student Orientation (PBAK) activities. Registration, first-year students are automatically enrolled, while returning students must register with Unit Bahasa. Program Implementation, begins with a placement test to group students by Arabic proficiency.

In practice, the tutors do not plan the lessons using a lesson plan (RPS) because all the learning documents have been prepared by the Language Unit. The tutors play more of a role as facilitators of learning rather than being involved in planning the program in depth. On the one hand, the tutors benefit from the availability of administrative tasks related to learning. However, on the other hand, they lack sufficient planning to carry out a single learning session.

The learning plan is communicated to all tutors by the management team during the early academic year meeting. Tutors are given administrative responsibilities that must be completed, along with their teaching duties in the classroom. In terms of preparation, the tutors do not play a significant role, as they are mainly tasked with implementing the Language Unit's program.

Table 1. Countenance Matrix Antecedent Component

Description Matrix		Judgement Matrix	
Intensity	Observation	Standards	Judgments
Program planning 1)Socialization 2)Registration 3)Implementation	Program planning is carried out by the Language Unit team.	1)Socialization 2)Registration 3)Implementation	Program planning is carried out in accordance with the standards.
Program content Qowaid (Arabic grammar), Qira'ah (reading), and Kitabah (writing)	The same book is used across all classes, despite the classification based on the results of the placement test.	implement the Arabic Language Intensification Program (PIBA) to equip new students with strong Arabic language skills as a foundation for studying Islamic sciences, and providing students with the ability to communicate using Arabic, providing students with the ability to read, understand and translate Arabic books, providing students with the ability to write using Arabic.	The program content can accommodate the standards; however, the material studied is the same for both beginners and advanced students.
Tutor's planning	Tutors do not design the lesson plans independently; instead, they are provided in a	the administrative aspect, the competency aspect, the moral aspect	Tutors are merely implementers of the plans standardized by

b) Transaction Component

1. Methods

Mochamad Afroni²⁶ employs active learning and cooperative learning methods in PIBA. Active learning methods include vocabulary games and discussions during grammar explanations. Additionally, the instructor uses methods that align with the competency standards for each lesson, such as direct instruction, lectures, discussions, demonstrations, translation, and others.²⁷ According to Himmatul Khusna, methods and strategies should be adapted to the conditions. One PIBA tutor explains:

*“The methods and strategies vary specifically due to different class conditions. However, when choosing methods and strategies, I first consider the goal of the instructional material. For example, with conversation material, the focus is initially on reading skills, followed by comprehension. For vocabulary, I choose strategies and methods to ensure that students understand and master the vocabulary, both in terms of words and meanings. For instance, after presenting the material, it can be followed by practice or a Q&A session.”*²⁸

Based on the above information, PIBA tutors have strategically chosen methods based on the objectives of the instructional material. For example, focusing on reading skills before comprehension in conversation shows a logical sequence of learning. The use of practice and Q&A sessions after presenting the material is also very effective for reinforcing understanding and mastering vocabulary. Problem-Based Learning develops problem-solving and critical thinking skills, which are crucial in language learning. Game-based methods make the learning process more enjoyable and can enhance student motivation. Indicating that university teachers do not rely solely on one type or strategy.²⁹

In practice, tutors indeed have many opportunities to apply various teaching methods, as long as they align with the learning objectives. For instance, in the class managed by Himmatul Khusna, vocabulary teaching uses a method of vocabulary guessing games through demonstrations and pictures. In practice, this method makes the learning atmosphere more enjoyable. However, on the other hand, there are tutors who go too far in using the freedom to apply

²⁶ Mochamad Afroni, “Wawancara Tutor PIBA 4 Februari 2024” (Pekalongan, 2024).

²⁷ Mudarris, “Wawancara Tutor PIBA 29 Januari 2024.”

²⁸ Nailul Himmatul Khusna, “Wawancara Tutor PIBA 29 Januari 2024” (Pekalongan, 2024).

