



Management Of the Arabic Language Learning Program Based on I'dad Lughawy at The Institute of Islamic and Arabic Sciences (LIPIA) In Medan

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Article Info	Abstract
Received: 2026-04-07 Revised: 2026-05-19 Accepted: 2026-10-06 Keywords: <i>Educational Management, Learning Program, Arabic, I'dad Lughawy</i> DOI: 10.24256/ideas.v14i2.10797 Corresponding Author: Nurul Mardhatillah mardhatillah.nurul93@gmail.com Student of Master's Program in Arabic Language Education at State Islamic University of Sultan Syarif Kasim Riau	<i>The language preparation program (I'dad Lughawy) at the Institute of Islamic and Arabic Sciences (LIPIA) in Medan has its own unique approach to creating an ideal learning ecosystem for non-native students. This study aims to thoroughly examine how the management of the Arabic language learning program is carried out at the institute, from planning to evaluation. This study employs a descriptive qualitative method, gathering in-depth data through interviews with the campus director and faculty members, supplemented by classroom observations and analysis of official documents. The findings reveal that the primary strength of the learning management at LIPIA Medan lies in the comprehensive integration of curriculum and resources. The curriculum is directly adopted from universities in Saudi Arabia and is implemented through a collaboration between native-speaking instructors dispatched directly from Saudi Arabia and high-quality local instructors who are graduates of institutions in the Middle East and LIPIA Jakarta. Classroom management is realized through a commitment to using 100% Arabic as the medium of instruction from the very first day of classes. The success of this system is also strongly supported by infrastructure management that provides comprehensive learning facilities and very comfortable classrooms. It is this approach combining meticulous, strict management with adequate facilities that has enabled LIPIA Medan to</i>

1. Introduction

The Arabic language plays a vital role in the field of education, particularly in institutions that focus on the teaching of Islam and Arabic-based academic studies. To improve Arabic language proficiency, there is a critical need for institutions that are fully committed to maintaining high standards in Arabic language instruction. One institution committed to Arabic language education in Indonesia is the Institute of Islamic and Arabic Sciences (LIPIA). LIPIA is an educational institution directly managed under the Ministry of Education of the Kingdom of Saudi Arabia. LIPIA operates under a leading university in the Kingdom of Saudi Arabia, namely Imam Muhammad bin Su'ud Islamic University, which was established in 1373 AH/1953 CE and is located in the capital city, Riyadh (<https://imam.edu.sa>).

As an educational institution, LIPIA implements a beginner-level learning program based on *I'dad Lughawy*. This program is designed to equip students with comprehensive Arabic language skills. Interest in learning Arabic among the Indonesian public is growing day by day, as evidenced by the increasing number of registrations year after year. Therefore, LIPIA Jakarta has reopened three branches in Indonesia: LIPIA Aceh, LIPIA Surabaya, and LIPIA Medan. The researcher focuses this study on one of LIPIA's branches in Indonesia, namely LIPIA Medan. This study aims to examine how the *I'dad Lughawy*-based learning program is managed at LIPIA Medan.

Research on Arabic language learning management in language preparation programs (*I'dad Lughawy*) has been extensively conducted by previous researchers; however, most of these studies still leave gaps that require further exploration. The first relevant prior study was conducted by Rahman (2021), who examined language program management in Islamic boarding schools. The primary focus of that study was how to motivate students to maintain discipline in using a foreign language through the enforcement of daily penalties. Although both studies examine the management of an educational institution implementing a language immersion environment, that study differs fundamentally from the present study. Islamic boarding schools generally design their curricula independently and locally, whereas LIPIA Medan employs a centralized planning system fully adopted from the Saudi Arabian international curriculum, resulting in a far more rigorous and standardized instructional organizational system.

Furthermore, a study conducted by Hamidah and Siregar (2022) examined the implementation of active teaching methods to improve students' speaking proficiency in an intensive language program. The study concluded that classroom

comfort and the variety of visual media significantly influence the concentration of non-native students. In essence, this study shares similarities with the present research in its depiction of classroom learning processes and the importance of supporting resources. However, the key difference lies in the human resources aspect. The previous study examined classes taught entirely by local instructors, while this study at LIPIA Medan analyzes a unique organizational model that combines the roles of native-speaking instructors (native speakers) dispatched directly from Saudi Arabia with local instructors who are graduates of institutions in the Middle East.

Through a review of the literature cited above, the researcher asserts that the novelty of this study lies in its comprehensive and incisive analysis of the entire management chain from the planning of the Saudi Arabian curriculum standards, the organization of global and local faculty, the implementation of 100% Arabic-language classes with luxurious facilities, to the comprehensive evaluation system at an official institution under the auspices of the Saudi Arabian government operating in the local area of Medan. To date, no journal has published an analysis of *I'dad Lughawy's* learning management that captures the total integration of an international curriculum with classroom facilities as comfortable as those at LIPIA Medan. Therefore, this study aims to fill that gap in a precise and theoretical manner.

Based on the phenomena observed in the field, the *I'dad Lughawy* program implemented at LIPIA Medan demonstrates distinct management patterns compared to other similar programs. Therefore, this study aims to examine how the management concepts of the *I'dad Lughawy* program are applied at LIPIA Medan, including its implementation, its evaluation, as well as the factors that support and hinder the program's operation. It is hoped that this study will provide a clear and in-depth understanding of the phenomenon under investigation, thereby contributing to decision-making or the development of relevant theories for future research.

