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Arabic Language Learning Management Practices in a Non-Formal Course Institution: Evidence from At-Tasnim, Indonesia

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Abstract

This study examines Arabic language learning practices in a non-formal course institution through an institutional case study approach. Employing a qualitative design, the research focuses on how Arabic language learning is planned, organized, implemented, and evaluated in Lembaga Kursus Bahasa Arab (LKBA) At-Tasnim, Yogyakarta, Indonesia. Data were collected through semi-structured interviews with a key institutional actor and supported by document analysis. The findings reveal that Arabic language learning is managed as a structured and progressive process, characterized by an internally designed curriculum, a tiered learning system, flexible yet controlled implementation, and a staged evaluation mechanism oriented toward mastery of language competencies. The study also shows that institutional factors, such as organizational vision, leadership, and the integration of linguistic and religious orientations, play a central role in shaping learning practices. This research contributes to the field of Arabic language education by highlighting how non-formal institutions can organize Arabic language learning in a systematic and meaningful manner beyond formal education settings.

Keywords: *language learning, non-formal education, learning management, language course institution, institutional case study*

Abstrak

Penelitian ini mengkaji praktik pembelajaran bahasa Arab di lembaga kursus non-formal melalui pendekatan studi kasus institusional. Dengan menggunakan desain kualitatif, penelitian ini memfokuskan pada bagaimana pembelajaran bahasa Arab direncanakan, diorganisasikan, dilaksanakan, dan dievaluasi di Lembaga Kursus Bahasa Arab (LKBA) At-Tasnim Yogyakarta, Indonesia. Data dikumpulkan melalui wawancara semi-terstruktur dengan informan kunci dan didukung oleh studi dokumentasi. Hasil penelitian menunjukkan bahwa pembelajaran bahasa Arab dikelola sebagai proses yang terstruktur dan berjenjang, ditandai oleh kurikulum mandiri, sistem level pembelajaran, pelaksanaan yang fleksibel namun terkontrol, serta evaluasi berjenjang yang berorientasi pada penguasaan kompetensi kebahasaan. Selain itu, praktik pembelajaran dibentuk oleh faktor-faktor institusional, seperti visi lembaga, kepemimpinan pengelola, dan integrasi orientasi kebahasaan serta keagamaan. Penelitian ini memberikan kontribusi pada kajian pembelajaran bahasa Arab dengan menunjukkan peran strategis lembaga non-formal dalam penyelenggaraan pembelajaran bahasa Arab yang sistematis dan bermakna.

Kata Kunci: *pembelajaran bahasa Arab, pendidikan non-formal, manajemen pembelajaran, lembaga kursus bahasa, studi kasus institusional*

Introduction

The provision of Arabic language learning in Indonesia is not confined to the formal education sector but has also developed significantly within the domain of non-formal education, particularly through language course institutions.¹ Non-formal education institutions differ fundamentally from schools and madrasahs in terms of curriculum flexibility, organizational structure, and instructional approaches.² In this context, the success of Arabic language learning is largely determined by how the learning process is systematically planned, organized, implemented, and sustained in accordance with learners' characteristics and the institutional context.

¹ Faizin, Khoiril, and Ismail Ismail. "HISTORY OF ARABIC CURRICULUM DEVELOPMENT IN INDONESIA." *Lahjah Arabiyah: Jurnal Bahasa Arab Dan Pendidikan Bahasa Arab* 4, no. 2 (July 2023): 103–17. <https://doi.org/10.35316/lahjah.v4i2.103-117>.

² Afrianingsih, Baiq Intan, Naifah, Nur Laila Azizah, Siti Sanah, and Muhammad Athif Audl Ramadhan. "Characteristics of Arabic Language Learning in Indonesia Era 4.0." *Mantiqut Tayr: Journal of Arabic Language* 5, no. 1 (January 2025): 1–23. <https://doi.org/10.25217/mantiqutayr.v5i1.5098>.

To date, studies on learning management in Arabic language education have been predominantly concentrated on formal educational institutions, such as schools, madrasahs, and higher education institutions.³ These studies generally situate learning management within standardized educational systems, encompassing curriculum design, organizational structures, and established evaluation mechanisms. Research attention has frequently focused on how teachers plan instruction based on national or institutional curricula, how learning activities are implemented within formal classroom settings, and how learning outcomes are assessed using predetermined evaluation instruments. Within this framework, learning management is commonly understood as the implementation of top-down policies and regulations,⁴ resulting in relatively limited institutional autonomy and decision-making flexibility.

