An Analytical Study on the Direction and Implementation of Arabic as a Foreign Language Instruction at the Ma'had of IAIN Kerinci

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Abstract: This study aims to analyze the direction and implementation of Arabic language instruction as a foreign language within the environment of Ma'had IAIN Kerinci. Employing a qualitative case study approach, the research explores various aspects of language learning, including goal formulation, teaching methods, student motivation, and curriculum relevance. The findings reveal that the direction of Arabic instruction at Ma'had IAIN Kerinci is significantly influenced by the alignment between learning objectives, curriculum design, methodological approaches, and students' internal factors. The primary discovery highlights that the instructional direction, which has not been explicitly formulated, contributes to a lack of cohesion between curriculum content, teaching methods, and communicative competence goals. The study underscores the importance of a well-defined instructional direction as a central element that influences the effectiveness of communicative-based pedagogical approaches. Furthermore, it suggests that curriculum reform emphasizing functional and applied language skills is essential. Innovative teaching methods also play a vital role in enhancing students' active participation and emotional engagement. Additionally, this study identifies two major motivational poles among students—academic and religious—which shape their learning orientation and imply the necessity for a dual-responsive instructional design. These findings indicate that instructional direction is not merely a pedagogical concept but a strategic foundation that determines the quality and relevance of Arabic language education as a foreign language.

Keywords: *Arabic Language Instruction, Direction of Arabic Teaching, Foreign Language Learning, Implementation of Arabic Instruction, Arabic as a Foreign Language*

INTRODUCTION

Arabic holds a highly strategic position in the global order—as a language of religion, culture, and knowledge (Wahab, 2014 As the language of the Qur'an, it has a unique status in the Islamic intellectual tradition, serving as the primary medium for understanding religious sources, including classical texts (turāth) and contemporary Islamic literature. Moreover, Arabic is the official language of more than 20 countries and one of the six official languages of the United Nations, reinforcing its international standing in terms of both geopolitics and culture (Pane, 2018) From a religiolinguistic perspective, Arabic is viewed as a language imbued with spiritual and theological dimensions; thus, its instruction in Islamic educational institutions is not solely linguistic but also a means of strengthening religious identity (Yul et al., 2022).Arabic is also considered a fundamental human need, as language is the medium through which individuals express ideas, thoughts, and concepts—both orally and in writing—to be understood by others. Over time, linguistic diversity in human life has expanded (Andriana A, 2015).

In Indonesia, the demand for Arabic proficiency arises not only from religious contexts but also from academic and professional requirements in Islamic studies (Gandara, 2024). In Islamic higher education institutions such as IAIN Kerinci, Arabic instruction is not merely part of the formal curriculum but functions as a strategic instrument in shaping students' academic, religious, and social competencies. Mastery of Arabic enables students to

access primary Islamic sources directly and develop scholarly reasoning grounded in authoritative original texts.

In this regard, the Ma'had—as an institution for language development and character formation—plays a pivotal role. Under the auspices of Islamic higher education institutions like Ma'had IAIN Kerinci, it serves not only as a residential or religious space but also as an intensive center for practical and integrative Arabic language learning. It facilitates the internalization of Arabic through various immersive programs, such as muḥādathah (conversation), talaqqī, and the habituation of Arabic-speaking environments. A consistent Arabic-speaking environment has been shown to naturally enhance students' communication skills by exposing them directly to authentic and continuous language use (Yul & Aflisia, 2022) More than grammar and theory, Arabic instruction at Ma'had aims to develop communicative competence within the context of Arabic as a Foreign Language (AFL). Thus, Ma'had is a vital space for implementing functional, contextual, and need-based teaching approaches that equip students for both academic and non-academic domains.

Nevertheless, Arabic language instruction at Ma'had IAIN Kerinci faces several challenges that warrant thorough analysis. Initial observations reveal that the instructional direction has yet to be clearly formulated in terms of vision, objectives, and implementation strategies. Therefore, a shift toward learning models that emphasize communicative and participatory approaches is necessary to foster functional linguistic competencies aligned with real-world academic and religious contexts (Ridlo, 2015). This is especially important in Boarding School, where Arabic teaching should balance traditional religious focus with practical language use(Abdullah, 2024). Furthermore, teaching methods remain largely conventional and have yet to incorporate practice-based strategies and technological tools suitable for today's learners. This method development is grounded in the understanding among linguists that language is a living entity, requiring continuous teaching and training, especially during early language acquisition (Al-jarrah M, 2015).