Literature Review

The success of an educational institution in achieving its academic goals depends heavily on how all of its resources are systematically managed. In the realm of institutional governance, educational management serves as the primary foundation that governs the processes of planning, organizing, implementation, and evaluation (Syafaruddin, 2019). Without a robust management system, even a well-designed curriculum will lose its direction when implemented in practice. Therefore, understanding the basic principles of management is a crucial first step before examining how a specific learning program is implemented within a formal institution.

Within the Islamic and Middle Eastern educational tradition, this intensive language preparation program is widely known as *I'dad Lughawy*. The program has

unique management characteristics because it is designed as a fast track for non-native students to master the four skills of the Arabic language in a short period of time before entering regular university courses. The *I'dad Lughawy* management model requires a rigorous curriculum, highly qualified instructors, and a very strict daily evaluation system (Nuha, 2016). It is these intensive management characteristics that have led to the development of a standard adopted by various international institutions.

The management of *I'dad Lughawy*-based Arabic language learning programs is an approach designed to equip learners with comprehensive Arabic language skills. The following is a literature review regarding *I'dad Lughawy*-based learning program management. The success of an Arabic language learning program depends on effective planning, organization, implementation, and supervision that align with the institution's founding objectives (Fitri et al., 2023). Learning management activities guide managers in planning instruction, implementing the learning process, monitoring progress, and conducting assessments to evaluate the learning that has taken place.

The Concept of I'dad Lughawy

I'dad Lughawy is one of the Arabic language learning programs designed to facilitate Arabic language proficiency for *non-native speakers*. The *I'dad Lughawy* concept is essentially a language preparation program aimed at building a strong foundation in Arabic language skills. This program is typically implemented in educational institutions focused on teaching Arabic for academic or religious purposes.

The *I'dad Lughawy* program standard employs 4 levels (*mustawa*). The instructional materials used in the *I'dad Lughawy* program are structured based on the learning objectives for each *mustawa* (level). The teaching materials from level one (*al-mustawa al-awwal*) to level four (*al-mustawa al-raabi'*) cover the fundamentals of Arabic language skills, such as: listening skills (*fahmu al-masmu'*), speaking skills (*maharah al-tahaddust aw al-kalaam*), reading skills (*fahmu al-maqru'*), and writing skills (*mahaarah al-kitaabah*).

Naturally, the difficulty and complexity of the teaching materials will increase at each level. This is also evident in levels three and four, where additional material related to *al-adab al-'araby* (Arabic literature) and *balaghah* (the eloquence of the Arabic language) will be introduced. Furthermore, as a religious institution In Islam, students are, of course, taught core subjects related to the Qur'an and its interpretation, the Prophet's hadiths, the science of tawhid, the science of fiqh regarding Islamic law, and Islamic history.

Curriculum Planning

Planning is one of the processes carried out in formulating work decisions to be implemented in a specific learning program. The first step in planning an Arabic language program is to establish the curriculum. This process is carried out

to achieve the learning objectives of the Arabic language. It aims to define the various programs or future goals to be achieved and to determine the necessary stages required to attain educational objectives (Dian Ahmad Jufrih et al., 2023). Curriculum planning is a crucial initial step in ensuring the success of the teaching and learning process. The following are some key steps in planning an Arabic language learning program: needs analysis, which is a systematic procedure for gathering information about the gap between students' current proficiency levels and the ideal expected outcomes, and using this as the basis for designing the program, curriculum, materials, and evaluation of Arabic language learning (Asrina & Sihombing, 2019). To identify students' needs—including their Arabic proficiency levels, learning objectives, and potential challenges—several stages are required, including the following:

The first step is to identify students' Arabic proficiency levels. Needs analysis always begins with *a present situation analysis*: identifying who the learners are, their initial abilities, and their prior learning experiences. Some methods used include proficiency tests, such as *pretests*, *placement tests*, and *diagnostic proficiency tests* to map levels of listening, speaking, reading, writing, and grammar (*nahwu* and *sharf*) (Asrina & Sihombing, 2019).

The second step is to identify learning objectives and goals. Needs analysis also targets the specific context for why participants are learning Arabic and what skills they require. Objectives can be general (basic communication ability) or specific, such as: reading academic texts, deepening religious understanding, academic needs, professional requirements, or daily communication. In certain contexts, learners place greater emphasis on productive skills (writing/speaking) and receptive skills for academic contexts (Hasanah et al., 2021). The third step is to identify learning challenges and barriers: Needs analysis also maps out issues such as linguistic challenges—including difficulties with grammar (*verbs*, *nouns*, *vowel marks*), pronunciation of Arabic-specific phonemes, vocabulary mastery, sentence structure, and negative transfer from the native language (Mahmud & Qasb, 2023). A well-conducted needs analysis serves as the foundation for determining objectives, materials, methods, and evaluation, ensuring that the learning program is truly aligned with the learners' conditions and needs.

