

# The Effectiveness of the Arabic Language Program at Ma'had Al-Jamiah at State Islamic Religious Universities in Aceh

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## ABSTRACT

Language is the intellectual bloodstream of Islamic higher education. When an Arabic program underperforms, access to classical and contemporary Islamic scholarship is inevitably constrained. This study aims to evaluate the effectiveness of the Arabic language program at Ma'had Al-Jamiah within three Islamic Religious State Universities (PTKIN) in Aceh: UIN Ar-Raniry Banda Aceh, IAIN Lhokseumawe, and IAIN Langsa. This research employs an evaluation design using the Logic Model to examine program components, including inputs, management processes, and results (outputs and outcomes). Data were collected through in-depth interviews, observations, and Focus Group Discussions (FGDs), and were analyzed comprehensively to identify alignment between program planning and implementation. The findings indicate that the Arabic language program has not yet achieved full effectiveness. Significant variations were found among the three Ma'had in terms of resources, managerial practices, and student learning outcomes. These disparities contribute to inconsistencies in both program outputs and long-term outcomes. The study underscores the need for stronger standardization, improved management, and enhanced institutional support to ensure sustainable development of students' Arabic proficiency and academic competence.

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## 1. INTRODUCTION

The existence of Ma'had Al-Jami'ah at State Islamic Religious Universities (PTKIN) is one of the efforts of the Ministry of Religious Affairs of the Republic of Indonesia through the Directorate General of Islamic Education and the Directorate of Islamic Religious Higher Education to build the religious and nationalist character of students, and can be one of the differentiators between Islamic religious universities and public universities. In addition, the existence of Ma'had al-Jamiah at PTKIN is to produce students who have spiritual depth and noble character and become students who also understand Islam moderately and can be tolerant. In general, the purpose of Ma'had Al-Jamiah is to strengthen understanding of Islamic religious fundamentals and foreign language skills as well as

develop special religious skills as a distinctive identity of PTKI (Ministry of Religion, 2021). A statement from Prof. Imam Suprayogo, Former Rector of UIN Maulana Malik Ibrahim Malang is also one of the reasons for the existence of Ma'had Al-Jamiah at PTKIN, he said that the weakness of Islamic university students is their limitations in mastering the Arabic language, it turns out that until now it has not been solved (Imam Suprayogo, 2015), Arabic is one of the gates to gain knowledge (Al-Andalusy, 2007).

In realizing this, a Ma'had Al-Jamiah curriculum was prepared that must be taken by students by adjusting the local wisdom where PTKIN is located. In addition to strengthening the fundamentals of Islam, in the curriculum structure of Ma'had Al-Jamiah there is also a section on strengthening foreign languages to improve scientific capacity and also to build international relationships and networks. So that students who have participated in ma'had al-jami'ah will later find it easy to find a job and be accepted in various fields according to their knowledge both domestically and abroad (Ministry of Religion, 2021). The Ma'had Al-Jamiah program has been organized by PTKIN in Indonesia for the most part, both at UIN, IAIN and STAIN, and even many graduates from PTKIN are also graduates of Ma'had Al-Jamiah.

However, there are still alumni from PTKIN, especially in Aceh who do not have good language skills, especially Arabic. In several fields, such as Penghulu, Sharia Judges, PAI teachers, PGMI and PIAUD, Arabic language skills are needed even though they are still in the beginner category. However, it is still found that these headmen, sharia judges, teachers of PAI, PGMI and PIAUD do not master Arabic, even though they are alumni of PTKIN in which there is already ma'had Al-Jamiah. In addition, there are still few alumni of PTKIN who have succeeded in continuing their studies abroad, especially to the Middle East, as well as those who work abroad or in international companies (Rusydi Sulaiman and Endang Kusniati, 2019).

Therefore, it is very important to conduct in-depth research related to the Arabic language program at Ma'had Al-Jamiah at PTKIN in Aceh. The existence of Ma'had Al-Jamiah as a strengthening of religion and language must be able to run as it should, according to the general purpose and special purpose of holding Ma'had AL-Jamiah at PTKIN.

## 2. METHODS

This research is a descriptive-qualitative research with an evaluation method. This study assesses the implementation of the Arabic language program in ma'had jamiah at three state Islamic campuses or PTKIN (Islamic Religious Universities) in Aceh.

The subjects of this study include the Head of Ma'had Al-Jamiah as many as 3 people and the Ustadz (teachers) of Arabic at Ma'had Al-Jamiah 2 people each, so that the total number of 6 people, and the students as many as 4 people, consisting of 2 male students and 2 female students.

Field data was collected using interview, observation, *Focus Group Discussion* and documentation study techniques. FGD is used as the main technique in collecting data for this research, in addition to in-depth interviews in the form of *semi-structured interviews*, observations and documentation studies. The FGD was carried out with participants consisting of students and teachers of Ma'had Al-Jamiah. FGDs and in-depth interviews were used to collect data related to Arabic language learning in Ma'had Al-Jamiah. The observation and documentation study are used as a complement and cross-check of data or known as triangulation to analyze findings related to learning Arabic.

