

MANAGEMENT OF ARABIC LANGUAGE LEARNING IN ISLAMIC EDUCATION: A COMMUNICATIVE APPROACH, EVALUATION, AND QUALITY DEVELOPMENT IN ISLAMIC EDUCATION

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Abstrak: Pembelajaran bahasa Arab di perguruan tinggi keagamaan Islam menghadapi berbagai tantangan, seperti keberagaman kemampuan awal mahasiswa, rendahnya tingkat partisipasi aktif dalam pembelajaran, serta perlunya mengintegrasikan pendekatan komunikatif dengan konteks keislaman. Kondisi tersebut semakin kompleks pada perguruan tinggi yang berada di wilayah dengan populasi Muslim minoritas, sehingga diperlukan inovasi manajemen pembelajaran yang sistematis dan adaptif. Penelitian ini bertujuan untuk menganalisis inovasi manajemen pembelajaran bahasa Arab di Sekolah Tinggi Agama Islam (STAI) Jembrana Bali yang meliputi aspek perencanaan, pelaksanaan, dan evaluasi pembelajaran. Penelitian ini menggunakan pendekatan kualitatif deskriptif dengan desain studi kasus. Data dikumpulkan melalui observasi, wawancara mendalam dengan dosen dan mahasiswa, serta analisis dokumen pembelajaran. Data dianalisis secara tematik untuk mengidentifikasi pola-pola utama dan temuan yang berkaitan dengan praktik inovasi manajemen pembelajaran. Hasil penelitian menunjukkan bahwa manajemen pembelajaran bahasa Arab diawali dengan perencanaan pembelajaran yang dilakukan melalui analisis kebutuhan mahasiswa, perumusan tujuan pembelajaran berbasis pendekatan komunikatif, serta pemilihan strategi pembelajaran yang berpusat pada mahasiswa. Pelaksanaan pembelajaran mengintegrasikan kegiatan dialog, simulasi percakapan, dan penugasan berbasis proyek yang mendorong keterlibatan aktif mahasiswa. Evaluasi pembelajaran dilaksanakan secara komprehensif dengan mencakup aspek pengetahuan, sikap, dan keterampilan, serta didukung oleh refleksi dosen dan umpan balik mahasiswa sebagai bagian dari evaluasi proses pembelajaran. Manajemen pembelajaran bahasa Arab di Sekolah Tinggi Agama Islam (STAI) Jembrana Bali menunjukkan adanya upaya yang sistematis dalam meningkatkan kualitas pembelajaran. Untuk mendukung inovasi yang berkelanjutan, diperlukan penguatan pemanfaatan media digital serta pengelolaan waktu pembelajaran agar proses pembelajaran menjadi lebih efektif dan sesuai dengan kebutuhan mahasiswa..

Kata kunci: Pembelajaran Bahasa Arab; Pendidikan Islam; Manajemen Pembelajaran.

Abstract: Arabic language learning in Islamic religious universities faces challenges such as diverse initial student abilities, low levels of active participation, and the need to integrate a communicative approach with an Islamic context. This situation is further complicated in institutions located in Muslim minority areas, necessitating systematic and adaptive learning management innovations. This study aims to analyze Arabic language learning management innovations at the Jembrana Islamic School of Islamic Studies, Bali, encompassing aspects of learning planning, implementation, and evaluation. This study employed a descriptive qualitative approach with a case study design. Data were collected through observation, in-depth interviews with lecturers and students, and analysis of learning documents. Data were

analyzed thematically to identify key patterns and findings related to learning innovation practices. The results indicate that Arabic language learning management encompasses learning planning conducted through student needs analysis, goal formulation based on a communicative approach, and the selection of student-centered learning strategies. Learning implementation integrates dialogue activities, conversation simulations, and project-based assignments that encourage active student involvement. Learning evaluation is conducted comprehensively, encompassing aspects of knowledge, attitudes, and skills, and is supported by lecturer reflection and student feedback as part of the process evaluation. Arabic language learning management at the Jembrana Islamic School of Education, Bali, demonstrates a systematic effort to improve the quality of learning. To support sustainable innovation, strengthening the use of digital media and managing learning time is necessary to ensure a more effective learning process that meets student needs.

Keywords: Arabic Language Learning; Islamic Education; Management.

Introductions

Arabic occupies a strategic position in the global Islamic educational landscape as the language of the Qur'an, Hadith, and a vast corpus of classical and contemporary Islamic scholarship. Beyond its religious significance, Arabic has become an important medium for intellectual exchange within the Muslim world and serves as a bridge connecting diverse traditions of Islamic knowledge across regions and generations. In the era of globalization and digital transformation, the demand for Arabic language competence has expanded beyond textual literacy toward communicative, academic, and technological literacy (Sapawi & Yusoff, 2025; Abid & Sain, 2025). Consequently, Arabic language education is increasingly expected to develop learners' abilities to access, interpret, and produce knowledge within both traditional and modern contexts. Recent reports on language education and digital learning emphasize that higher education institutions are challenged to integrate innovative pedagogical approaches, technology-enhanced learning environments, and learner-centered models to respond to increasingly diverse student needs and twenty-first-century competencies.