Organization of the Learning Program

Organization is the process of coordinating the efforts of several individuals to achieve common goals within a larger institution or organization. This is done by establishing clear roles and assigning specific responsibilities to each position (Ahmad et al., 2020). The following are the main components of program organization: The first component is schedule planning. The learning schedule is designed with flexible time for students in mind. This includes allocating time for theory, practice, and evaluation. The learning schedule must be flexible yet structured between theory, practice, and evaluation. Research on time

management and learning scheduling emphasizes the importance of a flexible yet well-planned schedule, so that students can balance academic demands and other activities without compromising the quality of learning (Nengsi & Sartika, 2021). Technological support and administrative organization in schedule planning have been shown to improve coordination between teachers and students, reduce delays, and make schedule management more efficient (Saepudin, 2024). Therefore, an effective learning schedule is significantly influenced by flexibility combined with a clear structure for theory, practice, and evaluation, supported by systematic curriculum planning and time management.

The second component is teacher recruitment. Recruited instructors possess high qualifications in Arabic proficiency and teaching experience. They are also provided with specialized training to understand the *I'dad Lughawy* approach. Instructors play a role in encouraging students to interact directly with the foreign language in real-life contexts, as the environment significantly influences the language acquisition process (Putri Faridah Faiqah, 2018). For a strong *I'dad Lughawi* program, the institution must recruit instructors with high linguistic and pedagogical qualifications while providing specialized and ongoing training to ensure they fully master the approach used in the program.

The third component is student recruitment. Student recruitment is a strategic process for identifying, attracting, and screening prospective students who align with the institution's objectives and quality standards. Effective student recruitment requires thorough planning, active promotion, fair and transparent selection mechanisms (including *placement tests* and other pathways), as well as support from information systems and risk management, so that the institution secures the right students while maintaining quality and public trust (Salamah, et al., 2024).

The fourth component is the provision of facilities. Support facilities for learning programs, such as classrooms, instructional materials, and digital learning media, are prepared to create a conducive learning environment. Research confirms that comfortable learning spaces, comprehensive facilities, and adequate digital media play a direct role in the smooth progression of the learning process and the achievement of outcomes (Frameiliada et al., 2023). Key facilities include: Classrooms or learning spaces with good layout, lighting, ventilation, and ergonomic desks and chairs that reduce stress and enhance concentration (Keser Aschenberger et al., 2023). Instructional materials (textbooks, modules, guides, printed and non-printed materials) that align with the curriculum and are easily accessible are crucial for understanding and learning outcomes (Frameiliada et al., 2023). Additionally, an Arabic-language environment serves as a vital tool for students to master Arabic language skills as a foreign language (Awwaludin et al., 2022). Providing comfortable classrooms, relevant instructional materials, and adequate, easily accessible digital learning resources form the cornerstone of creating a conducive learning environment. Likewise, good digital facilities and an inclusive environment significantly influence motivation and learning effectiveness,

including in hybrid or online systems. With structured organization, this program is expected to produce graduates who are competent in Arabic and ready to advance to higher levels of education.

Implementation of the Learning Program

Effective Arabic language learning requires thorough program planning and management, as well as the selection of instructional materials appropriate to students' proficiency levels (Siregar, 2024). Instructional planning plays a crucial role in any learning system; with proper planning, the intended learning objectives are expected to be achieved. The learning process involves several activities, including selecting, determining, and developing methods to achieve desired goals, and these activities form the core of instructional planning (Selsa Ihza Febriza, 2024). The implementation of the Arabic language learning program is carried out through several structured main stages. The following are the implementation steps: Implementation of Teaching and Learning Activities: Teaching and learning activities are conducted in the form of face-to-face classes and hands-on practice. Learning objectives are receptive and expressive; textbooks use the target language to accelerate acquisition, and teachers employ varied methods to prevent boredom (Azhar et al., 2022). Teaching methods involve a communicative approach, group discussions, and conversation simulations to enhance students' practical skills. Furthermore, Continuous Development: The program is continuously evaluated and adjusted based on implementation results and feedback from both students and instructors. This aims to ensure the program remains relevant and effective in achieving learning objectives. This approach ensures that students not only understand the theory but are also able to actively use Arabic in various contexts.

Program Evaluation

Program evaluation is a systematic process for assessing the effectiveness and efficiency of an educational program. In the context of Arabic language learning, evaluation aims to ensure that learning objectives are met and the program proceeds as planned. The function of evaluation focuses on determining whether the program achieves its objectives and should be continued, revised, or discontinued (Nouraey et al., 2020). Evaluation should be viewed as a continuous process, not merely a final assessment, to ensure the quality, effectiveness, efficiency, and productivity of the program (Suklani, 2023) and should be conducted both orally and in writing (Qonita et al., 2022). Evaluation results must be used to identify the program's strengths and weaknesses, formulate recommendations for improvement, and design strategies for future program development. Structured and continuous evaluation will ensure that learning programs remain relevant and of high quality.

2. Method

This study employs a qualitative, descriptive approach to provide an in-depth description and explanation of the management of the I'dad Lughawy-based Arabic language learning program at the Institute of Islamic and Arabic Sciences (LIPIA) in Medan. This approach was chosen because the researcher sought to capture a realistic portrait, natural situations, and daily dynamics in the field based on existing statements, actions, and policies without manipulating data or using statistical calculations (Sugiyono, 2020). Through a comprehensive description, the researcher can analyze how the planning, organizing, implementation, and evaluation of the language preparation program are carried out comprehensively by the institution.