In contrast to formal education settings, Arabic language course institutions as part of non-formal education operate within a more flexible and autonomous framework. Such institutions are not directly bound by standardized national curricula; instead, they possess the authority to design their own curricula, select instructional materials, establish level-based learning systems, and develop evaluation models in line with their institutional vision and learners' needs.⁵ However, it is precisely this flexibility that has caused learning management practices in non-formal language courses to receive limited scholarly attention. Existing studies tend to focus primarily on program descriptions or teaching methods, without sufficiently examining how learning planning, resource organization, instructional implementation, and evaluation are institutionally managed as an integrated learning management system.

³ Haris, Abdul, MD. Qutbuddin, and Ahmad Fatoni. "Teachers' Trends in Teaching Arabic in Elementary Schools." *Izdihar: Journal of Arabic Language Teaching, Linguistics, and Literature* 4, no. 2 (August 2021): 195–210. <https://doi.org/10.22219/jiz.v4i2.16875>.

⁴ Ghilani, Kaoutar. "Arabic Language Teaching as a Battleground: Colonial and Nationalist Myths and Discourses on Arabic in Morocco." In *Colonial Vocabularies*, 207–38. London: Routledge, 2025. https://doi.org/10.5117/9789048560394_ch09.

⁵ Andrian, Riko, and Widiya Yul. "Arabic Teaching Efficacy Model (ATEM): A Language Teaching Model Design." *International Journal of Arabic-English Studies* 23, no. 2 (June 2023): 269–384. <https://doi.org/10.33806/ijaes.v23i2.468>.

Nevertheless, Arabic language course institutions occupy a strategic position as alternative learning spaces that bridge societal needs for Arabic language proficiency beyond the formal education pathway. These institutions serve learners from diverse backgrounds in terms of age, educational experience, and learning objectives, thereby necessitating learning management practices that are adaptive, contextual, and oriented toward program sustainability.⁶ Accordingly, research that specifically investigates how Arabic language course institutions independently manage learning processes is essential for enriching the body of scholarship on Arabic language education within the context of non-formal education.

Recent studies indicate that non-formal education plays a strategic role in addressing learning needs that are not fully accommodated by formal education systems. Almeida (2025) emphasizes that non-formal education has emerged as a response to social challenges, community needs, and increasingly complex demands for learning flexibility.⁷ Within this framework, non-formal institutions function not merely as supplements to formal education but also as alternative spaces that enable institutions to design curricula, instructional methods, and evaluation systems in more contextualized ways. Similarly, Souto-Otero (2021) highlights the importance of validating non-formal and informal learning, particularly with regard to the legitimacy of learning outcomes, certification processes, and institutional recognition. This study underscores that non-formal learning practices require structured management systems to ensure that learners' achievements are recognized both socially and administratively.⁸ These findings suggest that learning management practices, including program planning, resource organization, evaluation, and certification, constitute key elements in ensuring the sustainability and credibility of non-formal education institutions.

⁶ Arifin, Zamri, Nur Khadijah Abu Bakar, Zaharom Ridzwan, and Ezad Azraai Jamsari. "Language Learning Strategies of Non-Muslim Students Applied to Arabic Language Course Inside and Outside the Classroom." *Ijaz Arabi Journal of Arabic Learning* 4, no. 1 (December 2020). <https://doi.org/10.18860/ijazarabi.v4i1.9995>.

⁷ Almeida, Fernando, and José Morais. "Non-Formal Education as a Response to Social Problems in Developing Countries." *E-Learning and Digital Media* 22, no. 2 (March 2025): 122–38. <https://doi.org/10.1177/20427530241231843>.

⁸ Souto-Otero, Manuel. "Validation of Non-formal and Informal Learning in Formal Education: Covert and Overt." *European Journal of Education* 56, no. 3 (September 2021): 365–79. <https://doi.org/10.1111/ejed.12464>.

