

## Progress of Learning Arabic Outcome for State Islamic University Students

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**Abstract.** The Arabic language learning process does not always have an impact on mastery of language skills. This is evident in the progress of Arabic language learning outcomes which absolutely have a good impact. In relation to this, this study aims to describe and compare the progress of Arabic language learning outcomes of students at PTKIN. The method used is through a descriptive quantitative approach with a population of all language center students and samples taken randomly from 264 students of UIN Maulana Malik Ibrahim Malang and 125 students of UIN Antasari Banjarmasin. Data collection techniques were obtained through questionnaire data mining by filling out a google form. Meanwhile, the results of the study showed that the average progress of UIN Malang students' learning outcomes was 73.31, and UIN Banjarmasin students were 76.63. This shows that the development of student learning outcomes is quite diverse and efforts need to be made to improve the learning process, especially for students in elementary classes.

**Keywords** Progress; Learning Outcome; Arabic; Competence; Student

### A. INTRODUCTION

The Progress of learning Arabic can be seen in the basic skills possessed which are combined with the learning process as well as learning outcomes in the final competencies possessed. This makes it possible for educators to provide actions that are relevant and in line with student learning Progress in learning Arabic.

Students' Arabic language skills depend on how learning activities in the classroom can provide direction and facilitation in developing students' potential. Therefore, the style of study and learning varies greatly according to the classroom environment experienced by students. Regarding the development of Arabic language learning outcomes that are carried out on a non-regular basis, it is certainly not the same as regular ones because the intensity of meetings required to hone Arabic language skills involves not only presenting material and practicing it, but also motivational encouragement and andragogy-based learning models that need to be involved in the learning process.

The Progress of learning Arabic can be seen in various components including mastery of the language before participating in the learning process, during the Arabic learning process, participation in language activities and the final achievement of mastery of Arabic. In this case, the data is processed by bringing together existing data from both test results and questionnaires distributed to students to find out how they are progressing in learning Arabic.

The process of learning Arabic requires language habits that hone the ability to listen, speak, read Arabic texts and write. Thus, the development of students' Arabic language depends on how the teacher can facilitate sufficient language activities to realize active skills. The development of the Arabic language also requires the formation of an Arabic language environment to provide sufficient capital in the development process.

Learning outcomes stated as learning objectives will determine many things in the process of guiding general learning outcomes (core competencies and basic competencies) that have been

developed and stipulated in the official curriculum (Muzaffar, 2017). Students' Arabic language skills certainly vary, this is because the level of understanding of the material is not always in line with its implementation. Likewise, sometimes routine practice patterns are found but are not accompanied by an understanding of grammar (Khoiruman, 2021). Based on this, absolute mastery of Arabic must fulfill the portion of the four language skills both theoretically and practically so that the duration of time will determine how much students can develop their language potential (Aprianto et al., 2020; Azizah et al., 2023; Mubarak et al., 2021).

With regard to the direction of this research, there are several research results as follows: 1) Results of research conducted by Titin Siti Patimah, Wawan Arwani and Masri'ah (2021) entitled *The Influence of Linguistic Intelligence on the Arabic Language Learning Outcomes of Class XI MAN 1 Cirebon City Students*; 2) the results of research conducted by Nurul Afifah and Ahmad Walad Ahkas (2022) entitled *Improving Arabic Language Learning Outcomes Through the Use of Powerpoint Media*; 3) Mirna Chrismawati and Ika Septiana (2021) entitled *Improving Learning Outcomes Through the Media-Assisted Flipped Classroom Model Power Point and Audio Visual in Elementary Schools*. Research as above focuses more on the use of media in improving learning outcomes and the influence of linguistic intelligence on learning outcomes, while this research focuses more on measuring the progress of Arabic language learning outcomes for students at the two Islamic universities. Based on several studies above, this research is directed at exploring the progress of Arabic language learning outcomes that have not been concretely studied in the research. Therefore, this research is important to study and at the same time aims to compare learning outcomes at the two Islamic universities.