The data in this study were sourced from two key informants who were purposively selected based on their expertise and direct involvement in the research subject. The first informant was the Director of LIPIA Medan (SBMA), who served as a strategic data source to explain macro policies, the program's vision and mission, budget planning, facility provision, and the institution's overall quality control. The second respondent was an active lecturer (WN) in the I'dad Lughawy program, who served as a practical data source to explain the real dynamics in the classroom, curriculum implementation, teaching methods used, daily interactions with students, technical challenges faced, and the process of evaluating learning outcomes.

Data collection was conducted directly by the researcher through three complementary methods to ensure that the resulting data was robust and comprehensive (Creswell & Creswell, 2018), namely interviews, observation, and documentation. The interviews were conducted face-to-face using a semi-structured interview guide with the Director and faculty members separately. The dialogue in these interviews was kept informal yet focused to allow both respondents to speak extensively, honestly, and openly. This was followed by observations of the campus environment, learning support facilities, and the atmosphere of interaction during the teaching and learning process. Another important aspect is the documentation phase, which involves collecting official institutional documents such as learning plans or syllabi, academic schedules, program regulations, and other records that can support the research data.

After all the data was collected, the researchers analyzed it interactively using a qualitative data analysis model that proceeded in three sequential stages (Miles et al., 2019). The first step was data reduction, which involved selecting, summarizing, and focusing the initial data from interviews and field observations solely on matters related to the management of the I'dad Lughawy program, while irrelevant data was immediately eliminated. The second step was data presentation, which involved organizing the selected information into a sequential narrative. The final step is drawing conclusions by reviewing the entire data flow to identify the core meanings regarding the successes and challenges faced in the implementation of Arabic language learning management at LIPIA Medan.

To ensure the integrity, authenticity, and reliability of the research findings, the researcher applied a data validation technique known as source triangulation (Sugiyono, 2020). The researcher cross-checked and compared the consistency of information obtained from the Director's account, the results of interviews with faculty members, and physical evidence discovered through environmental observation and the institution's written documents. If these three data perspectives support one another and show the same pattern, then the data regarding Arabic language learning management at LIPIA Medan is deemed valid and scientifically accountable.

3. Result

LIPIA Medan is one of the branches of the main campus in Indonesia, located in Jakarta. The curriculum and program management are directly adopted from the central campus, namely Imam Muhammad bin Su'ud Islamic University, located in Riyadh, Kingdom of Saudi Arabia. The following are the results of a descriptive qualitative study that will be further explored and observed by the researcher after conducting the observation process.

Program Planning

The curriculum implemented at LIPIA Medan is structured based on the Qur'an and Sunnah, tailored to each academic program within every faculty. Therefore, each branch campus does not participate in the curriculum development process; they simply follow the procedures provided by the main campus. As stated by the SBMA informant in the interview:

"The existence of the I'dad Lughawy program in Indonesia was first initiated by Imam Muhammad bin Su'ud Islamic University, located in Riyadh, with the aim of conveying religious knowledge and Islamic sharia to all Muslims across Indonesia. And we believe that the Arabic language learning program is the main gateway to understanding religious knowledge and Islamic civilization. In this regard, all procedures for the I'dad Lughawy program originate from the main campus in the Kingdom of Saudi Arabia, namely Imam Muhammad bin Su'ud Islamic University."

As stated by the source, the purpose of launching the *I'dad Lughawy* program is to disseminate knowledge of Islamic religion, Sharia, and its civilization. The Arabic language serves as the primary gateway to understanding this Islamic knowledge; thus, by teaching Indonesian youth Islamic knowledge and the Arabic language—both spoken and written—the young Muslim generation in Indonesia will possess the capacity to access knowledge directly from original Arabic-language texts, thereby increasingly applying Islamic values in their lives and spreading the message of Islam.

In addition, the SBMA speaker also stated:

"There are several key objectives of the I'dad Lughawy program at LIPIA Medan: first, to facilitate Arabic language learning for non-native speakers; second,

Nurul Mardhatillah, Hakmi Wahyudi,
Management Of the Arabic Language Learning Program Based on I'dad Lughawy at The Institute of Islamic and Arabic Sciences (LIPIA) In Medan

to implement strategies and methods for higher education in Arabic language instruction; third, to foster a professional environment for studying Islamic Sharia knowledge and an Arabic-language environment; fourth, to explain of Islamic law and Islamic Sharia sciences regarding Tawhid, Fiqh, Hadith, and Tafsir to the young Muslim generation in Indonesia; the fifth objective is to produce graduates who possess knowledge of Islamic Sharia sciences and excellent Arabic language proficiency; the sixth objective is to guide LIPIA Medan graduates toward the next step in their educational journey, namely pursuing higher education to achieve the best possible achievements."

This aligns with the theory presented by Alawiyah (2022) that needs analysis also emphasizes the determination of learning objectives and the selection of materials as the primary foundation for developing a learning program. This is further supported by Hijriyah's (2022) research, which strongly emphasizes the importance of clear, specific, and measurable objectives as the first step in designing effective learning. Therefore, with the existence of well-designed planning and specific objectives, it is hoped that the *I'dad Lughawy* learning program at LIPIA Medan can run effectively and efficiently, thereby enabling learning objectives to be achieved optimally.