Within the Indonesian context, Arabic Language Learning holds a particularly important role in Islamic Higher Education Institutions. Arabic is not merely a compulsory subject but functions as an epistemological instrument through which students engage with primary Islamic sources and scholarly traditions. Therefore, Arabic proficiency is closely linked to the development of academic authority, religious literacy, and intellectual identity among Muslim scholars (Muassomah et al; 2024). However, despite the strategic position of Arabic in Islamic Higher Education curricula, various studies indicate that learning outcomes remain uneven. Nationally, Arabic instruction continues to face challenges related to students' heterogeneous educational backgrounds, limited language exposure outside classrooms, insufficient integration of digital technologies, and the persistence of teacher-centered instructional practices (Hidayat, 2022; Rosyidi & Ni'mah, 2023). These conditions often result in disparities in students' mastery of receptive and productive language skills, thereby affecting the effectiveness of learning processes and outcomes.

The complexity of these challenges becomes more evident when viewed from local and socio-cultural perspectives. STIT Jembrana Bali represents a unique case because it operates within a Muslim minority environment where opportunities for authentic Arabic exposure and Islamic linguistic ecosystems are relatively limited compared to institutions located in Muslim-majority regions. Bali's multicultural and pluralistic social setting provides valuable opportunities for intercultural engagement; however, it also presents distinctive challenges for Arabic language development. Students entering STIT Jembrana come from diverse educational trajectories, including pesantren, madrasah, and general schools, resulting in substantial variations in prior Arabic competence. Such heterogeneity requires learning management strategies that are not only pedagogically effective but also contextually adaptive to local socio-religious realities.

In response to these conditions, innovation in learning management has become a strategic necessity rather than a supplementary option. Fullan (2007) and Wahyuni et al (2025) argues that educational innovation should be understood as a systemic transformation involving planning, implementation, organizational culture, and evaluation processes. Similarly, Hoerudin et al (2014) emphasizes that effective learning management requires alignment between learner needs, instructional design, learning resources, and assessment systems. From this perspective, innovation in Arabic language should not be limited to the adoption of new teaching methods or digital technologies but should encompass comprehensive managerial processes that ensure the sustainability and

contextual relevance of learning practices.

Although research on Arabic language learning innovation has expanded significantly during the last decade, critical examination reveals several limitations. First, most studies concentrate on measuring the effectiveness of specific instructional methods, media, or digital platforms, such as blended learning, mobile-assisted language learning, and project-based learning. While these studies demonstrate positive impacts on learning outcomes, they generally treat innovation as a technical intervention rather than as a managerial process embedded within institutional structures. Second, existing research tends to analyze innovation within relatively homogeneous educational environments, thereby overlooking the influence of socio-cultural and geographical contexts on the design and implementation of learning innovations. Third, studies addressing Arabic learning management commonly focus on planning, implementation, or evaluation as separate variables, resulting in fragmented understandings of how innovation is systematically managed and sustained within educational institutions (Kamal, 2025; Rosikh, 2026).

For example, Gazali et al (2025) highlights the importance of lecturer readiness and instructional planning in improving Arabic learning effectiveness, whereas Mulyadi (2019) emphasizes competency-based evaluation as a determinant of learning quality. Despite their contributions, both studies primarily focus on procedural aspects of learning management and provide limited explanation regarding how institutional contexts shape innovation processes. Likewise, recent studies on technology integration in Arabic learning have largely assessed the effectiveness of digital tools without sufficiently exploring how institutional actors negotiate contextual constraints, mobilize resources, and maintain innovation sustainability. Consequently, the interaction between learning management innovation and minority-Muslim educational settings remains underexplored in the literature.

Based on this critical review, a significant research gap can be identified. Existing studies have not adequately explained how Arabic language learning innovation is planned, implemented, and evaluated as an integrated managerial process within Islamic higher education institutions operating in Muslim minority contexts. Furthermore, limited attention has been given to understanding how socio-cultural environments influence institutional strategies for addressing disparities in students' Arabic competencies and sustaining innovative practices. This gap indicates the need for context-sensitive research capable of linking educational innovation theories with the realities of Arabic language learning management in distinctive institutional settings.

Therefore, this study aims to analyze the management of Arabic language learning innovation at STIT Jembrana Bali. Specifically, it seeks to: (1) examine the planning process of Arabic language learning innovation based on institutional needs and student characteristics; (2) analyze the implementation of innovative practices employed in Arabic language learning; and (3) evaluate the effectiveness and sustainability of these innovations within a Muslim minority educational context.

Theoretically, this research contributes to the development of Arabic language education management by extending discussions on innovation beyond methodological and technological dimensions toward a systemic and contextualized management perspective. Practically, the findings are expected to provide strategic recommendations for Islamic higher education institutions, particularly those operating in minority-Muslim environments, in designing sustainable and adaptive Arabic language learning innovations. Through this contribution, the study seeks to strengthen the role of Arabic language education as a transformative instrument for developing competent, adaptive, and globally connected Muslim scholars.

Method

This study employed a qualitative approach using an intrinsic case study design to investigate the management of innovation in Arabic Language Learning (ALL) at STIT Jembrana Bali. A qualitative case study is particularly suitable for examining contemporary phenomena within their real-life contexts, especially when the boundaries between the phenomenon and context are not clearly evident (Yin, 2018). This design was selected because the study sought to gain an in-depth understanding of how innovation in Arabic language learning is planned, implemented, and evaluated within a specific institutional setting. STIT Jembrana Bali was purposively chosen as the research site due to its unique characteristics as an Islamic higher education institution operating in a Muslim minority environment, where socio-cultural dynamics, diverse student backgrounds, and limited Arabic language exposure create distinctive challenges and opportunities for educational innovation.