## **B. METHOD**

This research uses a quantitative research approach with a survey type where data mining and analysis is carried out through measuring the Arabic language skills of students totaling 264 students from UIN Maulana Malik Ibrahim Malang and 125 students from UIN Antasari Banjarmasin. The population in this study were all students who were taking Arabic language material at the Language Center. While the sample was taken randomly based on students who filled out the google form as many as 264 students at Maulana Malik Ibrahim State Islamic University of Malang and 125 students at Antasari State Islamic University of Banjarmasin.

The data used in this research are the results of student tests on Arabic language mastery using data mining techniques in the form of Arabic language proficiency tests. This is intended to obtain Progresss in student learning outcomes in Arabic language learning at language centers which are carried out intensively. Meanwhile, the data analysis used was SPSS data analysis with the one sample t test Kolmogorov Smirnov Test model. The results of this analysis are used to determine the level of normality of data mining and find the relevance of learning results to determine whether the research conclusions are in accordance with the conclusions formulated at the end of the research.

## **C. RESULT & DISCUSSION**

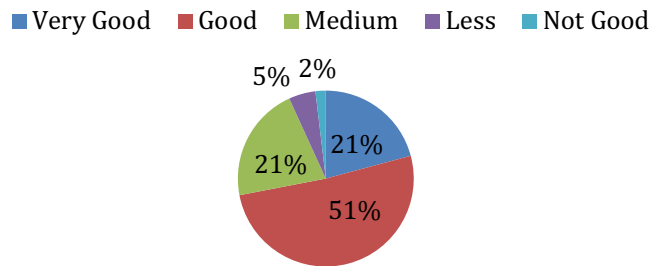
### **Progress of Learning Arabic Outcome For UIN Maulana Malik Ibrahim Students**

In every process of learning Arabic, learning outcomes are indeed better than before. However, the level of Progress of each student is not the same depending on many factors that influence their learning success. This is none other than because internal and external encouragement will always influence the achievement of results.

The process of developing learning outcomes can be interpreted as achieving learning targets which are carried out with initial knowledge of Arabic language skills, observing the Progress of the learning process and measuring final achievements. Therefore, the development process can be seen from the various factors involved in developing Arabic language skills.

By referring to the concept of development, it can naturally be described that there are differences in student development in learning Arabic with the acquisition of learning outcomes that have a balanced proportion. In connection with the results of data mining as mentioned above, the following are the results of processing the development of Arabic language learning outcomes for students at the State Islamic University of Maulana Malik Ibrahim Malang:

### Progress of Learning Arabic Outcome



*Chart 1. Progress of Learning Arabic Outcome*

As explained in the chart above, it is stated that the level of Progress of Arabic language learning outcomes for UIN Maulana Malik Ibrahim Malang students is: 21% of students experienced very good Progress of learning outcomes, 51% of students experienced good development of learning outcomes, 21% of students experienced moderate development of learning outcomes, 5% of students experienced less Progress in learning outcomes, and 2% of students experienced no Progress in learning outcomes.

The percentage level of Progress of student learning outcomes at UIN Maulana Malik Ibrahim Malang during 1 year varies greatly, where students' ability to master Arabic has increased quite well. The highest percentage of students with good abilities is 51% with the following quantities:

| Item   | Progress of Learning Outcomes | Quantity | Percentage |
|--------|-------------------------------|----------|------------|
| 1      | Very Good                     | 55       | 21 %       |
| 2      | Good                          | 135      | 51 %       |
| 3      | Standart                      | 56       | 21 %       |
| 4      | Less                          | 13       | 5 %        |
| 5      | Not Good                      | 5        | 2 %        |
| Amount |                               | 264      | 100 %      |

*Table 1. Quantity and Percentage of Learning Outcome Progress*

The table above explains that the Progress of new student learning outcomes at UIN Maulana Malik Ibrahim Malang is dominated by students who experience good development in the sense of learning progress that is quite relevant in mastering Arabic language material. Information was obtained that 21%, totaling 55 students, experienced very good learning outcomes in Arabic so that the process went very well.