On the other hand, studies on leadership and learning management emphasize the role of institutional actors in directing and coordinating learning processes. Through a systematic review, Schott, van Roekel, and Tummers (2020) demonstrate that educational leadership contributes significantly to shaping learning practices through strategic decision-making, human resource management, and the cultivation of sustainable learning cultures.⁹ This perspective is further elaborated by Veletić et al. (2021), who develop a clustered construct of instructional leadership encompassing dimensions of instructional planning, support for instructional implementation, as well as monitoring and evaluation of instructional processes.¹⁰ In the context of language learning, Li et al. (2020) add that sustainable language curriculum development requires coherence among learning philosophy, program objectives, material design, implementation, and evaluation.¹¹ Although these studies originate from diverse contexts, collectively they provide a conceptual foundation for understanding learning management practices in non-formal institutions as complex institutional processes shaped by leadership, curriculum design, and deliberately constructed evaluation mechanisms. Nevertheless, despite offering important conceptual insights, these studies have not fully addressed how learning management practices are enacted in concrete terms within non-formal institutional settings.

A growing body of prior research indicates that non-formal education, including language course institutions, plays a strategic role in providing alternative learning spaces that are more flexible and contextualized than formal education. These studies highlight the importance of legitimacy and recognition of non-formal learning through validation mechanisms, institutional management, and the interrelationship between leadership and learning practices. At the same

⁹ Schott, Carina, Henrico van Roekel, and Lars G. Tummers. "Teacher Leadership: A Systematic Review, Methodological Quality Assessment and Conceptual Framework." *Educational Research Review* 31 (November 2020): 100352. <https://doi.org/10.1016/j.edurev.2020.100352>.

¹⁰ Veletić, Jelena, and Rolf Vegar Olsen. "Developing a Shared Cluster Construct of Instructional Leadership in TALIS." *Studies in Educational Evaluation* 68 (March 2021): 100942. <https://doi.org/10.1016/j.stueduc.2020.100942>.

¹¹ Li, Lingli, Fuquan Huang, Siyu Chen, Leiqiong Pan, Wenjie Zeng, and Xiaoqi Wu. "Exploring the Curriculum Development in Content and Language Integrated Learning: A Systematic Review." *International Journal of Evaluation and Research in Education (IJERE)* 9, no. 4 (December 2020): 1102. <https://doi.org/10.11591/ijere.v9i4.20705>.

time, research on leadership and learning management underscores that learning practices cannot be separated from institutional decisions involving program planning, human resource organization, and learning quality control. However, most of these studies remain largely conceptual or are grounded in formal education contexts, and therefore do not sufficiently capture how learning management practices are concretely implemented in non-formal Arabic language course institutions that operate with a high degree of institutional autonomy.

Building on this synthesis, a clear research gap can be identified in the limited number of empirical studies that specifically examine Arabic language learning management practices in non-formal course institutions, particularly those that foreground the institutional processes underlying learning design, resource organization, instructional implementation, and evaluation. Existing research generally stops at program descriptions or teaching methods, without sufficiently interrogating the managerial rationales that underpin learning-related decision-making at the institutional level. Moreover, studies on Arabic language learning in Indonesia have predominantly focused on school and madrasah contexts, resulting in a relative lack of academic attention to learning management practices in language course institutions as part of non-formal education.

In response to this gap, the present study focuses on Arabic language learning management practices at the Arabic Language Course Institute (Lembaga Kursus Bahasa Arab/LKBA) At-Tasnim in Yogyakarta, Indonesia, employing an institutional case study approach. Rather than evaluating learning effectiveness or measuring learners' achievement outcomes, this study aims to describe and analyze in depth how Arabic language learning is managed within a non-formal institution that possesses autonomy in curriculum design, resource organization, tiered instructional implementation, and the independent development of evaluation and certification systems. The novelty of this study lies in its effort to provide empirical evidence on Arabic language learning management practices in non-formal course institutions from an institutional perspective, thereby enriching scholarly discourse on Arabic language learning management that has thus far been dominated by formal education contexts.

Using a qualitative approach through an institutional case study, this research seeks to present an empirical account of Arabic language learning management practices in non-formal education settings. Specifically, the study addresses the following research questions: (1)

How are Arabic language learning management practices implemented in non-formal course institutions? and (2) What institutional factors shape and influence Arabic language learning management practices within these institutions? By elucidating these practices, the study is expected to contribute conceptually by offering a more contextualized understanding of Arabic language learning management in non-formal course institutions, as well as practically by informing non-formal education providers in designing and developing learning systems that align with learners' needs and institutional characteristics.

Method

This study employed a qualitative approach with an institutional case study design to gain an in-depth understanding of Arabic language learning management practices within a non-formal education context.¹² A qualitative approach was selected because the study was not intended to measure learning effectiveness or outcomes quantitatively, but rather to explore and analyze the practices, processes, and institutional rationales underlying the management of Arabic language learning in a course institution. The institutional case study design positioned the institution as the primary unit of analysis, thereby enabling a contextual and holistic examination of learning management practices.