LIPIA operates in Indonesia as an institution providing full-scholarship education facilitated by the Kingdom of Saudi Arabia as a form of their service to Islam. Not only that, but every student is also supported by the presence of competent instructors (*dakatirah*) sent directly from the Kingdom of Saudi Arabia and Indonesian instructors who are top graduates from Middle Eastern universities in their respective fields, teaching students entirely in Arabic as the medium of instruction both in the classroom and on campus.

The success of the *I'dad Lughawy* program at LIPIA Medan stems from meticulous and centralized planning. Unlike most local educational institutions, the curriculum planning and learning objectives at this campus are directly adopted from the standards of universities in Saudi Arabia. Researchers note that this approach provides a clear blueprint from the start of the academic year. Campus management no longer has to guess what material to teach, as all textbooks, syllabi, and monthly competency targets are already neatly organized by the central office. The task of local management in Medan is to plan class assignments, align the academic calendar with local conditions, and ensure technical readiness before classes begin.

Organization

The organization of the Arabic language learning program based on *I'dad Lughawy* at LIPIA Medan involves several strategic steps to ensure successful implementation. The main components of the learning program are schedule planning, instructor recruitment, and the provision of facilities. The schedule planning implemented at LIPIA Medan utilizes technology through the *Times Table* application. This application greatly assists the *Jaudah Department* (Deputy for

Curriculum and Quality at the Ma'had) at LIPIA Medan in creating the learning program schedule in a practical and structured manner.

Instructor recruitment is divided into two categories: first, instructors dispatched directly by the Ministry of Education of the Kingdom of Saudi Arabia; and second, recruitment of prospective instructors from Indonesia and the Middle East (excluding Saudi Arabia), such as candidates from Egypt, Syria, Sudan, Morocco, Algeria, and others. This is conducted openly through an application process on the official website designated by LIPIA. Subsequently, *the Majlis Qabul* (Faculty Recruitment Board) carries out the substantive procedures, namely document screening, after which prospective faculty members will be selected through interviews.

Some of the key principles upheld by LIPIA Medan are that prospective faculty members must be proficient in Arabic, both spoken and written; possess teaching skills; and be graduates of institutions in the Middle East or graduates of LIPIA Jakarta. Currently, there are 4 active faculty members at LIPIA Medan who are Saudi nationals, and 7 Indonesian faculty members who are graduates of the Islamic University of Madinah, the Islamic University of Damascus, the Islamic University of Morocco, and LIPIA Jakarta.

This is supported by Fikri's (2023) research, which emphasizes that Arabic language learning is heavily dependent on the qualifications and professionalism of the teacher or instructor. Educators are the key component in the sustainability of the learning program. Educators also have full authority over the classes they teach; whatever strategies and learning patterns applied by educators will guide the success of learning so that learning objectives are achieved. As stated by the SBMA source:

Regarding faculty recruitment, LIPIA has established specific criteria: graduates from the Middle East and graduates of LIPIA Jakarta. This is a key requirement as it aligns with the needs of LIPIA's I'dad Lughawy program, which teaches Arabic and Islamic Studies with 100% Arabic as the medium of instruction both in the classroom and during extracurricular activities. Subsequently, this process is entrusted to a special committee formed by the Ma'had Director, namely the Majlis Qobul, which will conduct the selection process and interviews for prospective faculty members. This is also consistent with the new student admission process, which is carried out through a single point of contact, namely LIPIA Jakarta. Furthermore, regarding schedule planning, we use a timetable application that is commonly used in the education sector.

Similarly to faculty recruitment, for student recruitment, the Director of LIPIA Medan also formed a special committee to oversee the selection of new students. This process is conducted through a single point of entry, meaning simultaneous registration is opened by LIPIA Jakarta for all LIPIA branches across Indonesia, including the Medan, Aceh, and Surabaya branches. The selection is conducted online, including both written and oral tests or interviews. The

qualifications of prospective LIPIA students are heavily determined by their foundational proficiency in Arabic. The screening of prospective students at LIPIA Medan is quite rigorous because the quota is strictly limited to between 25 and 50 students per semester. Currently, the number of active LIPIA Medan students for the even semester of the 1447 H/2026 M academic year is 261 students, ranging from *the first level to the fourth level*.

New student admissions are held twice a year, meaning that LIPIA Medan opens registration for new students every semester. In the student recruitment process, basic Arabic language proficiency is a primary and crucial criterion. During both the oral and written selection processes, LIPIA Medan will only select prospective students who are able to communicate in *basic* Arabic and demonstrate a strong commitment to learning. This is because Arabic is the language of instruction in the classroom, so that selected students are able to follow the lessons easily and have a strong determination to study books (*kitab*) in Arabic. This is supported by Salamah's (2024) research, which states that effective student recruitment requires careful planning, active promotion, fair and transparent selection mechanisms, as well as support from information systems and risk management, so that the institution can secure the right students while maintaining quality and public trust.

LIPIA Medan also provides a library (*Maktabah*) housing 3,201 book titles, which not only includes Sharia-related books but also reference materials on science, biology, accounting, and technology available in Arabic. This data is supported by Keser's (2023) research, which indicates that good facilities can reduce stress and enhance concentration, thereby fostering graduates who are proficient in Arabic and prepared to pursue higher education. This study demonstrates that the organizational approach implemented by LIPIA Medan aligns closely with the theoretical ideals of previous research, which emphasizes program design, faculty recruitment, student recruitment, and the provision of supporting facilities to ensure the successful implementation of educational programs at LIPIA Medan.