²⁹ Abdulmajeed Alghamdi, “Exploring the Typology of Reasoning Influencing University Teachers’ Language Teaching and Learning Strategies,” *Asian-Pacific Journal of Second and Foreign Language Education* 9, no. 1 (2024): 1–30, <https://doi.org/10.1186/s40862-024-00273-1>.

these methods, where instead of being a “tutor” teaching the language, they burden students by turning language learning into learning about the language itself.

Table 2. Countenance Matrix Transaction Component

Description Matrix		Judgement Matrix	
Intensity	Observation	Standards	Judgments
The RPS is designed to organize each session, ensuring that learning progresses in a structured and systematic manner.	Tutors have the freedom to apply various teaching methods.	This approach is highly effective for assessing the initial knowledge and skills level of students, helping to tailor the content and teaching methods to their needs.	Methods that are not personally planned by the tutor result in some tutors deviating from the context of the program.

c) Outcome Component

1. Evaluation

PIBA tutors apply several forms of evaluation to measure how well students have mastered the PIBA material. In addition to the formal evaluations conducted by Unit Bahasa, tutors also implement important evaluations such as quizzes, structured exams, random question-and-answer sessions during attendance, and assessments through written and oral tests. Additionally, evaluations during the learning process include assignments, direct exercises, and answering questions.

According to the material taught, the approach indicates that evaluation is conducted in a gradual and continuous manner, using various methods to obtain a comprehensive view of student progress and understanding. The use of diverse methods such as written tests, oral tests, quizzes, Q&A sessions, and technology-based assessments helps accommodate different learning styles and ensures fair and thorough evaluation. Emphasizing both formative and summative assessments ensures that students are evaluated not only at the end of the period but also throughout the learning process, providing opportunities for ongoing improvement.

The evaluation results are determined by 80% from grades and 20% from the students' participation during the PIBA program. This process indicates that all efforts by the tutor are aimed at ensuring students pass the class. Various evaluation models conducted by the tutor in class are only for “enrichment” and “practice” and are not counted toward the 80% score. Thus, the final determinant of passing is the students' final exam results.

2. Outcomes

The Arabic Language Intensification Program (PIBA) aims to provide intensive training in Arabic with a focus on three main areas: communication skills, reading and translation, and writing. Its specific objectives are:

- a) To equip students with the ability to communicate in Arabic.

- b) To equip students with the skills to read, understand, and translate Arabic texts.
- c) To equip students with the ability to write in Arabic.

The success indicators for the program include improvements in students' abilities in these three areas: communication, reading and translation, and writing. Monitoring and evaluating the Arabic Language Intensification Program are crucial for ensuring the program's effectiveness and success. First, this process aims to track and assess the progress and development of the program, ensuring that all activities proceed as planned. Second, the evaluation assesses whether the program meets its established targets, allowing for the identification of areas that may need special attention or adjustments. Third, monitoring and evaluation play a key role in providing feedback to the Head of the Language Unit regarding any issues encountered during the program's implementation and the efforts made to address these issues.³⁰ Therefore, the evaluation results serve as a basis for improving and enhancing the program's implementation in the future, ensuring that the Arabic Language Intensification Program operates more effectively and meets expectations. The impact of the learning process is clearly reflected in the development of competencies acquired by the students, which is a key indicator of a program's success. The Arabic Language Intensification Program (PIBA) aims to enhance linguistic competencies among its participants.

Interviews with several students indicate that PIBA has achieved its goals. Ilham Apriyadi³¹, a student from the Islamic Economics program, stated that he now has a better understanding of the use of Arabic in everyday contexts. Luluk Afina Zakirah³² from the BPI program reported a deeper understanding of Arabic vocabulary and its usage. Additionally, Givan from the Islamic Banking program (PBS) feels more proficient in linguistic aspects, particularly in Arabic conversation. In conclusion, PIBA has successfully improved and deepened Arabic language proficiency among students, in line with the program's established targets.³³

The students above feel that the aspect of their development is an understanding of vocabulary. What is interesting is that this understanding does not stop at merely mastering vocabulary but also includes understanding the role of vocabulary within a sentence and applying it in a conversational context.

