

A Review of the Goals of Learning Arabic among Indonesian Students at Domestic and Foreign Universities

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Abstract

The increasing interest of Indonesian students in studying Arabic, both domestically and abroad, highlights the importance of this language in the context of globalization and intercultural interconnectivity. This interest is reflected in their various learning goals, ranging from understanding the Islamic religion to exploring the rich Arab culture. However, differences in learning contexts between studying at home and abroad may affect students' formulation of learning goals, motivation, and learning outcomes. This study aims to review the Arabic learning goals of Indonesian students at domestic and overseas universities. Using a descriptive quantitative approach, this study analyzes data from university students to understand their goals, confidence levels, and evaluations of Arabic language learning. The results show that most students have a high level of confidence in learning Arabic, with varied goals, with domestic students tending to be more about deepening religious knowledge and supporting their careers, while overseas students are more about deepening religious knowledge and communication skills. Different evaluation methods and perceptions of the learning environment reflect the differences in learning goals between domestic and international students. Overseas students tend to feel more supported and have greater access to support resources, while domestic students may face challenges obtaining adequate support. Despite this, both groups showed high confidence in achieving their learning goals.

Keywords : learning goals, arabic language, domestic students, international students

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A. Introduction

Increased globalization and interconnectivity between countries have strengthened the role of language as a cross-cultural communication tool.¹² Arabic, one of the languages with an important position in the Islamic world³ and a rich intellectual history, attracts Indonesian students.⁴⁵⁶ This phenomenon is observed domestically and abroad, where Indonesian students actively participate in various universities' Arabic language learning processes.

This interest is reflected in the various types of Arabic learning goals they set, ranging from deepening their understanding of Islam to exploring the rich Arabic culture. This is also driven by the need for Arabic language skills in various contexts for academic, professional, and personal purposes. Thus, learning Arabic is an effort to expand linguistic skills and an entry point to a deeper understanding of the cultural and intellectual heritage enriched by this language.

The purpose of learning is to create meaning. Meaning is created by the learner seeing, hearing, feeling, and experiencing the learning process. Learning goals show that learning is directed and has deep meaning. In addition to goals, there are readiness, situation, and interpretation.⁷

In some literature and research, various types of Arabic learning goals are mentioned, including:⁸ 1) Deepening religious knowledge,⁹ this goal includes the desire to deepen and broaden understanding of the teachings and principles of Islam as expressed in Arabic. This involves the study of the Holy Qur'an, hadith, and other religious literature generally written in Arabic.¹⁰¹¹¹² 2) Knowing Arabic culture, his goal emphasizes exploring and understanding the rich and diverse Arabic culture. This includes aspects such as history, customs, art, music, cuisine,

¹ Zhaishan Nurzhanova et al., "Cross-Cultural Communication as a Factor of Modernization of Educational Activity," *IJASOS-International E-Journal of Advances in Social Sciences* 3, no. 7 (2017): 240-50.

² Diana Rustamovna Sabirova, Regina Rafael'yevna Khanipova, and Rimma Raisovna Sagitova, "English as a Tool for Cross-Cultural Communication," *Revista EntreLinguas*, 2021, e021048-e021048.

³ Ahmad Fadhel Syakir Hidayat and Arik Maghfiratul Mukarom, "تعليم اللغة العربية لأغراض خاصة من منظور رشدي أحمد طعيمة في معهد دار الهوى الإسلامي تابونج" (Teaching Arabic for Special Purposes from the Perspective of Rashdi Ahmad Teعيمة in Dar Al-Hawaa Islamic Institute Tabung), *El-Mahara* 1, no. 2 (2023): 69-87.

⁴ Yuangga Kurnia Yahya, "Usaha Bahasa Arab Dalam Menghadapi Era Globalisasi," *Prosiding Konferensi Nasional Bahasa Arab* 3, no. 3 (2017): 38-48.

⁵ Ahmad Jazuly, "Peran Bahasa Inggris Pada Anak Usia Dini," *Jurnal Pendidikan Dompet Dhuafa* 6, no. 01 (2016): 33-40.