The participants were selected through purposive sampling based on their direct involvement in Arabic language learning management and implementation (Creswell & Poth, 2018). The informants consisted of institutional leaders, the Head of the Arabic Language Education Program, Arabic language lecturers, students, and academic administrative staff. Data were collected through semi-structured interviews, participant observation, and document analysis. Semi-structured interviews enabled the researcher to explore participants'

experiences, perceptions, and strategies regarding learning innovation while maintaining flexibility during data collection (Merriam & Tisdell, 2016). Observations focused on classroom interactions, instructional strategies, the utilization of learning technologies, and student engagement. Furthermore, institutional documents, including curricula, semester learning plans, teaching materials, policy documents, and evaluation reports, were analyzed to provide contextual understanding and corroborate findings obtained from interviews and observations.

Data analysis followed the interactive model developed by Miles, Huberman, and Saldaña (2014), which consists of three interconnected stages: data condensation, data display, and conclusion drawing and verification. Data condensation involved selecting, coding, simplifying, and categorizing information relevant to the research objectives. Subsequently, the organized data were presented in thematic matrices and narrative descriptions to facilitate interpretation and identify patterns across data sources. The final stage involved drawing conclusions and continuously verifying emerging findings through iterative comparison among interview transcripts, observation records, and documentary evidence. Data collection and analysis were conducted simultaneously, allowing the researcher to refine categories and develop a deeper understanding of the phenomenon throughout the research process.

To ensure the trustworthiness of the findings, this study adopted the criteria proposed by Lincoln and Guba (1985), namely credibility, transferability, dependability, and confirmability. Credibility was established through source and method triangulation, member checking, and prolonged engagement in the field. Transferability was enhanced by providing rich and detailed descriptions of the research context and participants. Dependability was ensured through systematic documentation of the research procedures and audit trails, while confirmability was achieved by maintaining transparency in data interpretation and grounding conclusions in empirical evidence. Through these procedures, the study sought to generate credible, rigorous, and contextually grounded insights into the management of Arabic language learning innovation within a Muslim minority higher education setting.

Findings and Discussion

Planning for Arabic Language Learning Management

The first stage of Arabic language learning management innovation at STIT Jembrana Bali began with the development of Arabic language learning planning which was built on three main pillars that were integrated with each other, namely needs analysis, formulation of learning objectives, and the selection of methods and media. Needs analysis is the initial foundation that determines the direction of learning development, because through this stage lecturers can identify the real condition of students, both in terms of initial ability, educational background, and learning motivation. In a heterogeneous context such as at STIT Jembrana Bali, this analysis not only functions as an academic mapping, but also as a basis for designing adaptive and inclusive learning. By understanding the existing competency gap, institutions can formulate pedagogical interventions that are more targeted, so that the learning process is not uniform, but responsive to individual and collective needs of students.

Furthermore, the formulation of learning objectives and the selection of methods and media are strategic stages that translate the results of needs analysis into concrete learning practices. Learning objectives are designed in a communicative and functional manner, so that they not only emphasize mastery of language structures, but also the ability to use language in real contexts. To achieve these goals, student-centered learning-oriented methods and strategies, such as cooperative learning, discussion, and simulation, are chosen, which allow students to be actively involved in the learning process. The use of media, both based on digital technology and Islamic classical texts, further enriches students' learning experience. This synergy between innovative methods and relevant media reflects the institution's efforts to provide Arabic language learning that is not only academically effective, but also contextual and in accordance with the demands of the times.

a. Student Needs Analysis

Needs analysis is the initial stage that determines the overall direction of learning design. From the perspective of language teaching theory, needs analysis not only serves to map students' initial abilities, but also to identify gaps between their competencies and expected competencies. At STIT Jembrana Bali, the results of observations and interviews showed that the skills of the four maharah istima' (listening), kalam (speaking), qira'ah (reading), and kitabah (writing) have not developed in a balanced manner.

The dominance of difficulties in maharah kalam and qira'ah indicates a fundamental problem in the previous learning approach. Low speaking skills are often caused by the lack of a language environment (bi'ah lughawiyyah) that supports communicative practices. Students tend to experience affective obstacles in the form of fear of mistakes, lack of confidence, and linguistic anxiety (language anxiety). Meanwhile, difficulties in qira'ah are not only related to the limitations of vocabulary, but also the weak ability to

understand the syntactic structure and context of meaning in Arabic texts, especially Islamic texts that have high complexity.

The heterogeneity factor of students' educational backgrounds is an important variable in this analysis. Students from madrassas generally have a basic Arabic language, albeit with varying qualities, while students from public schools tend to start from scratch. This condition creates a significant disparity in abilities in the classroom. In this context, one-size-fits-all learning becomes ineffective.

These findings strengthen Taufik's (2016) argument that heterogeneity is the main challenge in arabic language education at islamic higher education. Therefore, the differentiated instruction approach is very relevant. Learning differentiation requires lecturers to design variations of content, processes, and learning products based on students' readiness, interests, and learning profiles. For example, in one class, students with basic abilities can be given the task of reading simple texts with the help of a glossary, while more advanced students can be given more complex text analysis tasks.