Another issue concerns curriculum design. Although the current curriculum addresses basic language proficiency, it lacks contextual relevance to the job market and global developments. It tends to emphasize theoretical and structural aspects while neglecting practical skills such as oral communication, comprehension of contemporary texts, and academic abilities in reading and writing scholarly Arabic works. In the era of globalization and increasing academic mobility, the ability to use Arabic practically has become a critical competency for graduates of Islamic higher education institutions (Ridlo, 2015) Thus, curriculum reform is inevitable, requiring adaptive, flexible, and forward-looking approaches.

Student motivation also plays a significant role in determining the direction and success of Arabic instructio

(Yogi Fernando et al., 2024). In Islamic higher education, student motivation is often driven by both academic and religious factors(Agustina & Hardew, 2024). Academically, students are compelled to master Arabic as a prerequisite for academic writing, participation in international scholarly activities, or pursuing studies in Arab countries. Religiously, their motivation stems from the desire to understand the Qur'an, Hadith, and other Islamic literature in their original language. This dual motivation creates a complex learning orientation that demands a holistic pedagogical approach—one that addresses not only technical linguistic aspects but also affective and spiritual dimensions.

To meet these needs, Arabic instruction in Ma'had settings must be designed using integrative and adaptive approaches in both teaching methods and materials. In this regard, assessment plays a critical role—not merely as a tool to measure cognitive achievement but also as an instrument to track students' development in attitudes, motivation, and communication competence (Wahidah et al., 2019) Appropriate and comprehensive assessment helps educators adjust instructional strategies to student needs and characteristics, leading to more meaningful learning outcomes (Yul et al., 2022) Among the many factors influencing the teaching and learning process, two stand out: the teacher as the subject of instruction and the student as its object (Ibrahim & Barnawi, 2022).All these elements—through appropriate pedagogical approaches—significantly contribute to improving the quality and outcomes of classroom and beyond-classroom learning(Sakdiah & Sihombing, 2023).Previous studies have highlighted the importance of communicative approaches in teaching Arabic as a foreign language, as well as the need to integrate instructional goals, methods, and curricula. However, studies that specifically analyze the direction of Arabic instruction within the Ma'had context and its influence on overall implementation remain limited. This gap is the focal point of the present study.

Based on the aforementioned background, this study aims to analyze the direction and implementation of Arabic language instruction as a foreign language at Ma'had IAIN Kerinci. It seeks to comprehensively identify the relationship between instructional direction, curriculum design, teaching approaches, methods, and student motivation, particularly in the design of Arabic language learning that incorporates information technology in the New Normal era, where digital tools enhance both teaching effectiveness and student engagement (Norkhafifah & Syahabuddin, 2022).Accordingly, the findings of this study are expected to contribute to the enhancement of Arabic language teaching strategies within Islamic higher education and serve as a reference for future curriculum development and institutional policy. In doing so, Arabic instruction will

not only be theoretical but also practical and impactful in social and professional contexts(Al-tamimi, 2024).

METHOD

This study employs a qualitative case study approach, which focuses on interpreting and understanding social phenomena from the participants' perspectives. The researcher acts as the primary data collection instrument through observation, in-depth interviews, and documentation, employing triangulation to ensure data validity(Creswell, 2014). In a case study approach, data sources are selected purposively based on their relevance to the research focus. The primary aim of this approach is to gain a comprehensive understanding of the phenomenon under investigation by identifying key elements and analyzing the interrelationships among them within the context and processes observed in the field (Ayu & Budiasih, 2013). Case studies allow researchers to examine a case holistically and contextually, thus enabling a thorough understanding of the dynamics involved in the learning process (Hollw, 2016).

Informants are selected purposively, targeting individuals who are considered to possess in-depth and relevant information about the research topic. These informants include Arabic language course lecturers, students, and other stakeholders directly involved in the instructional process. The data collection focuses primarily on the participants' experiences, perceptions, and practices during the teaching and learning process. Data analysis in this study employs Miles and Huberman's (1994) interactive model, which involves three main stages: data reduction, data display, and conclusion drawing or verification. This analysis process is conducted iteratively and continuously throughout the research (*Matthew B. Miles, A. Michael Huberman - Qualitative Data Analysis_ An Expanded Sourcebook-Sage Publications, Inc (1994).Pdf*, n.d.).