At the data analysis stage, the results of interviews and FGDs are also transcribed and tabulated to identify data according to the research questions. Then it is analyzed using a logical evaluation model.

## 3. FINDINGS AND DISCUSSION

### Arabic Language Learning Planning at Ma'had Al-Jamiah at PTKIN in Aceh

The activities of Ma'had Al-Jamiah carried out by the three Ma'had Al-Jamiah, namely Ma'had AL-Jamiah UIN Ar-Raniry Banda Aceh, Ma'had AL-Jamiah IAIN Lhokseumawe and IAIN Langsa are different. Each Ma'had has its own peculiarities that are different from the others. However, in some

ways it also has similarities, this is because indeed the management of Ma'had Al-Jamiah at PTKIN throughout Indonesia adheres to the Jukni implementation of Ma'had Al-Jamiah issued by the Ministry of Religion of the Republic of Indonesia.

In Ma'had Al-Jamiah, the Ma'had program also includes Arabic as one of the fields of study that must be studied by Mahsantri. Arabic language learning must be followed by all students. Before the implementation of Ma'had Al-Jamiah activities was carried out, the management of Ma'had Al-Jamiah held a work meeting every year, including planning in language learning, namely Arabic and English.

Arabic language learning activities at Ma'had Al-Jamiah are designed to achieve students' ability to read, speak, and write. Arabic language learning is planned to be 16 meetings in one semester, which is 6 months, according to the time of the student's existence at Ma'had Al-Jamiah.

In planning Arabic language learning, students must master how to read Arabic, especially Arabic books, speak Arabic, and be able to write short essays in Arabic.

### **Implementation of Arabic Language Learning at Ma'had Al-Jamiah at PTKIN in Aceh**

In the implementation of Arabic language learning at Ma'had Al-Jamiah in the third Ma'had Al-Jamiah, both UIN Ar-Raniry Banda Aceh, IAIN Lhokseumawe and IAIN Langsa have different models. Some have set a learning plan in one semester, and some have not yet determined, adjusted to the Arabic teacher himself.

In this case, Ma'had Al-Jamiah UIN Ar-Raniry Band Aceh has determined Arabic language learning materials in the form of study plans and outlined in a book and used to learn Arabic in ma'had. The learning methods used for learning Arabic at Ma'had Al-Jamiah UIN Ar-Raniry Banda Aceh are the qawaid watarjamah method, thariqah intiqaiyah, thariqah al-Mubasyarah, and thariqah talaqqi for Qiraatul Qutub.

At Ma'had Al-Jamiah IAIN Lhokseumawe, Arabic learning is carried out in accordance with the material delivered by the instructor. The syllabus is made by the Arabic language teacher. Some of the programs implemented for the Arabic language program at IAIN Lhokseumawe are face-to-face learning in class, muhadharah in Arabic, mufradat subuh, and muhadasah subuh. These programs are carried out regularly every week.

In learning Arabic at Ma'had Al-Jamiah IAIN Lhokseumawe uses various methods, namely *the methods of qawaid wa tarjamah, thariqah al-mubasyarah and intiqaiyyah*.

The Arabic language program at Ma'had Al-Jamiah IAIN Langsa is part of the Ma'had curriculum. The implementation of Arabic language learning is only carried out face-to-face in class for 1 hour of learning.

The methods used in learning Arabic vary depending on the lecturer who teaches. Some focus on learning conversation and there are also teachers who are more on reading.

The use of textbooks or daras books still depends on the respective teachers, none of which have been compiled by the Ma'had team. Arabic teachers provide material according to the circumstances of the students, they adjust to the level of language ability of the students.

### **The Effectiveness of Arabic Language Learning at Ma'had Al-Jamiah at PTKIN in Aceh**

The implementation of the Ma'had Al-Jamiah program in the three PTKIN in Aceh can be seen based on the Technical Instructions (Juknis) or Modules prepared by the Indonesian Ministry of Religious Affairs. The following can be seen the description of the Module and its application in the management of Ma'had Al-Jamiah at PTKIN in Aceh.