Meanwhile, 51%, totaling 135 students, experienced good progress in learning Arabic. Meanwhile, 21%, totaling 56 students, experienced sufficient learning progress in the sense of meeting the minimum graduation standards. 5%, totaling 13 students, experienced little progress in learning Arabic or were below graduation standards, and 2%, totaling 5 students, did not experience progress in learning Arabic at all or there was no visible increase in mastery of Arabic.

Based on the data above, it can be explained that more than half of the respondents, around 51% (good) and 21% (very good), experienced adequate Progress of Arabic language learning outcomes in the learning process. Meanwhile, 21% of respondents experienced learning progress that was at the minimum graduation stage so there was little progress in applying Arabic language skills. And respondents around 5% (poor) and 2% (not good) did not experience significant progress in learning Arabic. Based on the results of mapping the Progress of learning outcomes through statistical testing, it can be explained as follows:

#### *One-Sample Statistics*

|                                     | N   | Mean  | Std. Deviation | Std. Error Mean |
|-------------------------------------|-----|-------|----------------|-----------------|
| Progress of Learning Arabic Outcome | 264 | 73.31 | 15.369         | .946            |

*Table 2. Average and standard deviation of student learning outcomes*

Based on the measurement results in the table above, it can be concluded that the average overall Progress of students' Arabic language learning outcomes is at a good level with a mean of 73.31. Meanwhile, the standard deviation is 15.369, which means that the average development of

students' Arabic learning outcomes is quite even or spread out and close to the average. The results of data processing on Arabic learning outcomes based on the t test are as follows:

*One Sample Test*

|                                     | Test Value = 0 |     |                 |                 |   |       |
|-------------------------------------|----------------|-----|-----------------|-----------------|---|-------|
|                                     | t              | df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |       |
|                                     |                |     |                 |                 | Lower                                     | Upper |
| Progress of Learning Arabic Outcome | 77.509         | 263 | .000            | 73.314          | 71.45                                     | 75.18 |

*Table 3. Results of the t-test on the Progress of Arabic learning outcomes*

The test results above show that  $t = 77.509$ . T table is obtained with  $df = 263$ , sig 5 % (1 tailed) = 1.645. Because  $t < t$  calculated ( $1.645 < 77.509$ ), then  $H_0$  is accepted, meaning that the Progress of students' Arabic learning outcomes of at most 70% is not proven, even more than expected, namely 75.18.

*One-Sample Kolmogorov-Smirnov Test*

|                          |                | Progress of Learning Outcome |
|--------------------------|----------------|------------------------------|
| N                        |                | 264                          |
| Normal Parameters(a,b)   | Mean           | 73.31                        |
|                          | Std. Deviation | 15.369                       |
| Most Extreme Differences | Absolute       | .117                         |
|                          | Positive       | .067                         |
|                          | Negative       | -.117                        |
| Kolmogorov-Smirnov Z     |                | 1.909                        |
| Asymp. Sig. (2-tailed)   |                | .070                         |

*Table 4. Normality Test Results for the Progress of Arabic Learning Outcomes*

The results of the data normality test show a Kol-Smirnov value of 1.909 and Asymp. Sig is not significant, namely 0.07 ( $> 0.05$ ), so it can be concluded that the data is normally distributed. Thus, in general, the development of Arabic language learning outcomes for UIN Maulana Malik Ibrahim Malang students is relatively good with a significant increase in Arabic language learning abilities in the learning process in the classroom. Based on the overall results of the normality test and mapping of the level of Progress of Arabic learning outcomes, it can be described that the sample is quite representative of the entire population and also the general level of Progress is at a good level with an average of 73.31, which means that the respondents experienced Progress of language learning outcomes. Arabic is good.