⁶ Rina Devianty, "Peran Bahasa Indonesia Dan Bahasa Daerah Dalam Pendidikan Karakter," *Ijtima'iyah: Jurnal Pendidikan Dan Ilmu Sosial* 1, no. 2 (2017): 79-101.

⁷ Suyono Hariyanto, "Belajar Dan Pembelajaran Teori Dan Konsep Dasar," *Bandung: Remaja Rosda Karya*, 2011.

⁸ Rusyda Ahmad Thu'aimah, *Mesir: للتربية والعلوم تعليم العربية لغير الناطقين بها مناهجه وأساليبه Mansyurat al-Mandlumah al-Islamiyah li al-Tarbiyah wa al-Ulum wa altsaqaqah*, 1989.

⁹ S Syarifaturrahmatullah, A F S Hidayat, and ..., "Pendampingan Kemampuan Berbahasa Melalui Pelajaran Tambahan Bahasa Arab Di Pondok Pesantren Salsabila Samarinda," *Tafani Jurnal* ..., 2022, <http://journal.uinsi.ac.id/index.php/TAFANI/article/view/5600>.

¹⁰ Azis Zulfian Adisianto, Ikhwan Nur Rois, and Fahma Reta Putri, "Orientasi Belajar Bahasa Arab Di Era Revolusi Industri 4.0," in *International Conference of Students on Arabic Language*, vol. 4, 2020, 206-14.

¹¹ Ahmad Fadhel Syakir Hidayat, "Al-Arabiyyah Baina Yadaik' Textbook (An Evaluative Descriptive Analysis Study)" (Universitas Islam Negeri Alauddin Makassar, 2019).

¹² Abd Rozak, "Modernisme Pembelajaran Bahasa Arab Berbasis Pesantren Di Rangkasbitung Banten," *Arabi: Journal of Arabic Studies* 3, no. 2 (2018): 167-80.

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and lifestyle represented by Arab society.¹³ 3) Being able to read Arabic reference books, this goal aims to develop the ability to read and understand reference texts written in Arabic. This could include academic materials, classical literature, scholarly journals, and literary works.¹⁴ 4) A career as an Arabic language teacher, this goal leads to the aspiration to choose a career as an Arabic language teacher in formal or informal educational institutions. This involves teaching and disseminating knowledge of Arabic language and culture to others.¹⁵ 5) Deepening the Arabic language, this goal emphasizes a deeper understanding of the structure, grammar, vocabulary, and use of Arabic in various communicative contexts, both oral and written.¹⁶ 6) Completing foreign language proficiency requirements to continue studies at a higher level, this goal includes the desire to meet the requirements for continuing studies at higher education institutions that use Arabic as the language of instruction or in certain study programs.¹⁷¹⁸ 7) Communicating in the target language, This goal focuses on developing the ability to communicate actively and passively in Arabic. It involves the ability to speak, listen, read, and write fluently in various communicative situations, both formal and informal.¹⁹

Understanding Indonesian students' Arabic learning goals is becoming increasingly urgent, in line with the complexity of the challenges and opportunities faced by them²⁰ in domestic and international educational settings.²¹ The different contexts of studying at domestic and overseas universities can affect the formulation of students' learning goals, motivation, and learning outcomes.

At the same time, the importance of the Arabic language is also reflected in the evaluations made by students of their progress in learning it. In evaluating the achievement of Arabic learning goals, students use various methods, ranging from self-reflection to direct interaction with native speakers. This shows their seriousness and commitment to developing Arabic language skills holistically. Moreover, the support of the learning environment in higher education is also considered important by students in achieving their goals in learning Arabic. This

¹³ Khairy Abusyairi, "Pengembangan Bahan Ajar Bahasa Arab," *Dinamika Ilmu* 13, no. 1 (2013).

¹⁴ Rappe Rappe, "Kemahiran Membaca Bahasa Arab Tingkat Mutaqaddimin Serta Metode Dan Strategi Pembelajarannya," *Shaut Al Arabiyah* 8, no. 2 (December 1, 2020): 131, <https://doi.org/10.24252/saa.v8i2.17786>.