Program Implementation

The implementation of the *I'dad Lughawy*-based Arabic language learning program at LIPIA Medan is conducted intensively for 5 days a week: Monday, Tuesday, Wednesday, Thursday, and Friday. Learning activities begin at 7:30 AM and end at 12:30 PM. As with the learning process in general, LIPIA Medan also conducts classroom teaching and learning activities with a duration of 50 minutes for each subject. The curriculum implemented at LIPIA Medan is one directly developed by Imam Muhammad bin Su'ud Islamic University and adapted to the textbooks. The researcher learned this through an interview with SBMA:

*"The curriculum implemented at LIPIA Medan is one directly developed by Imam Muhammad bin Su'ud Islamic University and adapted to the textbook, namely the book *Silsilah Ta'lim al-Lugha al-'Arabiyah li-ghairi an-Naathiqiina bi-ha*."*

In the implementation of the learning program, at the beginning of each semester, lecturers are required to prepare a learning plan report for the entire semester, often known as the RPP; however, at LIPIA Medan, the terms '*Tauzi' manahij*' and '*Khuthtah Tadris*' are used based on the *muqarrar* (textbook) employed, namely the book **Silsilah Ta'lim al-Lugha al-'Arabiyah lighairi an-naathiqiina bihaa*. This plan is drafted in the official format established by Imam Muhammad bin Su'ud Islamic University, Riyadh, and is subsequently submitted collectively to the central office by *the Qism Jaudah* (Deputy Head of the Curriculum and Quality Department).

The muqarrar (teaching materials) used in the *I'dad Lughawy* program at LIPIA Medan at each *mustawa* (level) are derived from the book **Silsilah Ta'lim al-Lugha al-'Arabiyah li- ghairi an-Naathiquina bi-ha**. This textbook is published directly by Imam Muhammad Bin Su'ud Islamic University in Riyadh, Kingdom of Saudi Arabia. The courses studied by *I'dad Lughawy* students for *al-mustawa al-awwal* (level one) at LIPIA Medan consist of 6 courses; *The Qur'an* (exegesis and reflection), *al-ashwaat* (phonetics), *al-ta'biir* (the study of expressions related to speaking skills), *fahmu al-maqrū'* (the study of understanding texts and readings), *al- nahwu wa al-sharfu* (grammar), and *al-khath* (calligraphy). At the second level (*al-mustawa al- tsani*), six courses are also taught: *the Qur'an*, *Hadith*, *al-ta'biir*, *fahmu al-maqrū'*, *al-kitaabah*, and *qawa'id al-lughah* (grammar). Furthermore, at the third level (*al-mustawa al-tsaalits*), the level of material taught increases and expands to 10 courses: *The Quran*, *Hadith*, *Tafsir*, *Comprehension of the Text*, *Writing*, *Grammar*, *Tawhid* (Monotheism), *Fiqh* (Islamic Law), *Arabic Literature*, and *Islamic History*.

Similarly, at the fourth level (*al-mustawa al-raabi'*), the courses taught are as follows: *The Qur'an*, *Hadith*, *Tafsir*, *Comprehension of the Text*, *Writing*, *Rules of Language*, *Tawhid* (Tawhid), *Islamic Jurisprudence (Fiqh)*, *Arabic Literature (al-Adab al-'Arabi)*, *Islamic History (al-Tarikh al-Islami)*, and *Rhetoric (al-Balaaghah)*. All these courses are taught entirely in Classical Arabic (Fusha) in the classroom. This makes LIPIA Medan special for its students, allowing them to acquire *a linguistic environment* where they hear the language directly from native speakers (*nathiq ashly*).

After planning lessons tailored to each student's level (*mustawa*), each instructor will begin teaching in class according to the scheduled timetable. As one of the tools supporting the success of the learning process, LIPIA Medan provides projectors in every classroom, as well as air-conditioned rooms, so that students feel comfortable while studying. The learning process can also take place the library.

To enhance the success of Arabic language learning, LIPIA Medan implements *a bi-ah 'arabiyah* (Arabic-language environment). All activities and events held on the LIPIA Medan campus are required to be conducted in Arabic, whether in the classroom, outside the classroom, or during other extracurricular activities. Additionally, to boost interest and enthusiasm, students are given the

opportunity to express themselves by showcasing their talents in various extracurricular activities, including *khithabah* (public speaking), *masrahiyah* (drama), *khat* (calligraphy) competitions, academic competitions, sports, and other activities on the stage of the LIPIA Medan Auditorium. Furthermore, LIPIA Medan offers distinct internal programs each semester, such as social media training, Quran recitation improvement (*Tahsin*) training, Quran memorization, hadith memorization, memorization of classical texts (*Matan*), and public lectures (*Muhadharah*).

This *I'dad Lughawy* approach ensures that students not only understand the theory of Arabic language learning but are also prepared to actively use Arabic in various contexts and aspects of life. This aligns with Mulyasa's (2006) research, which explains that instructional planning is crucial for guiding teachers to stay on track toward achieving pre-determined learning objectives.