In addition, needs analysis must also consider the motivational aspects and learning goals of students. In the context of STIT Jembrana Bali, some students learn Arabic not only for academic purposes, but also for religious and professional needs, such as becoming religious teachers, dai, or practitioners of Islamic education. Thus, their communicative needs are multidimensional: daily communicative, academic, and religious. Innovative learning approaches must be able to integrate these three dimensions.

b. Formulation of Learning Objectives

Once the needs of the students are identified, the next step is to formulate clear, measurable, and relevant learning objectives. At STIT Jembrana Bali, learning objectives are designed based on a communicative approach, which places language as a tool of social interaction, not just an object of grammatical study.

The communicative approach emphasizes that the success of language learning is measured by the ability of learners to use language in a real context. Therefore, the learning objective no longer focuses on theoretical mastery of rules, but on communicative competencies that include linguistic, sociolinguistic, discursive, and strategic aspects. The specific objectives formulated include three main aspects. First, improving spontaneous speaking skills. This means that students are not only able to compose sentences correctly, but also can respond to communication situations quickly and precisely. In this context, situational practice and communication simulations are important.

Second, improving the ability to understand meaning-based texts. This approach shifts the focus from word-by-word decoding to global and inferential understanding. Students are trained to grasp the main idea, understand the relationship between ideas, and interpret meaning in certain contexts. This is very important in reading Islamic texts which are often argumentative and conceptual.

Third, develop simple semantic analysis skills. The integration of semantic aspects in learning objectives shows an effort to deepen Arabic literacy, especially in understanding classical texts (turats). Students not only read, but also analyze the meanings of words and concepts in various contexts. This is the first step towards a more in-depth interpretation of texts. The formulation of this goal is in line with the principle of Communicative Language Teaching (CLT) as stated by Richards and Rodgers (2014), that language learning goals must be rooted in the real communicative needs of students. In the context of islamic higher education, these needs are not only worldly, but also ukhrawi, so that the learning orientation becomes broader and meaningful.

Furthermore, the integration of communicative and analytical skills reflects a holistic approach within arabic language education. Students are not only trained to "use" language, but also to "understand" and "critique" texts. This is important to form graduates who are not only fluent in Arabic, but also have intellectual depth in Islamic studies.

c. Selection of Methods, Strategies, and Media

The selection of learning methods, strategies, and media is the implementive stage of the planning that has been formulated. At STIT Jembrana Bali, the approach used leads to student-centered learning, which places students as active subjects in the learning process.

The cooperative learning strategy is one of the main choices. In this strategy, students work in groups to achieve common goals. Interaction between students allows for the exchange of knowledge and

experience, which is very important in a class with heterogeneous skill levels. In addition, cooperative learning can also increase students' motivation and confidence.

The use of role play is an effective strategy to develop speaking skills. Through simulating real situations, students can practice using language in a relevant context. Role play also helps reduce anxiety because students "role" as others, so they are more free to express themselves.

Group discussions are a means to develop critical and analytical thinking skills. In discussions, students not only express opinions, but also learn to listen, respond, and defend arguments. This is especially important in communication-oriented language learning. In terms of media, the use of digital technology is an integral part of learning innovation. Learning videos, digital dictionary applications, and online platforms provide wider access to learning resources. Students can learn independently outside the classroom, so the learning process becomes more flexible.

However, this innovation did not abandon the Islamic scientific tradition. The use of classical texts (kitab) remains an important part of learning. These texts are explored through a contextual approach, where students are invited to understand the relevance of the content of the text to current conditions. This approach helps to revive classical texts as a dynamic source of knowledge, not just a static legacy.

The combination of digital technology and classical texts reflects the hybrid learning approach. This concept, as stated by Prensky (2001), emphasizes the importance of combining traditional methods with digital innovation. In the context of Islamic higher education, this approach is very strategic because it allows institutions to maintain their scientific identity while adapting to the times.

Furthermore, the use of digital media also opens up opportunities for the application of project-based learning and problem-based learning. Students can be given the task of creating conversation videos, presentations based on Arabic texts, or case studies in Arabic. Thus, learning becomes more contextual and meaningful.

Overall, Arabic language education's innovation planning at STIT Jembrana Bali shows a systematic effort to integrate theory and practice in Arabic language learning. Comprehensive needs analysis, communicative-based goal formulation, and innovative selection of methods and media are a strong foundation for effective learning development. This innovation not only aims to improve students' language competence, but also to form an academic character that is critical, adaptive, and rooted in Islamic values. In the context of higher education, this kind of approach is very important to produce graduates who are not only linguistically competent, but also able to contribute to the development of science and society at large.

Thus, Arabic language education's innovation planning at STIT Jembrana Bali can be seen as a relevant model for the development of Arabic language learning in other Islamic higher education, especially in facing the challenges of globalization and digitalization of education.

Implementation of Arabic Language Learning Management

a. Implementation of Communicative and Active Approaches.

The implementation of a communicative and active approach in Arabic Language Learning (Arabic language education) at STIT Jembrana Bali reflects the shift in pedagogical paradigm from teacher-centered to student-centered learning that is more participatory, contextual, and oriented towards the use of language in real terms. The communicative approach in practice is not only understood as a method, but as a philosophical framework that places language as a tool of social interaction. Therefore, learning activities are designed to create authentic communication situations through dialogue, presentations, and conversation simulations that represent the context of daily and academic life. In dialogue activities, for example, students are trained to respond spontaneously to certain situations, so that they not only memorize sentence structures, but also develop pragmatic skills in language. Meanwhile, presentation activities provide space for students to systematically organize ideas in Arabic, as well as practice the courage to appear in public. Conversation simulation (role play) is an effective means to integrate linguistic and sociocultural elements in communication.