The research was conducted at the Arabic Language Course Institute (Lembaga Kursus Bahasa Arab/LKBA) At-Tasnim, located in Yogyakarta, Indonesia. This institution was purposively selected due to its characteristics as a non-formal Arabic language course that has operated sustainably over a relatively long period and has implemented a tiered learning system, an independently designed curriculum, and internal evaluation and certification mechanisms. The research participants were selected using purposive sampling, focusing on a key informant who holds a central role in learning planning, management, and decision-making within the institution. To maintain research ethics, the informant's identity is not disclosed; however, the informant represents an institutional actor directly involved in the management of Arabic language learning.

Data were collected through semi-structured interviews and document analysis. Semi-structured interviews were conducted to elicit

¹² Yin, R. K. *Case Study Research and Applications: Design and Methods (6th Ed.)*. SAGE Publications, 2018.

detailed information regarding learning management practices, including learning planning, resource organization, tiered instructional implementation, and the evaluation and certification systems applied by the institution. This interview approach enabled the researcher to obtain rich, in-depth data while allowing the informant to articulate practices and institutional considerations reflectively. In addition, document analysis was undertaken on relevant supporting documents, such as learning program descriptions, organizational structures, internal curricula, and administrative records related to the implementation of learning activities.

Data analysis was conducted thematically through several stages. First, interview and documentary data were transcribed and repeatedly reviewed to achieve a comprehensive understanding of the dataset. Second, initial coding was performed by identifying meaningful units related to learning management practices. Third, the codes were grouped into themes representing key managerial practices, including learning planning, resource organization, instructional implementation, and learning evaluation. This analytical process was carried out iteratively, with continuous comparison across themes to ensure internal consistency and alignment with the research focus.

To ensure data trustworthiness, this study employed several strategies, including data source triangulation through comparison of interview findings with institutional documents, as well as consistency checks against the institution's operational context. Furthermore, transparency was maintained by systematically documenting the stages of data collection and analysis. Through these measures, the findings are expected to represent Arabic language learning management practices in a contextualized manner and to be academically accountable.

Results and Discussion

This section presents the research findings on Arabic language learning practices in a non-formal course institution from an institutional perspective. To enhance readability and provide a comprehensive overview, the findings are first summarized in a table that maps the main aspects of learning management; namely planning, organization, implementation, and evaluation; along with the practices applied and their functions for Arabic language learning. This concise presentation is intended as an initial framework prior to the more in-

depth analytical discussion of each aspect in the subsequent subsections.

Table 1. Summary of Arabic Language Learning Management Practices at LKBA At-Tasnim

Management Aspect	Practices at LKBA At-Tasnim	Functions for Arabic Language Learning
Planning	Independently designed curriculum, level system (Levels 1–3), <i>takhassus</i> program	Structuring the progressive and sustainable development of linguistic competence
Organization	Central role of the administrator, internal mentors, administrative support	Ensuring consistency of Arabic language learning across classes and levels
Implementation	Face-to-face, flexible, and tiered instruction	Aligning learning processes with learners' backgrounds and needs
Evaluation	Level-based examinations, unlimited retake policy, internal certification	Controlling learning quality and ensuring the attainment of Arabic language competence

Arabic Language Learning Planning

The table above indicates that Arabic language learning planning at the Arabic Language Course Institute (LKBA) At-Tasnim is not formulated in response to formal curriculum requirements, but rather originates from the institutional vision articulated by the institution's management. This vision is rooted in the founder's personal experiences and an orientation toward disseminating Arabic language learning within the wider community, serving as a bridge between formal education and broader societal needs. In this context, learning planning is not understood merely as an administrative process, but as a strategic managerial practice that determines the direction, structure, and boundaries of the learning programs offered by the institution.

Learning planning at LKBA At-Tasnim is characterized by a high degree of institutional autonomy, particularly in curriculum formulation and the selection of instructional materials. The institution deliberately refrains from adopting national curricula or those of formal educational institutions; instead, it develops an internal curriculum based on continuous evaluation of prior learning experiences. Interview

data reveal that decisions to replace and select instructional materials; from *Al-'Arabiyyah li al-Nāsyi'īn*, to *Durūs al-Lughah*, and ultimately *Bayna Yadayk*; were the result of institutional reflection on the suitability of materials to learners' abilities and characteristics. This indicates that curriculum planning is conducted through mechanisms of trial, evaluation, and adjustment, rather than through the early adoption of a single standardized model.