The classroom learning process is at the heart of this program's uniqueness. Researchers found a strict and consistent rule: the use of 100% Arabic as the language of instruction from the very first day of class. There is zero tolerance for the use of any other language in the classroom. To support this strict policy, the administration provides highly comfortable and well-equipped classrooms, ranging from air conditioning to adequate visual aids. These comfortable physical classroom conditions have been shown to reduce students' stress levels, given that they are required to think and speak in a foreign language all day long. Learning no longer feels rigid but flows into a naturally formed language environment (*bi'ah lughawiyah*).

Program Evaluation

LIPIA Medan conducts evaluation to improve the quality of the *I'dad Lughawy-based* Arabic language learning program at LIPIA Medan. The evaluations implemented at LIPIA Medan are the *Ikhtibar syafahi* (Oral Exam) and *Ikhtibar tahriri* (Written Exam), held in the middle of the semester during the 8th week, and the final exam conducted during the 16th week. The mid-semester exam, often referred to as *the ikhtibar a'malussanah* at LIPIA Medan, is conducted both orally (*Syafahi*) and in writing (*Tahriri*). The *Ikhtibar syafahi* (Oral Exam) at LIPIA Medan is specifically for two subjects only: *Ta'bir* and *the Qur'an*. For other subjects, the exams are conducted in written form (*Tahriri*), such as *Hadith*, *Tawhid*, *Fiqh*, *History*, *Nahwu*, *Sharf*, *Qawa'id*, *Adab*, *Balaghah*, *Qira'ah*, and *Khat wa Kitabah*. Students earn 30% of their grade through this mid-semester exam, and 10% is derived from their classroom participation, known as *musyarakah* (contribution). The remaining 60% is earned by students through the Final Semester Exam (*Ikhtbar Niha-i*) in the 16th week.

This evaluation aims to determine the extent of the effectiveness of the *I'dad Lughawy* program management implemented at LIPIA Medan for its students. Thus, through this evaluation, the Director and the program's governing *council* can develop appropriate plans to improve the quality of the *I'dad Lughawy* learning

program in the following semester. As previous research theories explain, evaluation plays a crucial role in measuring the success of program implementation. Through evaluation, the Director and faculty members can determine the next course of action—whether aspects of the learning program require revision or if certain components need to be discontinued. This is supported by Nouraey's (2020) research, which also explains that the function of evaluation must focus on program assessment and revision. This point is further highlighted by Suklani (2023), who states that evaluation is a continuous process. The context of evaluation is not limited to merely measuring final success but rather involves a continuous process to assess the quality, effectiveness, efficiency, and productivity of the program.

The evaluation system at LIPIA Medan is designed to ensure that no student is left behind without support. Evaluations are conducted regularly through daily quizzes, midterm exams, and final exams that assess the four language skills in a balanced manner (listening, reading, writing, and speaking). Researchers note that the graduation standards applied are quite high and strict. If students do not meet the minimum grade standards set by the Saudi Arabian curriculum, they cannot proceed to the next level. This rigorous evaluation process compels students to maintain a steady pace of learning from the beginning to the end of the semester.

Supporting and Hindering Factors

The researcher explored initial observations to develop a broader and more detailed understanding of the supporting and hindering factors faced by LIPIA Medan. This aims to minimize any obstacles to the success of the *I'dad Lughawy* program in the future. Supporting factors contributing to the success of the Arabic language learning program at LIPIA Medan include: first, the qualifications of the faculty, which were established from the outset by the central institution—specifically, that every LIPIA faculty member must be able to communicate in Arabic actively, both orally and in writing. This is because all campus activities are required to be conducted in Arabic, including the language of instruction in the classroom and extracurricular activities outside the classroom. Furthermore, LIPIA faculty members must be able to teach and explain course materials in Arabic to students; Arabic is applied 100% intensively, ensuring effective knowledge transfer. This demonstrates that *the bi'ah lughawiyah*, or Arabic-language environment, at LIPIA Medan plays an active role in supporting the success of the *I'dad Lughawy* program.

The availability of technology, the internet, and projectors also greatly aids effective and efficient learning, making the course material engaging through the instructors' creative presentation methods. The presence of *the Maktabah* (library) provides a unique experience for Indonesian students, as they have the opportunity to directly access thousands of original Arabic-language books shipped directly from Saudi Arabia. Previously, in their daily lives, students were

only exposed to Indonesian-language books or Arabic e-books, due to the difficulty of accessing such resources in Indonesia. Another factor that serves as a key motivator for students' enthusiasm in learning is that LIPIA provides a monthly allowance (*mukafaah*) of 100 Saudi riyals—approximately equivalent to Rp. 450,000—to each student.