Through this qualitative case study approach, the research seeks to provide a comprehensive understanding of the direction and objectives of Arabic language instruction at IAIN Kerinci, as well as to identify patterns and factors influencing the learning process. This approach emphasizes not only what is happening, but also how and why the phenomenon occurs(Moleong, 2019).

RESULT AND DISCUSSION

The direction of Arabic language instruction

Based on interviews with the Head of the Ma'had and several lecturers teaching Arabic language courses, the orientation of Arabic instruction at the Ma'had of IAIN Kerinci is focused on two main aspects: mastery of classical Islamic texts (tafaqquh fiddin) and the development of basic communicative competence in Arabic. The Ma'had's vision is directed toward shaping students' character with a balanced integration of linguistic and religious competencies. Although the official curriculum presents an integrative

approach (combining qawā'id and communicative skills), in practice, the emphasis remains heavily on text comprehension through the mastery of nahw and ṣarf. The Ma'had's vision prioritizes the formation of students with strong Islamic scholarly character, particularly those proficient in reading classical texts. This mission is reflected in instructional activities that focus on grammatical rules (nahw and ṣarf) and reading unvocalized texts. Nonetheless, in several weekly programs such as taqdim al-qisshah and muḥādathah, communicative approaches have begun to be introduced, although they have not yet become the main orientation of instruction. As one instructor stated: "We want students not only to be able to read kitab kuning (classical texts), but also to be capable of engaging in discussions and expressing their ideas in Arabic. However, the current emphasis is still predominantly on qawā'id and translation."

Figure 1. Integrative Arabic instruction model at IAIN Kerinci
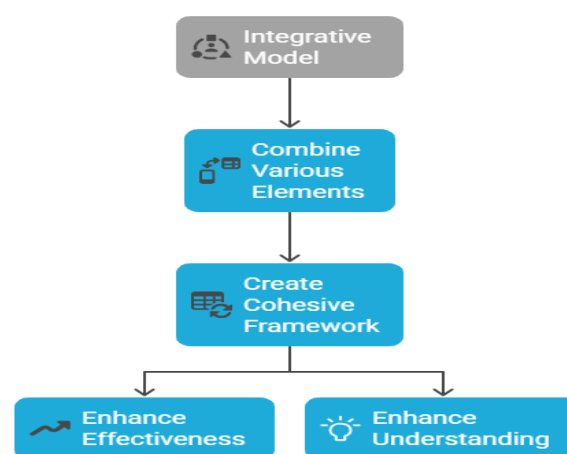
This aligns with the statement by (Rifa'i, 2021), who asserts that 21st-century Arabic language instruction planning encompasses teaching standards based on the 4Cs—collaboration, communication, creativity, and critical thinking—alongside the adaptive needs of both teachers and students, as well as the use of authentic and contextual learning approaches. Teachers are expected to understand the specificity, practicality, and feasibility of teaching, while students are encouraged to be confident, socially engaged, and aware of the importance of the Arabic language. Nevertheless, internal challenges—such as the perception that Arabic is inherently difficult and the lack of habitual language use—remain significant obstacles. Therefore, instructional planning must be aligned with the cultural and social characteristics of Indonesian learners.

The implementation of Arabic language instruction"

Classroom observations and interviews with students reveal that the implementation of Arabic language instruction is still predominantly based on traditional approaches. The main instructional methods used include qawā'id wa tarjamah (grammar-translation), lecturing, and memorization. The direct method and drill exercises are applied only occasionally, such as during weekly speech activities or inter-ḥalaqah competitions. Although the direct method and drills are sometimes used, their implementation is neither systematic nor integrated into the syllabus.

While Arabic language instruction is intended to focus not only on grammatical mastery but also on the development of the four core language skills—listening, speaking, reading, and writing(musthafa & hermawan, 2018). —this goal is not fully reflected in practice. Activities such as storytelling, daily muḥādathah, or conversation simulations are limited to special events and are not consistently part of regular classroom practice.