Figure 1. Tiered Arabic language learning pathway at LKBA At-Tasnim

Furthermore, learning planning at LKBA At-Tasnim does not focus solely on material selection, but also on the structuring of a tiered learning system, as illustrated in Figure 1. This structure begins with Levels 1 through 3 as the core stages designed to progressively develop learners' linguistic competence, from basic proficiency to the intermediate level, prior to completion of the main program. Upon completing these levels, learners are directed to the advanced (*takhassus*) program, which functions as a stage of specialization focused on strengthening the ability to comprehend religious texts and enhancing Arabic language literacy. This tiered pathway, culminating in certification, serves as a managerial instrument to monitor learners' learning progress while maintaining consistent learning standards across levels. Accordingly, learning planning at LKBA At-Tasnim encompasses the design of a structured and systematically monitored learning trajectory, rather than merely the formulation of learning objectives.

Another important aspect of learning planning is the integration of pedagogical objectives and institutional goals, as reflected in the functional differentiation across learning levels within this pathway. The basic to intermediate levels are designed pedagogically to build foundational Arabic language competence, whereas the *takhassus* program is specifically structured to realize the institution's vision of strengthening religious understanding, particularly of the Qur'an. This integration demonstrates that decisions regarding level structure and advanced programs are not merely technical in nature, but constitute

institutional strategies that align Arabic language learning outcomes with the institution's value orientation and identity.

Organization of Learning Resources

The organization of Arabic language learning at LKBA At-Tasnim indicates that learning management practices are not solely grounded in curriculum planning, but also in the structuring of roles and responsibilities among institutional actors directly involved in the implementation of learning activities. The research data show that the organizational structure at this institution is developed in a simple yet functional manner, with a clear division of key roles among institutional managers, mentors, and administrative staff. Rather than being designed as a complex formal bureaucracy, this structure functions as a coordination mechanism that enables effective decision-making and instructional implementation.



Figure 2. Functional relationships in learning organization

As illustrated in Figure 2, the organization of Arabic language learning at LKBA At-Tasnim is arranged through linear and interconnected functional relationships among institutional managers, mentors, the learning process, and administrative elements. Institutional managers occupy the initial position within this organizational flow, assuming primary responsibility for formulating curriculum direction, establishing learning standards, and exercising institutional control over the quality of Arabic language learning. Decisions made at the managerial level serve as the main reference for mentors in implementing classroom instruction.

Mentors function as the direct link between institutional policies and Arabic language learning practices. Within this organizational flow, mentors are responsible for translating the standards and curriculum established by institutional managers into instructional practices and assessments of learners' linguistic competence. The organization of mentors through internal recruitment, based on alumni

background and internal certification, demonstrates the institution's emphasis on alignment between pedagogical competence, institutional values, and the standards of Arabic language learning it has developed.

The Arabic language learning process itself constitutes the core of this functional relationship, where pedagogical interaction between mentors and learners takes place in accordance with the predetermined levels and learning structure. Administrative elements play a supporting role by managing the technical aspects of learning, including class scheduling, grouping learners by proficiency level, and recording evaluation results and certification. This administrative support ensures that Arabic language learning can proceed in an orderly and sustainable manner. Accordingly, as represented in Figure 2, the organization of learning at LKBA At-Tasnim is not merely hierarchical, but rather forms a functional workflow that ensures coherence among policy formulation, instructional implementation, and operational support for Arabic language learning.

Implementation of Learning within a Tiered System

The implementation of Arabic language learning at LKBA At-Tasnim is carried out as a direct continuation of the planning and organizational arrangements established at the institutional level. The data indicate that instruction is conducted through face-to-face sessions within a tiered class system aligned with learners' levels of Arabic language proficiency. Learners are not assigned to classes randomly, but are placed according to predefined levels, such that classroom instruction reflects managerial decisions regarding learning structure and the targeted progression of Arabic language competence.