Students' active involvement is also strengthened through the implementation of project-based learning and hands-on practice that requires students to use Arabic as a means of production, not just consumption. In this context, students become not only recipients of information, but also meaning-makers who actively construct knowledge through learning experiences. For example, students may be given the

task of creating a video conversation, conducting a simple interview in Arabic, or compiling an Arabic text-based report. This approach not only improves language skills, but also develops 21st-century skills such as collaboration, creativity, and digital literacy.

The results of observations show that the implementation of this approach has a positive impact on increasing student participation. Students who were previously passive began to show higher involvement in learning activities, both in the form of asking questions, answering, and interacting with peers. However, there are still some students who tend to be passive, which shows that pedagogical innovation does not always have an equitable impact. Factors such as language anxiety, low self-confidence, and differences in initial abilities remain challenges that need to be overcome on an ongoing basis.

The observed increase in participation is in line with the view of Thornbury (2005) who states that a communicative approach can significantly increase student engagement if it is designed to take into account affective factors, especially language anxiety. In this context, the role of lecturers becomes very crucial, no longer as a center of authority that dominates learning, but as a facilitator who creates a safe, supportive, and inclusive learning environment. Lecturers who are able to build a non-judgmental classroom atmosphere will encourage students to be more courageous in experimenting with language, even though they still make mistakes. Mistakes in this perspective are seen as a natural part of the learning process, not as failure.

Furthermore, the communicative approach applied also has implications for changes in power relations in the classroom. If in the traditional approach the lecturer is the only source of knowledge, then in the communicative approach, knowledge is more distributed and collaborative. Students have the space to actively contribute to the learning process, thus creating a more lively and dialogical class dynamic. This is in line with the principle of constructivism which emphasizes that knowledge is built through interaction between individuals and their environment.

In relation to classroom management, the implementation of a communicative approach at STIT Jembrana Bali is supported by flexible and adaptive learning space arrangements. Group-based seating arrangement is an important strategy to facilitate interaction between students. By sitting in small groups, students have more opportunities to communicate, discuss, and work together in completing assignments. This arrangement also reduces the dominance of lecturers as the center of attention, so that the focus of learning shifts to student activities.

b. Classroom Management and Learning Interactions.

In relation to classroom management, the implementation of a communicative approach at STIT Jembrana Bali is supported by flexible and adaptive learning space arrangements. Group-based seating arrangement is an important strategy to facilitate interaction between students. By sitting in small groups, students have more opportunities to communicate, discuss, and work together in completing assignments. This arrangement also reduces the dominance of lecturers as the center of attention, so that the focus of learning shifts to student activities.

The learning interactions that occur are not only two-way between lecturers and students, but also multi-directional between students. This pattern of interaction creates a more democratic learning ecosystem, where each individual has the opportunity to participate and contribute. Group discussions, for example, allow students to exchange ideas, provide feedback, and build mutual understanding. In this process, Arabic is not only used as an object of learning, but also as a living medium of interaction.

This pattern of multi-directional interaction can be understood through the perspective of social learning theory proposed by Vygotsky (1978), especially the concept of zone of proximal development (ZPD). According to Vygotsky, learning occurs optimally if individuals interact with others who have a higher or equivalent level of competence. In the context of group learning, students can better help friends who are still experiencing difficulties, so that a scaffolding process occurs that supports the gradual development of abilities. Thus, the classroom is not only a place for knowledge transfer, but also a space for collaboration that allows the construction of knowledge to occur collectively.

Effective classroom management in this approach also requires lecturers to have good managerial

skills. Lecturers must be able to manage time, manage group dynamics, and ensure that every student gets a fair opportunity to participate. In addition, lecturers also need to be sensitive to individual differences, both in terms of abilities, learning styles, and cultural backgrounds. In a heterogeneous classroom, a flexible and adaptive approach is key to creating inclusive learning.

Setting up a physical group-based classroom also has psychological and social implications. A learning environment that supports interaction will encourage the formation of an organic learning community. In this community, students not only learn from lecturers, but also from fellow students. The sense of community and solidarity that is built can increase motivation to learn and reduce language anxiety. This is especially important in language learning, where affective factors play a significant role.

In addition, the integration between a communicative approach and interactive classroom management also opens up opportunities for the application of various other innovative learning strategies, such as task-based learning and problem-based learning. In task-based learning, students are given tasks that demand the use of authentic language to achieve certain goals. Meanwhile, in problem-based learning, students are faced with problems that must be solved through discussion and collaboration. These two approaches strengthen the student-centered and experience-based learning orientation.

However, the implementation of a communicative and active approach cannot be separated from various challenges. One of the main challenges is the diversity of student ability levels which can affect group dynamics. Students with low abilities may feel intimidated, while students with high abilities may feel less challenged. Therefore, a differentiation strategy is needed in grouping and assigning assignments, so that each student can learn optimally according to his or her ability level.

Another challenge is the limited learning time that is often insufficient to accommodate all the communicative activities that are designed. Communicative approaches tend to take longer than traditional methods, as they involve a complex process of interaction. Therefore, lecturers need to do careful and selective planning in determining learning priorities.