In terms of instructional media, most classes still rely heavily on printed textbooks and whiteboards. The use of interactive media—such as instructional videos, audio dialogues, or language learning applications—has not yet been observed in the learning process.Evaluation is more frequently conducted in the form of written examinations rather than through speaking practices or communicative activities. Instructional media are still predominantly text-based, utilizing printed materials such as kitab kuning (classical Islamic texts) or modules. Classroom interaction also tends to be one-directional, with teachers taking a dominant role in delivering content and students acting as passive recipients.

The primary objective of Arabic language learning evaluation is to assess the effectiveness and efficiency of the instructional system in terms of objectives, content, methods, media, learning resources, learning environment, and assessment mechanisms (Ni'mah & Nafisah, 2020). Although conceptually, the Arabic instruction at the Ma'had of IAIN Kerinci is aimed at developing the four essential language skills—kalām (speaking), istimā' (listening), qirā'ah (reading), and kitābah (writing)—in practice, the instructional focus remains on the mastery of grammatical rules (nahw and ṣarf) and fiqh al-'ibādah (jurisprudence of worship), rather than on communicative language use.

An effective educator should be proficient in employing a variety of teaching methods that allow for flexibility in adapting to different classroom situations and student characteristics, rather than relying on a single instructional approach(Munawwir, 2006)

The gap between the direction and implementation"

There exists a noticeable gap between the integrative-communicative orientation of Arabic language instruction and its actual implementation, which remains largely traditional. This discrepancy is further exacerbated by the limited number of instructors who have been previously trained in communicative methodologies, as well as by the diverse educational and linguistic backgrounds of the students. These factors have contributed significantly to the inability to fully realize the intended direction of instruction at the Ma'had.

There is, therefore, a substantial mismatch between the envisioned integrative instructional framework and the current pedagogical practices that are still rooted in conventional methods. As (Setiyawan, 2018) asserts, achieving high-quality instructional programs requires the establishment of specific policies in education that serve as a framework for implementation, ensuring that the educational goals set by institutional stakeholders can be effectively met.

Several contributing factors identified through interviews and classroom observations include the following:

1. A shortage of human resources trained in communicative teaching approaches.
2. Tutors and lecturers tend to prefer conventional methods, as they themselves lack adequate competence in teaching spoken Arabic.
3. Students come from diverse educational backgrounds, many of whom are not accustomed to using Arabic actively, making it difficult for tutors to standardize the instructional level.
4. The curriculum is inflexible and overly dense, leading tutors to resort to shortcut methods such as rote memorization.
5. Assessment practices do not support the development of speaking skills, as evaluations primarily focus on written aspects

One tutor remarked, "We would like to have more discussions or conversation practice, but time is very limited, and not all students are ready." This situation aligns with the findings of (Oensyar, 2015), who emphasized that the success of language instruction is highly influenced by teacher readiness and the implementation of a contextually relevant curriculum design.

However, several challenges are encountered by students in learning Arabic, including limited time and opportunities to practice speaking, as well as varying levels of student proficiency. Moreover, the lack of engaging learning media presents an additional obstacle in mastering the material. One effective solution proposed is to integrate muhadathah (conversation practice) sessions with vocabulary memorization programs, allowing students to become more accustomed to using Arabic actively. Despite these challenges, students generally maintain high levels of enthusiasm and motivation, recognizing that proficiency in Arabic is essential for accessing Islamic literature in depth.

Most students reported that they rarely receive sufficient opportunities for practical Arabic speaking.

Instruction tends to rely heavily on theory and memorization, leading to boredom and decreased motivation. Interview findings also revealed a lack of confidence in speaking Arabic among students. Six out of ten students (60%) admitted to feeling insecure when speaking Arabic due to insufficient opportunities for real-time practice. This suggests the need for more supportive approaches to active speaking practice beyond classroom hours.

Additionally, eight out of ten students (80%) expressed a preference for interactive activities such as role-plays, debates, and educational games, which they believed increased their engagement and encouraged the use of Arabic in more natural and enjoyable contexts. Educational games, in particular, have been shown to stimulate concentration, strengthen memory retention, and enhance pronunciation of Arabic vocabulary (Uliyah & Isnawati, 2019).