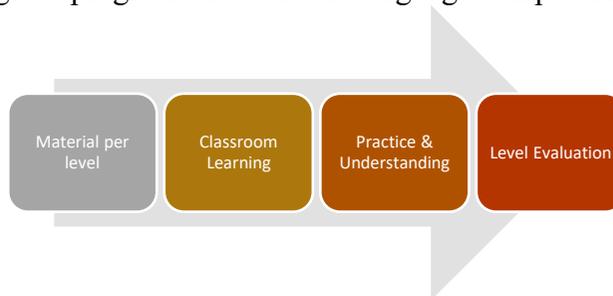


Figure 3. The instructional flow of Arabic language learning

As shown in Figure 3, the implementation of Arabic language learning at LKBA At-Tasnim follows a structured pedagogical flow, beginning with the presentation of level-appropriate materials, followed by classroom instruction, practice activities and deepening of

understanding, and culminating in evaluation at each level. In classroom practice, Arabic language learning is oriented toward the development of integrated linguistic competence, encompassing vocabulary acquisition, grammatical structures, and the ability to comprehend texts. The alignment of instructional materials with learning levels provides mentors with clear guidance in determining the scope and depth of instruction, ensuring that teaching is not improvisational but embedded within a pedagogical framework governed by the curriculum and instructional materials established by the institution. Consequently, mentors' instructional autonomy remains bounded by institutional standards that ensure consistency of learning across classes and levels.

The implementation of Arabic language learning is also characterized by operational flexibility, a hallmark of non-formal education. The institution retains the flexibility to adjust learning schedules and instructional intensity in response to learners' conditions, without being constrained by rigid formal education time regulations. Nevertheless, this flexibility does not diminish institutional control over instructional substance, as the learning flow—from level-based materials to evaluation—remains consistently maintained, as depicted in Figure 3. Such flexibility enables the continuity of Arabic language learning despite fluctuations in learner numbers or external conditions.

Another important aspect of Arabic language learning implementation is its alignment with the institution's goals. Instruction at the basic to intermediate levels focuses on strengthening learners' linguistic foundations through structured material mastery and tiered practice, whereas instruction in the advanced (*takhasus*) program is directed toward deepening learners' ability to comprehend religious texts. This differentiation of focus across levels indicates that the instructional flow is consciously aligned with the specific learning objectives of each level, such that classroom activities not only address pedagogical needs but also reflect the institution's vision in developing Arabic language literacy.

Evaluation and Certification

Evaluation of Arabic language learning at LKBA At-Tasnim is positioned as an integral component of learning management practices, rather than merely as a final stage for assessing learners' achievement. The research data indicate that evaluation is designed as an institutional mechanism for controlling the quality of Arabic language learning in a tiered manner, aligned with the established level structure and

curriculum. Accordingly, evaluation does not stand apart from learning planning and implementation, but serves as a connecting instrument that ensures continuity among learning objectives, classroom practices, and the standards of Arabic language competence pursued by the institution.



Figure 4. The evaluation pathway of Arabic language learning

As illustrated in Figure 4, evaluation of Arabic language learning at LKBA At-Tasnim is conducted through a tiered flow that begins with evaluation at each level, followed by assessment of linguistic competence mastery, determination of level completion, and the awarding of certification. Evaluation at each level is based on internal standards established by the institution and does not solely assess theoretical knowledge, but is directed toward learners' ability to understand and use Arabic in accordance with the target competencies of each level. This flow demonstrates that evaluation functions as a mechanism for mapping learners' Arabic language competence as well as an instrument for maintaining consistency in learning quality across classes and mentors within a flexible non-formal education context.

The policy of unlimited retakes is situated within this evaluation flow as part of a competence-development process rather than as a barrier to progression. This policy underscores the formative orientation of evaluation, whereby learners are given opportunities to improve their mastery of Arabic language competencies until they meet the established standards before being declared to have completed a given level. From a managerial perspective, this mechanism functions as a quality control strategy that maintains competency standards without compromising learners' access to and continuity of the learning process.

At the final stage, completion based on demonstrated Arabic language competence serves as the basis for awarding certification as a form of institutional recognition of learners' achievements. The linkage between internal evaluation and certification indicates that evaluation functions not only as an academic assessment tool, but also as an instrument for legitimizing Arabic language learning outcomes. In a

broader context, such certification strengthens the position of non-formal Arabic language learning within frameworks of institutional recognition, thereby conferring credibility on learners' achievements both at the institutional level and within wider social contexts.