On the other hand, the readiness of lecturers is also a determining factor for the success of implementation. Lecturers are required to have adequate pedagogical competence, including the ability to design communicative activities, manage interactive classes, and provide constructive feedback. Training and professional development for lecturers are very important to support this pedagogical transformation.

Overall, the implementation of the communicative and active approach in ARABIC LANGUAGE EDUCATION at STIT Jembrana Bali shows great potential in improving the quality of Arabic language learning. This approach not only improves students' language skills, but also develops cognitive, social, and affective aspects simultaneously. Through intensive and collaborative interactions, students not only learn the language, but also learn to think, communicate, and work together.

Thus, a communicative and active approach can be seen as a relevant and effective strategy in answering the challenges of learning Arabic in the contemporary era. However, its success is highly dependent on the consistency of implementation, the readiness of lecturers, and institutional support in creating a conducive learning environment. Therefore, this innovation needs to continue to be developed and evaluated on an ongoing basis in order to have an optimal impact on improving the quality of education at Islamic higher education.

Evaluation of Arabic Language Learning management

Evaluation in Arabic Language Learning at STIT Jembrana Bali is an integral component that not only functions as a measuring tool for learning outcomes, but also as a reflective mechanism to improve the quality of the learning process in an ongoing manner. In the context of pedagogical innovation, evaluation is no longer understood narrowly as an assessment of learning, but as part of the learning process itself (assessment for learning and assessment as learning). Therefore, evaluation is designed comprehensively by considering the dimensions of results and processes simultaneously, so as to provide a complete picture of the development of student competencies as well as the effectiveness of the learning strategies applied.

a. Evaluation of Learning Outcomes

The evaluation of learning outcomes at STIT Jembrana Bali is carried out through a combination of formative and summative tests that cover three main domains: cognitive, affective, and psychomotor. This approach shows the awareness that learning Arabic is not only related to the mastery of linguistic knowledge, but also involves attitudes, motivation, and practical skills in using the language. Formative tests are used to monitor student learning progress periodically, so that lecturers can immediately identify the difficulties faced and provide the necessary interventions. Meanwhile, the summative test serves to

measure the achievement of overall competencies at the end of the learning period.

Interestingly, evaluation is not limited to conventional written tests, but also includes performance assessments such as presentations, speaking practice, dialogue, and project-based assignments. This performance assessment provides a space for students to demonstrate language skills in a more authentic and communicative context. For example, in speaking practice, students are assessed based on fluency, accuracy, and the ability to convey meaning effectively. Thus, evaluation not only measures "what students know", but also "what can be done" with that knowledge.

The results of the evaluation showed a significant increase in the aspects of text comprehension (qira'ah) and the courage to speak (kalam). The improvement in the qira'ah aspect indicated that students began to be able to understand the text more holistically, no longer trapped in word-for-word translation. Meanwhile, the increase in speaking courage showed a shift in the affective aspect, especially in terms of confidence and the reduction of language anxiety. This is an important indicator that a communicative and active learning approach has a positive impact not only on the cognitive aspect, but also on the psychological dimension of students.

This applied multi-aspect evaluation is in line with the revised Bloom taxonomic framework by Anderson and Krathwohl (2001), which classifies learning objectives into knowledge dimensions (factual, conceptual, procedural, and metacognitive) as well as cognitive processes (remembering, understanding, applying, analyzing, evaluating, and creating). In the context of arabic language education, the ability to understand texts can be associated with the process of understanding and analyzing, while speaking skills reflect the process of applying and creating. Thus, the evaluation carried out not only measures lower-order thinking skills, but also higher-order thinking skills.

Furthermore, the use of performance assessments can also be understood as a form of authentic assessment, which assesses students' abilities in situations that resemble real conditions. In language learning, authentic assessments are considered more valid because language is essentially a means of communication used in a social context. Written tests may be able to measure knowledge of language, but they do not necessarily reflect the ability to use language in real terms. Therefore, the integration between written tests and performance assessments is an effective strategy to obtain a more comprehensive picture of student competencies.

However, the implementation of performance-based evaluations also faces challenges, especially in terms of objectivity and consistency of assessment. Lecturers need to have a clear and standardized assessment rubric to ensure that assessments are conducted fairly and transparently. In addition, the performance assessment process tends to take longer than written tests, so it requires careful planning in its management.

b. Evaluation of the Learning Process

In addition to the evaluation of learning outcomes, the evaluation of the learning process is also an important aspect in ensuring the success of arabic language education innovation at STIT Jembrana Bali. Process evaluation is carried out through various mechanisms, such as lecturer reflection, student feedback, and direct observation during learning activities. This approach shows that the quality of learning is not only determined by the final result, but also by how the process is carried out.

Lecturer reflection is one of the main instruments in process evaluation. Through reflection, lecturers can reassess the effectiveness of strategies, methods, and media used, as well as identify strengths and weaknesses in learning practices. This reflection can be done individually or collectively, for example through discussions with fellow lecturers. This practice is in line with the concepts put forward by Schön (1983) about reflection-in-action and reflection-on-action. Reflection-in-action occurs when lecturers make direct adjustments in learning, for example by changing strategies when they see that students do not understand the material. Meanwhile, reflection-on-action is carried out after learning is over, as a form of retrospective evaluation for future improvement.

Student feedback is also an invaluable source of data in process evaluation. As the main subject in learning, students have a unique perspective in their learning experience. Through questionnaires, open discussions, or interviews, students can express their opinions on learning methods, the level of difficulty of the material, and the effectiveness of classroom interactions. The use of this feedback reflects a participatory and democratic approach to education, where student voices are valued as part of the decision-making process.