Additionally, another supporting factor is the students' high interest and willingness to learn. It becomes a significant challenge when students' motivation to learn is low. This can disrupt the balance of the learning process in the classroom, preventing the material from being covered as planned. This is one of the obstacles consistently faced by lecturers or instructors, who continually strive to find appropriate solutions to this issue. This was also conveyed by the source, WN, during the interview:

"Bismillah, Masha'Allah, there are so many supporting factors: the facilities are very well-equipped, as we can see for ourselves; the classrooms are cool and comfortable; and the learning resources provided by the ma'had, along with the monthly stipends. Additionally, the key factor is the presence of an active language environment on campus. Furthermore, the role of the faculty members is also highly influential; our faculty here, alhamdulillah, possess a high level of enthusiasm in imparting knowledge and make the learning process in the classroom enjoyable, which naturally boosts students' interest and motivation. All of this undoubtedly greatly supports the success of learning at LIPIA Medan. As the director has emphasized, faculty members are the "amiirul fashl"—meaning they bear full responsibility for the classes they lead. Thus, students' interest and enthusiasm for learning are heavily influenced by the instructors' teaching methods. However, we also inevitably encounter obstacles, such as a decline in student focus due to fatigue or other factors. This can be addressed through the diverse teaching methods faculty members apply in the classroom."

The LIPIA *I'dad Lughawy* Program in Indonesia has been running for several decades up to the present. Through this program, the Kingdom of Saudi Arabia carries out the mission of the Prophet Muhammad (peace be upon him) and the Islamic faith. This institution has made a significant contribution to the development of Islamic education in Indonesia. Indonesian students are provided with full scholarship facilities with world-class learning facilities; in fact, every *I'dad Lughawy* student receives a monthly allowance. All of this is solely aimed at fostering a love for religious knowledge and *the foundational* sciences necessary to study Islamic knowledge and civilization—specifically, the Arabic language—so that they may understand the religion thoroughly and subsequently convey it back to the Muslim community. Thus, through the implementation of the *I'dad Lughawy* program, LIPIA Medan aims for its alumni to emerge as scholars from among the Indonesian youth who *are sincere* and of noble character, and capable of actively communicating in Arabic both orally and in writing. Although they may find themselves in diverse professional fields after graduating from this *I'dad Lughawy* program—not limited to religious fields but also in other sectors such as healthcare,

IT, agricultural and plantation technology, education, government, public administration, astronomy, law, business, and the creative industries (designers, writers, content creators)—LIPIA Medan alumni are expected to be able to fulfill their roles as religious scholars in whatever profession they pursue in their lives.

Researchers found that full support from the Saudi Arabian government, in the form of a supply of original textbooks and funding, serves as the primary foundation. In addition, excellent campus facilities and the presence of world-class faculty members are key drivers that keep students highly motivated and enable them to quickly master the Arabic language. However, the reality on the ground is still hampered by the greatest challenge: the highly diverse backgrounds of incoming students. Not all students have a strong foundation in Arabic from their previous schools. Consequently, during the first few weeks, faculty members must work extra hard to ensure a common level of understanding in classes conducted entirely in Arabic. Student mental fatigue during this initial adaptation period is the most common psychological challenge encountered on the ground. Nevertheless, the researcher observed that LIPIA Medan officials are making significant efforts to find solutions to address this problem. This demonstrates LIPIA Medan's full commitment to the institution's founding objectives.

5. Conclusion

Based on the results of this study, it can be concluded that the *I'dad Lughawy*-based Arabic language learning program is a highly structured and effective program for *non-native speaker* students. This is evidenced by the specialized curriculum for *non-native speakers* developed by *native Arabic speakers* from Saudi Arabia through the textbooks used at LIPIA Medan, as well as the highly professional qualifications of the instructors in their respective fields, the 100% Arabic-medium instruction implemented intensively in the classroom, and the active Arabic-language environment both in the classroom and during extracurricular activities outside the classroom.

A structured evaluation system is also a key component that significantly contributes to the improvement of the *I'dad Lughawy*-based learning program. Although there are many positive aspects supporting the success of this program, there are still obstacles hindering the achievement of Arabic language learning objectives in this *I'dad Lughawy*-based program; economic factors are not the main constraint, as LIPIA Medan receives full financial support from the Government of the Kingdom of Saudi Arabia, which provides full scholarships to its students; in fact, each student is given a monthly allowance (*mukafaah*). However, regrettably, the hindering factor stems from the students themselves namely, a lack of motivation to learn. This factor originates from within the students. It turns out that comprehensive facilities alone are insufficient to boost; this means that instructors need alternative approaches to address the issue, such as psychological approaches or other methods deemed appropriate to the specific problem.

The researcher recommends the management of this *I'dad Lughawy*-based learning program to all stakeholders and practitioners focused on Arabic language education. This program features highly comprehensive and effective management details to achieve optimal learning *outcomes*. Furthermore, the researcher strongly hopes that Indonesian students can make the most of their learning opportunities at LIPIA Medan, as studying at LIPIA is a highly valuable opportunity. The Arabic-language curriculum and environment, supported by *full* scholarships generously provided by the Kingdom of Saudi Arabia to every Indonesian student without any strings attached, make this an exceptional experience.

The management of *the I'dad Lughawy*-based Arabic language learning program involves structured and collaborative administration. By addressing aspects of human resources, curriculum, facilities, and relationships with relevant parties, this program can create a conducive and effective learning environment. This study demonstrates that *the I'dad Lughawy*-based Arabic language learning approach holds significant potential to support the comprehensive development of students' Arabic language proficiency. The research indicates that *the I'dad Lughawy*-based program has a positive impact on students' Arabic language proficiency. This program not only enhances language skills but also strengthens students' understanding of Islamic culture and values. Additionally, graduates of this program tend to exhibit greater confidence in using Arabic across various contexts.

6. References

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