³⁰ Shakir Khan and Mohammed Alshara, "Development of Arabic Evaluations in Information Retrieval," *International Journal of Advanced and Applied Sciences* 6, no. 12 (2019): 92–98, <https://doi.org/10.21833/ijaas.2019.12.011>.

³¹ Ilham Apriyadi, "Wawancara Mahasiswa 16 Maret 2024" (Pekalongan, 2024).

³² Luluk Afina Zakirah, "Wawancara Mahasiswa PIBA 16 Maret 2024" (Pekalongan, 2024).

³³ Givan, "Wawancara Mahasiswa PIBA 16 Maret 2024" (Pekalongan, 2024).

Additionally, Siti Allfizyah³⁴, a student from the Arabic Language Education program, added, "Conversation, reading, writing, and translation." This indicates that the understanding of vocabulary encompasses not only verbal communicative aspects but also non-verbal communication. communication skills were reflected in the abilities to express ideas, thoughts and feelings in Arabic, to carry out dialogues in Arabic, and to pronounce Arabic words and sentences correctly and correctly.³⁵

In contrast to the other students, Ahmad Habiburrohman, a student from the Islamic Education program, stated, "There has been no development; I am just repeating what I have already learned."³⁶ Some students who fail to make the most of the opportunity to enhance their Arabic language skills may end up wasting their time. Despite the numerous opportunities available in the PIBA classes to develop aspects that have not yet been mastered, students need to be proactive in seeking and delving into information from their tutors.

Based on the available data, the PIBA program has successfully enhanced students' language competencies, particularly in vocabulary comprehension, sentence structure, and application in everyday conversation. However, the effectiveness of the program varies among students, depending on how well they utilize the learning opportunities provided.

Table 3. Final Score Achievement

Achieved Minimum Mastery Criteria	98
Did Not Achieve Minimum Mastery Criteria	12

There are many factors supporting PIBA, coming from both within the program and the students. Both parties play complementary roles in achieving the success of the program. The supporting factors mentioned demonstrate a deep understanding of the key elements that contribute to the success of the Intensive Arabic Language Program. The engagement and motivation of students, support from instructors and a well-directed program, class classification based on ability, and holistic support are crucial in creating an effective and enjoyable learning environment. By addressing all these aspects, the learning process can proceed more smoothly and yield optimal results for all parties involved.

Several factors hinder the success of PIBA. One of them is the lack of student engagement in PIBA classes. However, according to Devi Zuliyanti, the

³⁴ Siti Allfizyah, "Wawancara Mahasiswa PIBA 16 Maret 2024" (Pekalongan, 2024).

³⁵ Fahrur Rosikh, M Fathor Rohman, and Isna Finurika, "Tarqiyah Maharat Al-Qarn Al-Hadi Wa Al-'Isyrin Fi Ta'Lim Maharah Al-Kalam 'Ala Asas Al-Ta'Lim Al-Bina'i Fi Al-Jami'ah," *Arabiyatuna: Jurnal Bahasa Arab* 7, no. 2 (2023): 479–504, <https://doi.org/http://dx.doi.org/10.29240/jba.v7i2.8072>.

³⁶ Ahmad Habiburrohman, "Wawancara Mahasiswa PIBA 18 Maret 2024" (Pekalongan, 2024).

main obstacle lies in the graduation tests.³⁷ Naili Vidya Yulistiyana³⁸, one of the PIBA tutors at the Faculty of Economics and Islamic Business (FEBI), adds that the challenges include an excessively large number of students, material that is too heavy for students, student laziness in attending classes, and a lack of attention from students during the learning process.