The results of the process evaluation showed that the innovative approach applied was able to significantly increase student involvement. Students became more active in discussing, asking questions,

and participating in class activities. However, the evaluation also revealed several aspects that still need to be strengthened, especially in the use of digital media and the management of learning time. The use of digital technology, although it has begun to be implemented, is not yet fully optimal in supporting the learning process. This can be due to limited infrastructure, the digital competence of lecturers, or the lack of systematic integration in learning design.

Time management is also a challenge in itself, especially in learning based on communicative activities. Activities such as group discussions, role plays, and presentations take a relatively longer time, so it is often difficult to cover all the planned material. Therefore, lecturers need to have good time management skills, and be able to determine learning priorities effectively.

Overall, the evaluation of the learning process at STIT Jembrana Bali shows a commitment to improving the quality of learning in a sustainable manner. The reflective approach applied allows lecturers to continue to learn from experience and make iterative improvements. In the long run, this practice can form an adaptive and innovative academic culture, where learning is not static, but continues to evolve with the needs and challenges of the times.

Thus, the integration between outcome evaluation and process evaluation is key in ensuring the success of arabic language education innovation. Outcome evaluation provides an overview of student competency achievements, while process evaluation provides insight into how learning can be improved. Both complement each other and become the basis for evidence-based decision making in the development of Arabic language learning within islamic higher education.

Discussion

Management of Arabic Language Learning

The findings of this study indicate that the Arabic language learning management at STIT Jembrana Bali is highly consistent with recent studies emphasizing the importance of needs analysis as the foundation of effective language learning design. The results revealed that identifying students' initial competencies, educational backgrounds, and learning motivations enabled lecturers to develop adaptive and differentiated learning strategies. This finding aligns with Ojong, A. S. (2023), who argued that comprehensive needs assessment significantly enhances the effectiveness of foreign language instruction by allowing educators to tailor learning experiences to students' diverse profiles. Similarly, Subandiyah et al, (2025) found that differentiated instruction based on learner readiness and background contributes positively to language achievement and engagement. However, the present study differs from previous research in that it integrates academic, religious, and professional needs simultaneously within the framework of Arabic language education. Theoretically, this finding reinforces learner-centered and needs-based learning theories, which position students' characteristics as the primary determinant of instructional design. Practically, it suggests that Islamic higher education institutions should systematically conduct needs analyses before designing curricula and instructional interventions to ensure greater relevance and inclusivity.

The formulation of learning objectives at STIT Jembrana Bali also demonstrates strong alignment with contemporary communicative language teaching principles. The study found that learning objectives were oriented not only toward grammatical competence but also toward spontaneous speaking ability, meaningful text comprehension, and basic semantic analysis. These findings are consistent that communicative-oriented objectives significantly improve learners' ability to use language authentically in real-life contexts. And also that communicative learning objectives facilitate the development of linguistic, sociolinguistic, and discourse competencies more effectively than traditional grammar-focused approaches. Nevertheless, a distinctive feature of the present study is its integration of communicative competence with the ability to interpret Islamic classical texts (turāth), thereby combining language proficiency with Islamic scholarly literacy. From a theoretical perspective, this finding extends communicative language teaching theory by incorporating religious-text literacy as an essential component of Arabic language competence in Islamic higher education. Practically, it highlights the need for curriculum developers to balance communicative skills with analytical competencies that enable students to engage critically with Islamic intellectual traditions.

The implementation stage revealed that communicative and active learning approaches, including cooperative learning, role play, group discussions, and project-based learning, significantly enhanced student participation and engagement. This finding supports the results of Rezai et al (2025), who found that active learning environments promote learner autonomy, reduce language anxiety, and increase willingness to communicate in second-language classrooms. Furthermore, the findings are consistent with research by Rosikh (2026), which demonstrated that collaborative and interaction-based learning environments positively influence students' linguistic development and classroom engagement. However, the current study differs from previous research

through its integration of digital technologies with Islamic classical texts within a hybrid learning framework. This combination preserves the intellectual heritage of Islamic scholarship while simultaneously responding to the demands of educational digitalization. Theoretically, these findings strengthen the social constructivist perspective, which views knowledge construction as a collaborative process occurring through interaction and meaningful experiences. Practically, they suggest that Arabic language instructors should develop hybrid learning environments that combine digital innovation with culturally and religiously relevant learning resources to foster deeper engagement and learning outcomes.

The evaluation process implemented at STIT Jembrana Bali reflects contemporary trends in authentic and formative assessment practices. The use of formative and summative assessments, performance-based evaluation, lecturer reflection, and student feedback corresponds with the findings of Samsudin et al. (2025), who emphasized that assessment should function not only as a measure of learning outcomes but also as a mechanism for continuous learning improvement. Similarly, Villagrán et al. (2024) found that reflective and feedback-oriented assessment practices enhance students' self-regulated learning and academic performance. While previous studies generally focused on assessment effectiveness, the present study highlights evaluation as a strategic instrument for sustaining pedagogical innovation through continuous reflection and improvement. Theoretically, this finding supports the concepts of Assessment for Learning and Assessment as Learning, which position assessment as an integral part of the learning process rather than merely an outcome measurement tool. Practically, it implies that Islamic higher education institutions should develop comprehensive evaluation systems that integrate cognitive, affective, and performance dimensions while utilizing digital technologies to provide timely and constructive feedback for both students and lecturers.