Furthermore, seven students suggested that tutors should consistently use Arabic as the language of instruction in daily activities within the Ma'had, not only during formal lessons. This highlights the need for a more immersive Arabic-speaking environment to help students become accustomed to using the language across academic and social contexts. These findings reflect the importance of reinforcing Arabic use in everyday settings to support holistic language skill development. This aligns with Spolsky's educational linguistic model, which is informed by various disciplines, including linguistics, psycholinguistics, sociolinguistics, and applied linguistics (Nasution & Islam, 2018). In this context, the Arabic Teaching Efficacy Model (ATEM) offers a structured framework that operationalizes these interdisciplinary insights into practical teaching strategies. ATEM emphasizes not only the effectiveness of instructional delivery but also the integration of cultural, social, and psychological factors to enhance language acquisition outcomes in diverse learning environments(Andrian & Yul, 2023).

Several students also noted that activities such as storytelling, paired dialogues, and Arabic debates were more enjoyable and motivating, though they are seldom conducted. Students also expressed a strong interest in using digital media or language learning applications to facilitate autonomous learning outside the classroom. Digital media plays a crucial role in Arabic language learning as it can bridge temporal and spatial limitations and offer adaptive, independent, and technology-based learning tools (Sholihah et al., 2019).

Students' responses to the implementation of instruction

Based on the findings of this study concerning students' perspectives on the direction of Arabic language instruction at the Ma'had of IAIN Kerinci, it can be concluded that the learning process has been relatively well-implemented and effective. The instructional focus on developing the four language skills—listening, speaking, reading, and writing—has contributed meaningfully to the enhancement of students' Arabic proficiency.

Additionally, the teaching materials provided are generally relevant to the students' proficiency levels and are practical in nature, thereby assisting them in understanding sentence structures and vocabulary. This is in line with Yunus's research, which emphasizes that teaching Arabic vocabulary through dialogue helps learners acquire new words in meaningful contexts. By embedding vocabulary within interactive conversations, students are able to internalize usage patterns more effectively and enhance their communicative abilities in real-life situations(Dr. Asem Shehadeh Ali et al., 2024).

Nevertheless, some materials are perceived as dense and would benefit from more creative instructional approaches to avoid monotony. An interactive and conducive classroom atmosphere has also been identified as an important factor that enhances students' comfort and engagement during the learning process.

In the context of Arabic language learning, particular emphasis is placed on the acquisition of phonetic sounds and vocabulary at the early stages of instruction (Sholihah et al., 2019).

Implications and recommendations for instructional development

These findings have significant implications for the development of the Arabic language curriculum and instructional methods at Ma'had IAIN Kerinci. Several key recommendations can be proposed as follows:

Table 1. Recommendations for the Development of Arabic Language Instruction at Ma'had IAIN Kerinci

No.	Recommendations	Brief Expalanation
1	Curriculum Revision	Ensure a balanced integration of qawā'id (linguistic structure) and communicative competence within the curriculum.
2	Training for Tutors and Lecturers	Strengthen teaching practices by incorporating communicative approaches such as Task-Based Learning, Project-Based Learning, and Communicative Language Teaching (CLT).
3	Enhancement of Facilities and Learning Media	Provide digital resources, audio-visual materials, and interactive learning applications to support modern Arabic language instruction.
4	Implementation of Bi'ah Lughawiyah (Arabic-Speaking Environment)	Promote Arabic language use in daily activities through mandatory language policies to develop natural language habits among students.

| 5 | Periodic Curriculum Evaluation | Conduct regular curriculum reviews involving student feedback to foster more participatory and adaptive learning experiences. |
| 6 | Integration of Local Culture in Learning Content | Develop stories or dialogues relevant to students' daily lives, particularly incorporating aspects of Kerinci's local culture to enhance contextual understanding. |

These recommendations are expected to help achieve the envisioned direction of Arabic language learning at Ma'had IAIN Kerinci—producing students who are not only proficient in reading classical texts but also fluent and confident in using Arabic in daily and professional settings. As Ahmad Muradi (2013) stated, achieving the goals of Arabic language education requires synergy between teacher competence, student motivation, appropriate material selection, effective methods and media, and relevant evaluation systems. This is supported by the findings Rosni which emphasizes the critical role of adopting learner-centered and interactive teaching approaches. These methods enhance language acquisition by fostering active participation, contextual understanding, and cultural relevance, ultimately improving both comprehension and communication skills among foreign language learners(bin Samah et al., 2016).