In connection with this, the most dominant Progresss in students' Arabic learning include that 77.17% of respondents felt that their Arabic language skills had improved after attending Arabic lectures, 75.19% of respondents felt that learning Arabic in class was enough to help them develop, 74.34% of respondents attended Arabic language lectures in full, both formal attendance in class and language learning activities outside of class.

Then other indicators that are also dominant in the Progress of learning Arabic are: 74.34% of respondents experienced quite satisfactory increases in learning outcomes after attending lectures, and 71.98% of respondents felt that their mastery of Arabic was more dominantly obtained from learning at college. This indicator appears in the Arabic language learning process which is obtained through questionnaires to experience the real form of Progress of learning outcomes.

The process of learning Arabic will be followed by increasing mastery of the material and its implementation in forming effective learning patterns if carried out using the correct procedures. The average Progress of students' mastery of Arabic which reached 73.31 with a learning Progress process of 75.18 means quite good. This is none other than because the learning component is running well by providing a good and focused learning system in forming an optimal process. On the other hand, the participation of all students helps improve Arabic language skills so that classes with

active members will encourage development quickly and effectively compared to classes whose members are passive and will only build private or individual improvements.

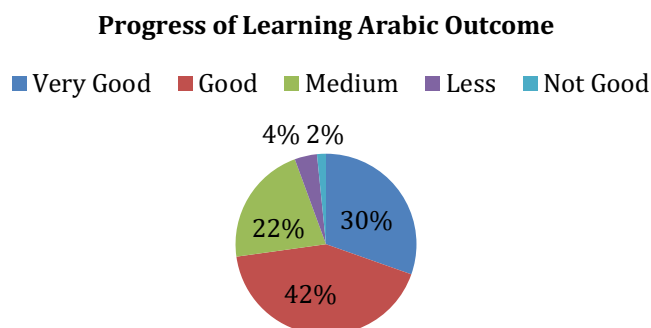
### Progress of Learning Arabic Outcome For UIN Antasari Students

Arabic language learning at UIN Antasari Banjarmasin is specifically managed by the Arabic language education study program for students taking that study program, but general management for all study programs is managed by the Language Development Center. The learning process continues, guided by lecturers who have undergone gradual selection and evaluation stages to meet standard learning outcome targets. Achieving minimum standards is certainly the hope of every institution to be able to provide competitive services and value in establishing effective learning activities.

Students' initial abilities in the learning process will have an impact on the subsequent Progress of learning Arabic so that it can be seen in the final results or learning evaluation. Several factors influence students' readiness to receive material and progress reports that are in accordance with learning targets. Therefore, linguistic verbal intelligence as data has been processed in the previous discussion is seen as having an influence on individual language mastery.

The effectiveness of Arabic language learning at UIN Antasari Banjarmasin as explained by al-Ahqaff (2023) states that "Most of the students saw significant development during the Arabic language learning process. "Even so, there are still some others who are experiencing quite slow development." The development of learning outcomes between students tends to vary where there is no similarity in final achievements which also depend on individual abilities in processing and managing the learning process better.

Referring to the concept of Progress of learning outcomes, of course there are individual differences where one student will be able to develop quickly, while another will develop moderately or even slowly. In connection with this data mining as above, the following are the results of processing the Progress of Arabic language learning outcomes for UIN Antasari Banjarmasin students:



*Chart 2. Progress of Learning Arabic Outcome*

As explained in the picture above, it is stated that the level of Progress of Arabic language learning outcomes for UIN Antasari Banjarmasin students is: 30% of students experienced very good Progress of learning outcomes, 42% of students experienced good Progress of learning outcomes, 22% of students experienced moderate Progress of learning outcomes, 4% students experience less Progress in learning outcomes, and 2% of students do not experience Progress in learning outcomes. The percentage of Progress of Arabic language learning outcomes as explained previously is quite ideal and in accordance with reality in general where the percentage of standard or good level abilities occupies the largest portion besides better abilities with a lower portion. This condition is factually found in all lessons with the assumption that students get different experiences. The percentage level of Progress of student learning outcomes at UIN Antasari Banjarmasin varies greatly, where students' ability to master Arabic has increased quite well. The highest percentage of students with good abilities is 42% with the following quantities:

| Item | Progress of Learning Outcomes | Quantity | Percentage |
|------|-------------------------------|----------|------------|
| 1    | Very Good                     | 38       | 30 %       |

|        |          |     |       |
|--------|----------|-----|-------|
| 2      | Good     | 53  | 42 %  |
| 3      | Standart | 27  | 22 %  |
| 4      | Less     | 5   | 4 %   |
| 5      | Not Good | 2   | 2 %   |
| Amount |          | 125 | 100 % |

*Table 5. Quantity and Percentage of Learning Outcome Progress*

The table above explains that the Progress of new student learning outcomes at UIN Antasari Banjarmasin is dominated by students who experience good Progress in the sense of learning progress that is quite relevant in mastering Arabic language material. Information was obtained that 30%, totaling 38 students, experienced very good learning outcomes in Arabic so that the process went very well.

Meanwhile, 42%, totaling 53 students, experienced good progress in learning Arabic. Meanwhile, 22%, totaling 27 students, experienced sufficient learning progress in the sense of meeting the minimum graduation standards. 4%, totaling 5 students, experienced little progress in learning Arabic or were below graduation standards, and 2%, totaling 2 students, did not experience progress in learning Arabic at all or there was no visible increase in mastery of Arabic. The Progress of Arabic language mastery between one student and another varies depending on previous learning experiences and also the level of linguistic verbal intelligence that exists in the student personally and needs to be developed in various linguistic activities.

Based on the data above, it can be explained that more than half of the respondents, around 42% (good) and 30% (very good), experienced adequate Progress of Arabic language learning outcomes in the learning process. Meanwhile, 22% of respondents experienced learning progress that was at the minimum graduation stage so there was little progress in applying Arabic language skills. And respondents around 4% (poor) and 2% (not good) did not experience significant progress in learning Arabic. Based on the results of mapping the Progress of learning outcomes through statistical testing, it can be explained as follows:

*One-Sample Statistics*

|                                     | N   | Mean  | Std. Deviation | Std. Error Mean |
|-------------------------------------|-----|-------|----------------|-----------------|
| Progress of Learning Arabic Outcome | 125 | 76.63 | 14.999         | 1.342           |

*Table 6. Average and standard deviation of student learning outcomes*

Based on the measurement results in the table above, it can be concluded that the average overall Progress of students' Arabic language learning outcomes is at a good level with a mean of 76.63. Meanwhile, the standard deviation is 14.999, which means that the average development of students' Arabic learning outcomes is quite even or spread out and close to the average. The mean obtained from the average results of student learning results forms the achievement of collective learning outcomes where an achievement of 76.63 is considered good with ideal and standardized criteria.

*One Sample Test*

|                                     | Test Value = 0 |     |                 |                 |   |       |
|-------------------------------------|----------------|-----|-----------------|-----------------|---|-------|
|                                     | t              | df  | Sig. (2-tailed) | Mean Difference | 95% Confidence Interval of the Difference |       |
|                                     |                |     |                 |                 | Lower                                     | Upper |
| Progress of Learning Arabic Outcome | 57.121         | 124 | .000            | 76.632          | 73.98                                     | 79.29 |

*Table 7. Results of the t-test on the development of Arabic learning outcomes*

The test results above show that  $t = 57.121$ . T table is obtained with  $df = 124$ , sig 5 % (1 tailed) = 1.658. Because  $t_{table} < t_{calculated}$  ( $1.658 < 57.121$ ), then  $H_0$  is accepted, meaning that the Progress of students' Arabic learning outcomes of at most 70% is not proven, even more than expected, namely 79.29. The Progress of learning outcomes does not mean the class average but how the Progress is measured from various initial and final processes to achieve ideal conditions for optimal results.