Yes	Description of the Ma'had Module at PTKIN	Implementation of PTKIN in Aceh
1	<b>Arabic is the distribution of Ma'had Al-Jamiah courses</b> , namely Arabic I and Arabic II.	In the Third Ma'had Al-Jamiah is not arranged in Arabic Language I and Arabic II Courses, but is only named Arabic.
2	<b>One of the Curriculum Structures/Materials is Foreign Language Strengthening.</b> <ul style="list-style-type: none"> <li>- Arabic Grammar and Conversation</li> <li>- English Grammar and Conversation</li> <li>- Chinese, Japanese, Turkish, French, etc. Grammar and Conversation.</li> </ul>	In the application, only Arabic and English, learning, grammar, and learning are available both at UIN Ar-Raniry Banda Aceh, IAIN Lhokseumawe and IAIN Langsa
3	<b>One of the Curriculum Structures/Materials is Yellow Book Learning:</b> A process of guidance and practice for students to understand the reading marks of the bare Arabic book written by previous scholars (slaf). The material studied is <ul style="list-style-type: none"> <li>- Nahwu Science</li> <li>- Sharaf Knowledge</li> <li>- <i>Tashrif, I'lal, Idgham</i></li> <li>- Translation techniques</li> <li>- etc.)</li> </ul>	The yellow book at UIN Ar-Raniry Banda Aceh and IAIN Langsa

The analysis of the effectiveness of the Arabic language program in Ma'had Al-Jamiah at UIN Ar-Raniry Banda Aceh, IAIN Lhokseumawe and IAIN Langsa uses a logical model evaluation model, namely *input, process, output and outcome*.

Preview	UIN Ar-Raniry Banda Aceh	IAIN Lhokseumwe	IAIN Langsa
Input	There is a Placement Test, Dormitory facilities available, Arabic language mentors, Arabic language scores are one of the requirements for Ma'had graduation	Required to enter without a placement test, Dormitory facilities available, Arabic language mentors, Arabic language scores are not yet a requirement for Ma'had graduation	No compulsory entry to Ma'had, Only Elective, No Test Placement, dormitory facilities available, Arabic language mentors available, Arabic language scores are not yet a requirement for Ma'had graduation
Process	Using textual and communicative approaches. Arabic learning is taught in a variety of methods, not only in the classroom	Using a Textual and Communicative approach. Arabic learning is taught in a variety of methods, not just in the classroom.	Using a Textual and Communicative approach. Arabic learning is taught in class only by teachers

Outing	Completing the Arabic Language Module that has been determined by Ma'had, obtaining Arabic language scores as a condition to pass ma'had	Completing Arabic classes	Completing Arabic classes
Outcome	Students are able to speak Arabic in depth if needed, read Arabic texts in their daily lives, both studying and teaching	Students are able to speak Arabic if needed, read Arabic texts in their daily lives, both studying and teaching	Students are able to speak Arabic, read Arabic texts

From the table above, it can be seen that in terms of *input*, only Ma'had Al-Jamiah UIN Ar-Raniry Banda Aceh conducted the Placement test to enter Ma'had. Meanwhile, on Ma'had at IAIN Lhokseumawe and IAIN Langsa there was no Placement Test. At Ma'had UIN Ar-Raniry and IAIN Lhokseumawe, entering Ma'had is an obligation, while at IAIN Langsa, entering Ma'had is not an obligation, only those who are willing with the specified conditions.

Ma'had is one of the requirements for graduation or the requirements for a thesis trial at UIN Ar-Raniry Banda Aceh. This has not been determined at IAIN Lhokseumawe and IAIN Langsa. Learning facilities, both dormitories, classrooms are all available, but they are still lacking when compared to the number of incoming students. This is like what happened to UIN Ar-Raniry Banda Aceh, which has more than 4000 new students per year. In previous years, students of UIN Ar-Raniry Banda Aceh took turns entering Ma'had with a duration of only 6 months, even some who had passed the Al-Quran test for only 3 months. In 2025, the plan is to prioritize Ma'had, all for new students in 2025. Students who have not completed Ma'had the previous year will be completed before mid-2025. This is to maximize the implementation of Ma'had Al-Jamiah for students for 1 full year in the Dormitory.

In terms of *Process*, Arabic learning at Ma'had Al-Jamiah at UIN Ar-Raniry Banda Aceh generally uses two approaches, namely a textual approach and a communicative approach.

Viewed from the perspective of *the output* of the third Arabic language learning Ma'had, Ma'had achieved graduation by completing learning classes. At Ma'had Al-Jamiah UIN Ar-Raniry Banda Aceh, Arabic is a graduation requirement, not just completing Arabic classes. But at Ma'had Al-Jamiah at IAIN Lhokseumawe and IAIN Langsa is not a graduation requirement, which is important for students to have taken Arabic classes as a curriculum from Ma'had.

In terms of Outcome, with the Arabic language program at Ma'had, students in general are able to get to know the Arabic book, both reading and translating it. In addition, with the Arabic language program at Ma'had, Mahasantri generally also have the ability to speak Arabic in daily life if needed.

#### 4. CONCLUSION

From the above discussion, it can be concluded that Arabic language learning in Ma'had Al-Jamiah at PTKIN in Aceh has not been fully effective based on the results of the analysis that have a different picture between the three Ma'had Al-Jamiah, both in input, management, and results (*output* and *outcome*). Ma'had Al-Jamiah at PTKIN in Aceh has carried out Arabic language learning for its students. However, it still has not reached the maximum level due to various existing limitations, such as still being constrained by Dormitory facilities for Mahasantri to settle and study at Ma'had Al-Jamiah.

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