Discussion

The findings of this study indicate that Arabic language learning in non-formal course institutions is managed as a structured and sustainable process, despite operating outside the formal education system. In the context of LKBA At-Tasnim, Arabic language learning is not positioned as an incidental language teaching activity, but rather as a deliberately designed sequence of learning processes aimed at gradually developing learners' linguistic competence. This is evident in the existence of a tiered learning pathway, continuity of instructional materials across levels, and a clear linkage between foundational learning and advanced programs. Accordingly, Arabic language learning in this non-formal institution exhibits systematic characteristics commonly associated with formal education, while being implemented through more flexible mechanisms.

From the perspective of Arabic language learning, the planning and tiered structure of instruction have direct implications for the language acquisition process.¹³ Grouping learners into specific levels enables Arabic language instruction to be aligned with learners' initial proficiency, allowing learning to proceed progressively. This structure functions as a pedagogical framework that supports learners in developing linguistic competence incrementally, from mastery of basic elements to the ability to comprehend more complex texts.¹⁴ These findings suggest that Arabic language learning in non-formal course institutions can be systematically designed without reliance on rigid formal curricula.

The flexible yet controlled implementation of Arabic language learning also provides insight into how language instruction can be

¹³ Wan Ab Aziz Wan Daud, Mohammad Taufiq Abdul Ghani, Wong Kung Teck, and Mohd Akashah Mohamad Yusof. "M-Learning: How Well It Works for People Who Are Learning Arabic as a Beginner in Malaysia." *Journal of Positive School Psychology (JPSP)* 6, no. 5 (2022): 5637–50.

¹⁴ Qureshi, Mustapha, Dinnah Mahdiyyah, Yassine Mohamed, and Mounika Ardechir. "Scale For Measuring Arabic Speaking Skills In Early Children's Education." *Journal International of Lingua and Technology* 1, no. 2 (August 2022): 114–30. <https://doi.org/10.55849/jiltech.v1i2.81>.

adapted to the needs of adult learners with diverse backgrounds.¹⁵ Flexibility in scheduling and instructional intensity allows learners to remain engaged in the learning process without disrupting continuity. However, this flexibility does not obscure the objectives of Arabic language learning, as instructional materials, level structures, and evaluation mechanisms are consistently maintained.¹⁶ In this context, flexibility functions as a pedagogical strategy that supports the sustainability of Arabic language learning, rather than as a relaxation of learning standards.¹⁷

The evaluation component contributes significantly to understanding how Arabic language competence is positioned within non-formal education contexts. The tiered evaluation system does not merely serve to determine learners' completion status, but also functions as a mechanism to ensure that each learner has achieved a minimum level of linguistic competence before progressing to the next stage.¹⁸ The unlimited retake policy reflects an understanding of Arabic language learning as a process that requires time and repetition, rather than the mere fulfillment of administrative requirements.¹⁹ This

¹⁵ Zhang, Qi, and Zhonggen Yu. "Meta-Analysis on Investigating and Comparing the Effects on Learning Achievement and Motivation for Gamification and Game-Based Learning." *Education Research International* 2022 (August 2022): 1–19. <https://doi.org/10.1155/2022/1519880>.

¹⁶ Rosell-Aguilar, Fernando. "Autonomous Language Learning through a Mobile Application: A User Evaluation of the *Busuu* App." *Computer Assisted Language Learning* 31, no. 8 (November 2018): 854–81. <https://doi.org/10.1080/09588221.2018.1456465>.

¹⁷ Mohd Ariff Brahin, Noor, Haslinah Mohd Nasir, Aiman Zakwan Jidin, Mohd Faizal Zulkifli, and Tole Sutikno. "Development of Vocabulary Learning Application by Using Machine Learning Technique." *Bulletin of Electrical Engineering and Informatics* 9, no. 1 (February 2020): 362–69. <https://doi.org/10.11591/eei.v9i1.1616>.

¹⁸ Kosim, Nanang, Ade Arip Ardiansyah, Hilda Saripatul Hikmah, and Yusuf Ali Shaleh Atha. "The Use of The Task-Base Language Teaching (TBLT) Method to Improve Learning Outcomes of Arabic Language Skills." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 5, no. 2 (July 2024): 144–65. <https://doi.org/10.19105/ajpba.v5i2.14804>.