Table 4. Countenance Matrix Outcome Component

Description Matrix		Judgement Matrix	
Intensity	Observation	Standards	Judgments
The passing grade is 70, with the final score comprising 80% evaluation and 20% process.	Evaluation is centralized by the Language Unit. Evaluation conducted by tutors using various media consists only of exercises and does not contribute to the overall assessment.	Student to equip vocabulary, sentence structure, and writing skills, while the second semester emphasizes grammar and reading.	With the varying levels of classes and centralized questions, advanced students find it easier to complete the tasks compared to beginner students.

1. Contingency

Overall, the antecedent, transaction, and outcome components of the PIBA program can be considered to be functioning well. However, there are a few points to note regarding the implementation of the PIBA program. The diversity of methods among tutors creates a gap between classes due to the lack of tutor planning to control the implementation of a method.

The exercises provided in each lesson do not contribute to the 80% assessment weight; instead, the evaluation is focused on the final exam results. Nevertheless, the exam questions closely follow or are identical to the exercises available in each lesson.

The placement test did not proceed as intended because the books and exam questions provided are the same for all class levels. As a result, advanced students feel that the PIBA program is merely a repetition of what they have already learned.

Table 5. Contingency Matrix

Antecedent Components	Transaction Components	Outcome Components
Program planning, program content, and tutor's planning can still	The method delivered by the tutor in class is a reflection of the tutor's natural competence, as	The results of the placement test were not properly classified in terms of content, books, or

³⁷ Devi Zuliyanti Khasanah, “Wawancara Tutor PIBA 30 Januari 2024” (Pekalongan, 2024).

³⁸ Naili Vidya Yulistiyana, “Wawancara Tutor PIBA 3 Februari 2024” (Pekalongan, 2024).

be implemented, even though the tutor may not have an actual plan.	the tutor does not personally design the lessons but merely implements them. As a result, less experienced tutors may do anything, even if it falls outside the context of the lesson.	questions, resulting in no distinction between beginner, intermediate, and advanced students.
	The tutor does not have a personal plan, which results in a lack of control over how effectively a method can be implemented.	The exercises (tadribat) for each lesson play a role in helping students meet the minimum passing standards, even though they do not count towards the 80% of the final grade.

Conclusion

The evaluation of the Arabic Language Intensification Program (PIBA) at UIN K.H. Abdurrahman Wahid Pekalongan shows The program needs to improve its flexibility in designing learning administration, allowing each tutor to plan their lessons effectively in accordance with the standards provided by the Language Unit. This aims to ensure the program's objectives are achieved ideally. The program, which spans two semesters, focuses on vocabulary, grammar, as well as reading and writing skills. The success of the program is greatly influenced by good planning, appropriate teaching methods, and the motivation of tutors, along with the synergy between lecturers and students. However, there are challenges such as varying effectiveness among students, resource limitations, and the impact of tutor turnover. Nevertheless, PIBA has succeeded in enhancing students' Arabic language competencies, although the results vary depending on students' level of engagement. To improve effectiveness, adaptations in teaching methods, increased student motivation, and enhancements in planning and program implementation are necessary.

Students at UIN K.H. Abdurrahman Wahid Pekalongan desire a more adaptive, interactive, and practice-focused model for the Intensive Arabic Language Program (PIBA). Although PIBA is important for graduation and academic needs, the program lacks opportunities to enhance speaking skills, as it emphasizes theory and vocabulary more. Other challenges include cramped classrooms, suboptimal facilities, and the need for a supportive language practice environment. While the competence of tutors is appreciated, students seek more detailed explanations and varied teaching methods. The PIBA textbooks, although useful, are difficult for students with non-madrasa backgrounds to understand without additional guidance. The desired learning

model includes adjusting methods to individual learning styles, increasing practical aspects, improving the learning environment, and conducting regular evaluations to enhance program effectiveness.

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