*One-Sample Kolmogorov-Smirnov Test*

|                          |                | Progress of Learning Outcome |
|--------------------------|----------------|------------------------------|
| N                        |                | 125                          |
| Normal Parameters(a,b)   | Mean           | 76.63                        |
|                          | Std. Deviation | 14.999                       |
| Most Extreme Differences | Absolute       | .078                         |
|                          | Positive       | .060                         |
|                          | Negative       | -.078                        |
| Kolmogorov-Smirnov Z     |                | .870                         |
| Asymp. Sig. (2-tailed)   |                | .436                         |

*Table 8. Normality Test Results for the Progress of Arabic Learning Outcomes*

The results of the data normality test show a Kol-Smirnov value of 0.870 and Asymp. Sig is not significant, namely 0.436 ( $> 0.05$ ), so it can be concluded that the data is normally distributed. Thus, in general, the Progress of Arabic language learning outcomes for UIN Antasari Banjarmasin students is classified as good with a significant increase in Arabic language learning abilities in the learning process in the classroom. Based on the overall results of the normality test and mapping of the level of Progress of Arabic learning outcomes, it can be described that the sample is quite representative of the entire population and also the general level of Progress is at a good level with an average of 76.63, which means that the respondents experienced Progress of language learning outcomes. Arabic is good. In connection with this, the most dominant Progresss in students' Arabic learning include that 81.28% of respondents felt that their Arabic language skills had improved after attending Arabic lectures, 80.96% of respondents felt that learning Arabic in class was enough to help them develop, 78, 40% of respondents got quite satisfactory learning results after attending lectures.

Then other indicators that are also dominant in the Progress of learning Arabic are: 77.76% of respondents feel that their mastery of Arabic is more dominantly obtained from learning at college, and 76.96% of respondents have the motivation to learn the language when studying Arabic. This indicator appears in the Arabic language learning process which is obtained through questionnaires to experience the real form of development of learning outcomes.

Some students' mastery of Arabic has different Progresss. This is influenced, among other things, by the level of intelligence possessed by students, both related to how to remember the mufrodat they have, how to manage and actualize it in the maharat lughawiyyah learning process. The Progress of Arabic also depends on how the learning patterns are carried out by students individually or facilitated by lecturers.

The average Progress of students' mastery of Arabic language which reached 76.63 with a learning development process of 79.29 has a good meaning. This is none other than because the Arabic language learning component has been implemented well by providing a good and focused learning system in forming an optimal process. On the other hand, the participation of all students helps improve the gradation of Arabic language skills so that classes with active members will encourage development quickly and effectively compared to classes whose members are passive and will only build private and individual improvements.

### **Overview for Learning Arabic Outcome for University's Students**

Understanding religion is often associated with language mastery of the language adopted in the holy book, as well as in Islamic teachings which require mastery of Arabic to be able to understand the content of the holy Qur'an. Reinforcement of the Arabic language learning process will also influence the success of producing graduates who have adequate capabilities in matters of religion. Developing Arabic language lessons must also be able to adapt to produce a learning process that can be applied in various aspects of life.

The Indonesian people have been learning Arabic since the independence era, although learning is still held in non-government schools such as madrasas, Islamic boarding schools and

educational institutions. In its Progress, Arabic has been used as a medium for studying the fields of religion, education, economics, politics and culture (Sauri, 2020). Basically, learning is still oriented towards past patterns but is more focused on religious aspects, academic orientation, professionalism, and ideology and economics as a form of globalization (Hermawan, 2018).

Orientation towards introducing culture and various aspects of life is important in realizing an effective learning process. Therefore, learning Arabic as a second language acquisition process needs to strengthen cultural recognition which can help achieve learning completeness as well as making it easier to present the context being studied through the learning process. Ease of learning Arabic cannot be achieved without being provided with a minimal cultural introduction to several structures that must be understood together so that there are no misunderstandings in verbal communication.