¹⁹ Dina Mutiatunnisa, Moh. Ainin, and Nurul Murtadho. "Cultivating Metacognitive Awareness through Self-Assessment: An Instrument for Evaluating Four Language Skills in Arabic Learning." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 2 (July 2025): 330–55. <https://doi.org/10.19105/ajpba.v6i2.21024>.

approach aligns with principles of language learning that emphasize competency mastery over accelerated completion.²⁰

Furthermore, the integration of Arabic language learning with religious objectives in the advanced program demonstrates that language learning is closely connected to its context of use. The focus on comprehending religious texts at the advanced stage indicates that Arabic language learning is directed toward meaningful literacy development, rather than abstract linguistic proficiency alone.²¹ In this sense, Arabic is positioned as a tool for understanding authoritative texts, thereby granting language learning strong functional relevance for learners.²²

Overall, this discussion demonstrates that Arabic language learning in non-formal course institutions can be managed in a systematic, progressive, and competence-oriented manner without being embedded within formal education frameworks. The learning practices at LKBA At-Tasnim reveal that structured learning pathways, material continuity, flexible implementation, and tiered evaluation are key factors in maintaining the quality of Arabic language learning in non-formal contexts. Consequently, this study contributes to Arabic language education scholarship by demonstrating that non-formal course institutions can function as structured and meaningful spaces for Arabic language learning, rather than merely as supplementary alternatives to formal education.

Despite providing an in-depth account of Arabic language learning practices in a non-formal course institution, this study has several limitations that should be acknowledged. The research focuses

²⁰ Ghannam, Jumana. "Enhancing Independent Learning Competence and Grammar Language Learning Strategies." In *Professional Competencies in Language Learning and Teaching*, 31–40. Research-publishing.net, 2019. <https://doi.org/10.14705/rpnet.2019.34.912>.

²¹ Dmitrenko, Natalia, Iryna Shkola, Bohdana Saliuk, Violetta Panchenko, and Svitlana Neshko. "CANVA PLATFORM: VISUAL CONTENT FOR DEVELOPING WRITING SKILLS OF PROSPECTIVE ENGINEERS IN ESP CLASSES." *ENVIRONMENT. TECHNOLOGIES. RESOURCES. Proceedings of the International Scientific and Practical Conference 2* (June 2024): 358–63. <https://doi.org/10.17770/etr2024vol2.8075>.

²² Khuluq, Muchsinul, Mamluatul Hasanah, Muasshomah Muasshomah, and Nurul Imamah. "Mobile-Assisted Language Learning Apps: The Analysis of Duolingo." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 2 (December 2024): 229–46. <https://doi.org/10.23971/altarib.v12i2.8806>.

on a single institution using an institutional case study approach and involves one key informant; therefore, the findings are not intended to be generalized to all non-formal Arabic language course institutions. Moreover, the study does not incorporate direct classroom observations or learners' perspectives, meaning that the analysis of Arabic language learning relies primarily on institutional explanations and learning management policies. These limitations open avenues for future research to examine Arabic language learning in non-formal education through comparative or multi-site approaches, as well as by incorporating observational data and learners' perspectives to enrich understanding of the dynamics of Arabic language learning beyond formal education pathways.

Conclusion

This study demonstrates that Arabic language learning practices in non-formal course institutions are managed through a structured learning management system oriented toward the gradual development of learners' linguistic competence. The findings address the first research question by showing that Arabic language learning at LKBA At-Tasnim is implemented through independently designed curriculum planning, resource organization that supports instructional processes, tiered instructional implementation that is flexible yet controlled, and learning evaluation that functions as a mechanism for quality assurance and validation of Arabic language competence.

With regard to the second research question, the study reveals that Arabic language learning practices at the institution are shaped by institutional factors such as the institution's vision, autonomy in curriculum management, leadership practices, and an instructional orientation that links linguistic competence with religious needs and Arabic language literacy. Accordingly, this study affirms that Arabic language learning in non-formal course institutions can be systematically and meaningfully managed, even when operating outside formal education frameworks.

Nevertheless, this study has limitations, as it was conducted in a single institution using an institutional case study approach and involved one key informant; therefore, the findings are not intended for broad generalization. The study also did not include direct classroom observations or learners' perspectives, resulting in an understanding of Arabic language learning dynamics that is largely derived from an institutional viewpoint. Future research is therefore recommended to examine Arabic language learning in non-formal course institutions through comparative, cross-institutional approaches, incorporate observational data and learners' experiences, and further explore the relationship between learning management practices and the development of learners' linguistic competence. Such approaches are expected to deepen understanding of Arabic language learning in non-formal education contexts and strengthen scholarly contributions to the field of Arabic language education.

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