Based on the research findings, it is imperative to align Arabic language teaching strategies at Ma'had IAIN Kerinci with integrative and communicative learning objectives. Thus, it is recommended that instructional development not be limited to qawā'id and fiqh al-'ibādah, but also strengthen active language skills, particularly muhādathah and vocabulary enrichment. The use of engaging and interactive media, intensive teacher training in communicative approaches, and optimized time management can help create a dynamic, enjoyable, and conducive learning environment.

Therefore, Arabic language education should not merely serve academic purposes but also develop students' character through Islamic literacy and enable them to apply Arabic in real-life contexts. This aligns with (Arsyad, 2019), who emphasized that the main goal of communicative methods is to enable learners to acquire spoken language skills for real communication. The Arabic language learning experience at Ma'had IAIN Kerinci reflects a complex reality, particularly the imbalance between oral proficiency and the ability to comprehend classical Islamic texts. This phenomenon is not only local but mirrors issues found in many Islamic educational institutions that still rely on traditional approaches. As highlighted by (Fahlefi et al., 2024), several obstacles hinder effective planning of Arabic language instruction, including students' lack of confidence in speaking and the absence of dictionaries, which require further attention.

1. Primary Issue: Skill Imbalance.

    Some students master either speaking (mahārah kalām) or reading comprehension (mahārah qirā'ah), but not both. In the era of globalization and modern academic demands, Arabic proficiency must be holistic and contextual. This imbalance points to shortcomings in curriculum design and teaching methodology.

2. Teaching Methods Applied.

    The study found that direct, drill, and qawā'id wa tarjamah methods are dominant at Ma'had. While effective for understanding classical texts, these approaches often neglect active communication. Meanwhile, more communicative methods are rarely applied systematically.(Hasan, 2018),affirmed that direct methods foster a vibrant, practical learning environment, yet they are often limited to ceremonial events such as speeches and debates.

3. Teacher and Student Factors

    Echoing (Ibrahim, 2020), the two most critical elements in successful Arabic language instruction are teachers and learners. At Ma'had, teacher-centered and memorization-oriented approaches limit student participation. The lack of differentiated instruction also presents a major challeng (Ulkhaq, 2025)

4. Curriculum Implementation Gaps.

    There is a clear disconnect between the intended curriculum and classroom practice. Lecturers often revert to familiar lecture and memorization methods instead of exploring innovative strategies such as project-based or task-based learning, which considers more effective (Nunan, 2004).

5. Cultural Integration and Contextual Wisdom

    Findings by Susi Satriani suggest that integrating local culture into Arabic instruction can boost student interest, bringing Arabic to life in a more relatable, meaningful way beyond its function as a religious language.

6. Philosophical and Academic Significance

    Arabic language learning must also be viewed philosophically. (Chotimah, 2016) and (Rusdi, 2015) emphasize its ontological, epistemological, and axiological dimensions. A comprehensive understanding of these aspects ensures that the curriculum transcends technical skill acquisition and contributes to a deeper appreciation of Islamic values and cultural identity.

Implications of the Findings for Ma'had Program Development

The findings of this study yield several important implications for the development of the Arabic language learning program at Ma'had IAIN Kerinci. One of the most prominent issues identified is the gap between the ideal direction of learning—which emphasizes mastery of the

four language skills in an integrative and communicative manner—and the current implementation, which remains dominated by traditional approaches such as qawā'id wa tarjamah (grammar-translation), lectures, and rote memorization. This gap highlights the urgent need for a comprehensive evaluation of learning policies, pedagogical strategies, and curriculum design.

The first implication relates to the importance of revising the curriculum to better balance grammatical mastery with active communication skills. An overly dense curriculum focused on memorization diminishes the practical and applied aspects of learning. Therefore, a more flexible and contextualized curriculum must be designed, tailored to the diverse needs and backgrounds of students. This aligns with the perspectives presented in the article *Arabic Language Curriculum Management*, which highlights the importance of managing the curriculum effectively to ensure its relevance, adaptability, and alignment with both institutional objectives and students' linguistic competencies (Alfianor, 2022). Strengthening communicative language teaching (CLT), task-based learning, and project-based learning approaches is strongly recommended to bridge the gap between theory and practical language use.

The second implication concerns the enhancement of educator capacity and competence. The lack of training in communicative approaches has led some tutors to feel insecure and to rely on conventional methods. Thus, intensive and continuous professional development programs are needed to enable lecturers and tutors to implement innovative and adaptive teaching methods suited to the characteristics of the learners. This aligns with the broader need to create a learning environment that is not only informative but also interactive and collaborative.