Second language acquisition has a different pattern from first language acquisition where second language acquisition is dominated by a mature and systematic learning process (Hoque, 2017). In the process of learning a second language, educators have a dominant role in establishing second language mastery. Therefore, functional content is needed where language can be used in daily interactions through 4 language skills (Ryeo, 2019). Learning Arabic outside the classroom which contains the easiest learning pattern to control is learning in the laboratory. In it, various multimedia are available which are useful for creating a multilingual environment so that students can try to listen, see and combine the two directly (Yusuf, 2023).

Learning Arabic at the tertiary level is relatively functional for deepening religion and for preparation for global communication with native speakers. As the process of learning Arabic for students at Maulana Malik Ibrahim State Islamic University of Malang and Antasari State Islamic University of Banjarmasin shows conformity with the learning process where mastery of Arabic is at a standard percentage level so that they can follow the acquisition of Arabic language optimally.

Second language processing both in the classroom and outside the classroom provides valuable experience for improving language mastery. In addition, strengthening the value of language learning will also provide involvement in mastering the material being studied. Students who can master the language will be able to absorb the material well when it is delivered using the language they master (G. Mordaunt, Naprstek, & McGuire, 2019).

In stage 6 of Darussakinah Islamic Boarding School, students can be asked to tell stories about everyday experiences in Arabic. This can be seen when students come forward to tell stories which then take place orally in the form of questions and answers. At that time, the educator acts as a corrector for language errors directly so that several errors can be clarified which hopefully will not occur again in the next phase (Azhar, 2022). The role of educators in guiding and correcting students' mastery of Arabic is very important in order to provide encouragement towards the ideal of competent language mastery. Apart from that, mastery of Arabic will be formed from a learning process that pays attention to the importance of guidance and direction in order to provide input for the formation of a professional personality. According to Febriani (2020), Arabic language proficiency is the ability to use language as a tool to communicate and interact both orally and in writing in four Arabic language skills. In an effort to build Arabic language skills, it is not enough for a student to just rely on formal learning to practice and get used to it, but also needs a language environment that strengthens the building process of learning a second language. Besides that, a student will be free to express his ideas and feelings through communication that forms naturally. The function of mastering Arabic for students leads to mastery of understanding texts and expressions heard by native speakers. Likewise, skills in expressing one's views verbally and in writing will appear when the process is completed well. This is important because, apart from being a tool for understanding the holy Qur'an, Arabic is also a means for communicating globally with the world community.

The reality of language learning according to Vygotsky is that it is used for various purposes and purposes which have their own aspects. In this regard, a student's knowledge cannot be separated from daily activities where knowledge is constructive which contains processes created from the prevailing culture and implemented in everyday life (Yusuf & Wekke, 2015). Linguistic activities that are reflected in daily interactions require grammatical constructions that are built functionally so that they prioritize the habitual aspect. Therefore, the criteria for success in learning



Arabic for university students is how they are able to express Arabic language skills actively and passively as well as using complex and targeted structures.

#### D. CONCLUSION

The progress of students' Arabic learning outcomes at Islamic religious universities as seen by students at Maulana Malik Ibrahim State Islamic University of Malang and Antasari State Islamic University of Banjarmasin shows learning success at a normal level where students at UIN Maulana Malik Ibrahim Malang have an average ability of 73.31. while UIN Antasari Banjarmasin students have an average ability of 76.63 so both are categorized as quite good. Based on this, in general the progress of Arabic learning results shows good completeness and is in accordance with relevant learning developments.

Meanwhile, the acquisition of Arabic which is carried out through both indoor and outdoor learning processes provides good functions and helps improve learning outcomes. Apart from that, constructivist values have been implemented well so that relatively progress in learning outcomes reflects the study process which forms intensive language habits and skills in studying Arabic texts along with skills in communicating using Arabic.

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