¹⁵ Risa Rabiatur Rahmah and Azizatul Muzdalifah, "Penggunaan Thariqah Mubasyarah Sebagai Pembelajaran Bahasa Arab Yang Efektif," *Al Maghazi: Arabic Language in Higher Education* 1, no. 1 (2023): 23–29.

¹⁶ Sinta Ardila Sinta and Wira Wahyuni, "Analisis Faktor-Faktor Kesulitan Belajar Bahasa Arab Pada Siswa Kelas Ii Sdit Syahrial 'Ilmi," *Tatsqify: Jurnal Pendidikan Bahasa Arab* 4, no. 2 (2023): 119–34.

¹⁷ Aziz Fahrurrozi, "Pembelajaran Bahasa Arab: Problematika Dan Solusinya," 2014.

¹⁸ Alvi Dyah Rahmawati, "Manajemen Pengorganisasian Program Kursus Bahasa Arab Di Pare Kediri," *Arabi: Journal of Arabic Studies* 3, no. 1 (2018): 52–60.

¹⁹ Nur Hizbulah and Zaqiatul Mardiah, "Masalah Pengajaran Bahasa Arab Di Madrasah Aliyah Di Jakarta," *Jurnal Al-Azhar Indonesia Seri Humaniora* 2, no. 3 (2015): 189–98.

²⁰ Diah Aulia Ulfah et al., "The Effect of Muahawarah Method on Speaking Skills of Arabic Language Education Students at UINSI Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 42–54.

²¹ Salma Nazhimah and Muhammad Ihsanuddin Masdar, "The Effectiveness of Sparkol Videoscribe Learning Media in Improving Arabic Vocabulary for Elementary School Students at Islamic Centre Samarinda," *El-Syaker: Samarinda International Journal of Language Studies* 1, no. 1 (2024): 1–14.

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shows that a supportive learning environment can positively contribute to students' success in Arabic language learning. With strong support from the learning environment and high commitment from students, the interest and need for Arabic language learning can continue to grow, providing sustainable benefits in facing global challenges in the future.

Therefore, this study aims to review the Arabic learning goals of Indonesian students in domestic and overseas universities. An in-depth understanding of this can provide valuable insights for educational practitioners, curricula, and policies to improve learning approaches and create a more effective educational environment for students' needs.

By analyzing the Arabic learning goals of Indonesian students at home and abroad, this research is expected to contribute to the Arabic language education literature and provide a basis for developing more effective and relevant educational strategies for Indonesian students in various educational contexts.

B. Method

This research uses a descriptive quantitative approach based on the positivism paradigm. The data is in the form of numbers and analyzed using statistics.²² This type of research is descriptive, which means it only describes situations or events, does not seek or explain relationships, and does not test hypotheses or make predictions.²³

The population in this study were all students of Arabic language education and students with introductory lectures using the Arabic language who studied in the country and abroad. The sampling technique used was random sampling, by distributing electronic questionnaires in the form of Google Forms in student environments throughout Indonesia and abroad, and found correspondents totaling 115 students with domestic study sites from 28 universities and 55 students with overseas study sites from 5 countries (Sudan, Egypt, Saudi Arabia, and Yemen). Data collection techniques using questionnaires and documentation and data analysis using descriptive and statistical techniques.

C. Findings and Discussion

In this study, the researcher managed to get 221 correspondents, both studying at home and abroad, with the majority of correspondents coming from Indonesia, with 166 people. Students from other countries such as Sudan, Egypt, Saudi Arabia, and Yemen also contributed to the study with a lower number of correspondents. The complete data of the correspondents is as follows:

Table 1. Number of Correspondents

No.	Country of Study	Number of Correspondents	Male	Female	Total
1.	Indonesia	166 students	63	103	166
2.	Sudan	7 students	7	-	
3.	Egypt	23 students	17	6	
4.	Saudi Arabia	20 students	18	2	

²² Prof Dr Sugiono, "Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, Dan R&D," *Bandung: Alfabeta*, 2014.