Arabic Learning Management on the Relevance of Islamic Education Quality

Integratively, the three dimensions of Arabic language learning management innovation at STIT Jembrana Bali planning, implementation, and evaluation form a coherent and mutually reinforcing educational ecosystem. Planning based on comprehensive needs analysis enables the development of adaptive learning designs that accommodate student heterogeneity and provide equitable learning opportunities. This finding is consistent with contemporary learner-centered educational theories, which emphasize that instructional effectiveness depends on the alignment between learners' needs, instructional objectives, and pedagogical strategies (Alshumaimeri & Alhumud, 2023). The planning process is subsequently translated into the implementation of communicative and participatory learning approaches, where students are positioned not merely as recipients of knowledge but as active participants in constructing meaning through interaction and collaboration. Furthermore, holistic evaluation practices that encompass both learning outcomes and learning processes provide continuous feedback for lecturers and institutions to refine instructional practices. Such a cyclical process reflects the principle of continuous improvement in educational management, whereby planning, implementation, and evaluation function as interconnected components that collectively enhance learning quality (Busnawir et al., 2025). Therefore, Arabic language education management innovation at STIT Jembrana Bali can be understood as a systemic rather than a partial innovation because each dimension contributes to a sustainable cycle of educational development.

The relevance of this innovation to the improvement of Islamic education quality can be analyzed from at least two interconnected dimensions: competence and character development. From the competence perspective, Arabic language mastery serves as a strategic gateway to accessing primary Islamic sources, including both classical Islamic literature (turāth) and contemporary scholarly works. This finding supports the educational philosophy of Syed Muhammad Naquib al-Attas (1991), who emphasized that the ultimate goal of Islamic education is the development of an educated individual capable of understanding and internalizing the Islamic intellectual tradition. In this context, Arabic proficiency functions not merely as a linguistic skill but also as an epistemological instrument that enables students to engage directly with authoritative Islamic texts without excessive dependence on translations. Recent studies similarly demonstrate that Arabic language competence significantly enhances students' academic literacy and their capacity to critically engage with Islamic knowledge traditions (AL Wossabi, 2024). Consequently, Arabic language learning contributes directly to strengthening the intellectual foundation of Islamic higher education.

Beyond cognitive and linguistic competence, the innovation also contributes substantially to character formation. The communicative and collaborative learning environment developed at STIT Jembrana Bali inherently promotes Islamic values such as cooperation (ta'āwun), mutual respect (tasāmuḥ), responsibility (amānah), and empathy. These values are not transmitted solely through theoretical instruction but are internalized through authentic learning experiences, including group discussions, cooperative learning activities, presentations, and project-based assignments. This finding is consistent with social constructivist perspectives, which argue that

values and knowledge are developed through meaningful social interaction and collaborative engagement (Vygotsky, 1978). Furthermore, recent educational research has highlighted that active learning environments contribute not only to academic achievement but also to the development of social responsibility, communication skills, and ethical awareness among students. Therefore, Arabic language learning innovation at STIT Jembrana Bali serves as an effective medium for integrating intellectual development with character education, which remains a central objective of Islamic higher education.

Another significant contribution of this innovation emerges from the unique sociocultural context of STIT Jembrana Bali as an Islamic higher education institution situated within a Muslim-minority environment. The multicultural and pluralistic setting provides students with opportunities to develop intercultural competence alongside linguistic competence. Learning Arabic in such a diverse environment encourages students to cultivate sensitivity toward cultural, religious, and ideological differences while maintaining their Islamic identity. This finding corresponds with contemporary perspectives on intercultural education, which emphasize the importance of developing global citizenship, tolerance, and adaptability in increasingly interconnected societies (Ningsih & Zalisman, 2024). Unlike many studies that focus primarily on linguistic outcomes, the present study demonstrates that Arabic language education can simultaneously foster intercultural understanding and social cohesion. Consequently, the innovation of Arabic language learning management at STIT Jembrana Bali contributes not only to academic excellence but also to the formation of graduates who possess balanced intellectual capacity, strong moral character, and intercultural competence necessary for navigating the challenges of globalization and contemporary society.

Congclusions

This study concludes that arabic language education management at STIT Jembrana Bali has been carried out systematically and planned in three main dimensions. First, innovation planning based on comprehensive needs analysis, formulation of communicative goals, and the selection of student-centered methods that integrate digital technology with classical textual approaches. Second, the implementation of innovation has succeeded in increasing student participation and involvement through the application of a communicative approach, although there are still passive student groups and require additional assistance. Third, evaluation is carried out holistically covering cognitive, affective, and psychomotor aspects, with a mechanism of lecturer reflection and student feedback that is a motor for continuous improvement.

The theoretical implications of this study strengthen the argument that effective arabic language education innovation cannot be separated from systemic and sustainable learning management. In practical terms, this study recommends: (1) strengthening the capacity of lecturers in the use of digital media for Arabic language learning; (2) the development of more standardized process evaluation instruments; and (3) the design of differentiated learning programs that accommodate the diversity of students' initial abilities.

This study has limitations in the scope of a single institution, so the generalization of the findings needs to be done carefully. Follow-up research with a multi-institution comparative method or mixed methods approach is recommended to strengthen the generalizability of the findings.

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