In addition, strengthening the use of technology-based learning media is essential. The current reliance on printed books and whiteboards should be complemented with digital resources, such as audiovisual materials, interactive apps, and online learning platforms, which can expand access to learning beyond the classroom. Students expressed a strong interest in educational games and interactive activities like debates, dialogues, and storytelling. Therefore, the development of creative learning media will greatly enhance their motivation and participation in the learning process.

Another significant implication is the need to establish a supportive bi'ah lughawiyah (Arabic-speaking environment) at Ma'had. An environment that encourages the use of Arabic in daily activities will help students become accustomed to using the language actively and naturally. Internal policies at Ma'had should reinforce this effort by mandating Arabic as the primary medium of communication in both academic and social settings.

By addressing these various findings, the development of the Arabic language program at Ma'had IAIN

Kerinci is expected not only to improve students' academic language proficiency but also to cultivate confident, communicative individuals who are prepared to use Arabic across diverse contexts—both scholarly and everyday. The successful implementation of these strategies relies on institutional support, active participation from students and educators, and the adoption of appropriate and effective pedagogical approaches.

Tabel 2. Implikasi Temuan terhadap Pengembangan Program Pembelajaran Bahasa Arab di Ma'had IAIN Kerinci

No.	Aspect of Findings	Implications for Program Development
1	Curriculum Gap	A curriculum revision is required to balance grammatical mastery (qawā'id) with communicative competence. The curriculum should be designed to be more flexible, contextual, and adaptive to students' needs..
2	Traditional Teaching Methods	The continued dominance of lecture-based and rote learning methods calls for the adoption of innovative instructional strategies such as Communicative Language Teaching (CLT), Task-Based Learning, and Project-Based Learning to enhance student engagement and interaction
3	Lack of Teacher Training	There is a need to strengthen the professional capacity of tutors and lecturers through intensive training programs focused on communicative approaches, modern teaching methodologies, and the use of interactive digital media.
4	Limited Use of Digital Media	Efforts should be made to procure and utilize technology-based learning media, including instructional videos, interactive applications, conversation audios, and online platforms.
5	Low Practice of Active Language Use	Practical language activities—such as muhadathah, roleplay, storytelling, debates, and educational games—should be integrated into daily learning routines rather than limited to special occasions.
6	Unsupportive Language Environment	The implementation of a bi'ah lughawiyah (Arabic-speaking environment) policy is essential, requiring the use of Arabic in daily non-classroom activities to foster active language use.
7	Cognitive-Focused Assessment	The evaluation system should be expanded to include assessments of speaking, listening, and writing skills through oral exams, practical tasks, and collaborative projects.
8	Low Student Motivation	Innovative and interactive pedagogical approaches are needed to boost student motivation by incorporating local culture, everyday contexts, and thematic learning into the instructional design.

The findings indicate a significant gap between the ideal direction of Arabic language instruction—characterized by an integrative and communicative approach—and its actual implementation, which remains largely traditional at Ma'had IAIN Kerinci. To address this discrepancy, there is a pressing need for curriculum revision, teacher training, enhanced utilization of digital media, and the creation of a supportive Arabic-speaking environment. These measures are intended to shift the focus of the program beyond grammatical proficiency, aiming instead to foster greater student engagement, confidence, and communicative competence in using Arabic in daily life.

CONCLUSION

This study concludes that the direction of Arabic language instruction at Ma'had IAIN Kerinci continues to face major challenges, particularly in integrating oral communication skills with the comprehension of classical texts. Despite efforts through drilling methods and direct approaches, the dominance of passive instruction and teacher-centered methodologies remains prevalent. To overcome these issues, several measures are needed: a curriculum reconstruction that more effectively integrates linguistic and communicative competencies; capacity building for instructors through training in innovative methods such as task-based learning; a differentiated teaching approach tailored to students' abilities and interests; the reinforcement of contextual learning that connects course content with students' local culture and social realities; and a comprehensive evaluation of lesson plan implementation and tutoring activities in practice. These strategies aim to ensure that Arabic language instruction at the Ma'had becomes not only academic and theoretical, but also applicable and functional within students' professional and social lives.

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