²³ Jalaluddin Rakhmat, "Metode Penelitian Komunikasi Dilengkapi Analisis Statistik," *Bandung: PT Remaja Rosda-Karya*, 2009.

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5.	Yemen	5 students	5	-	
			110	111	221

There are several reasons why a researcher may only be able to get that number of samples. First, time and resource constraints may limit the researcher's ability to collect a larger sample. Secondly, limited accessibility to potential respondents in certain countries or regions could be an obstacle. In addition, certain research characteristics, such as a focus on a specialized or specific population, may also affect the sample size. Finally, constraints in the data collection process, such as difficulties in contacting respondents or low participation rates, may also limit the sample size that can be recruited. However, the sample was randomly selected and representative of the diversity of the target population, so interpretations can be considered valid.

Desire to Learn

Based on the results of the questionnaire regarding how strong the desire of students to learn Arabic, the following data is obtained;

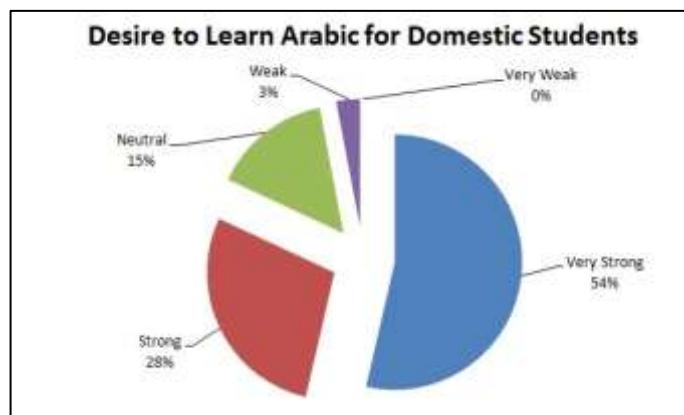


Figure 1. Desire to Learn Arabic for Domestic Students

From a total of 166 respondents, most respondents showed a strong desire to learn Arabic. 89 respondents, or 54%, stated their desire was very strong, followed by 47 respondents, or 28%, who felt strongly. Also, 25 respondents, or 15%, expressed a neutral attitude towards learning Arabic. Meanwhile, only a few respondents, to be precise 5 people or 3%, expressed a weak desire. No one expressed a very weak desire to learn Arabic. As for overseas students, the data is as follows;

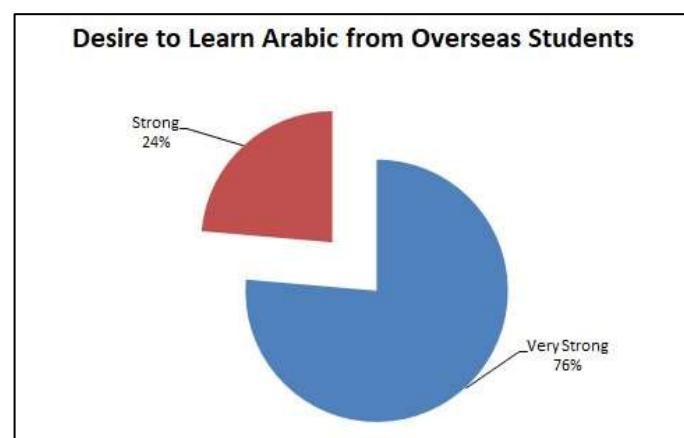


Figure 2. Desire to Learn Arabic from Overseas Students

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Based on the data, there are two positive responses from 55 respondents showing 42 respondents or 76% very strong and 13 respondents or 24% strong, and no one chose neutral or weak answers.

From Figure 1, out of 166 in-country student respondents, 89 respondents, or 54%, expressed a very strong desire to learn Arabic. This was followed by 47 respondents, or 28%, who felt strong, and only a few respondents expressed a weak or neutral desire. Thus, most respondents from within the country are highly motivated to learn Arabic. While from Figure 2 shows that out of a total of 55 overseas student respondents, the majority also showed a strong desire to learn Arabic. Of the total respondents, 42, or 76%, expressed a very strong desire, while 13, or 24%, felt strongly. No one chose neutral or weak answers. This shows that although the number of respondents from overseas students is smaller, the proportion of those with a strong motivation to learn Arabic is relatively high.

The difference in the level of desire to learn Arabic between domestic and overseas students could be due to several factors that may play a role;

1. **Context of Need and Relevance:** In-country students may have a more pressing or relevant need to learn Arabic. They may need Arabic for advanced studies in Arab countries or for career interests domestically that involve relations with Arab countries. On the other hand, overseas students may feel a different urgency in learning Arabic if there is no concrete need in their lives abroad
2. **Cultural and Environmental Context:** Overseas students are more exposed to Arab culture and have more opportunities to interact with the Arab community around them, which may increase their interest in learning Arabic. They may have more access to resources and opportunities to learn Arabic. Meanwhile, in-country students largely have different access or exposure to Arabic culture, which may reduce their interest in learning the language.
3. **Motivation and Personal Interest Factors:** Individuals have different interests and motivations in learning a foreign language. Overseas students have a higher interest or stronger motivation to learn Arabic due to personal interest in Arabic culture, Islamic religion, or other reasons. On the other hand, domestic students have lower interest or motivation related to Arabic, especially if they have yet to gain significant experience with Arabic culture beforehand.
4. **Availability of Resources and Learning Opportunities:** Overseas students have more resources and opportunities to learn Arabic, such as the natural bi'ah lughawiyah on and off campus. Meanwhile, domestic students need more support regarding access to resources and learning opportunities relevant to studying Arabic abroad.

The difference in the desire to learn Arabic between domestic and overseas students may result from a complex interaction between these factors. Therefore, further research must be conducted to understand the factors influencing domestic and overseas students' desire to learn Arabic.

Primary Goals

The goals of learning Arabic based on the results of the questionnaire show a variety of responses and answers, but researchers specify 8 points based

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on the results of the responses of correspondent students: 1) Deepen religious knowledge, 2) Deepen Arabic, 3) Able to communicate using Arabic, 4) Mastering Arabic references and manuscripts, 5) Supporting careers, 6) Learning Arabic Culture, 7) Others, 8) As for data exposure, researchers will compare between students in the country and abroad as follows;

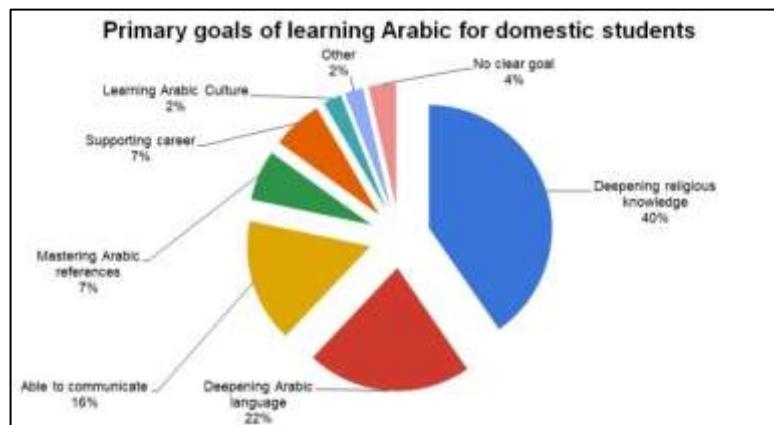


Figure 3. Primary goals of learning Arabic for domestic students

The results of the data above show a variety of primary goals of studying Arabic for in-country students. The majority of them, 67 respondents or 40%, revealed that their primary goal was to deepen their religious knowledge. Another 36 respondents, or 22%, wanted to understand better and deepen their Arabic language skills. In addition, 27 respondents, or 16%, stated that their goal was to communicate fluently using Arabic. Meanwhile, a small number of respondents had a goal to master references written in Arabic at 11 respondents or 7%, to support their careers at 11 respondents or 7%. Only a few stated the goal of learning Arabic culture, 4 respondents, or 2%, while 6 respondents, or 4%, claimed no clear goals. The overseas students are as follows;

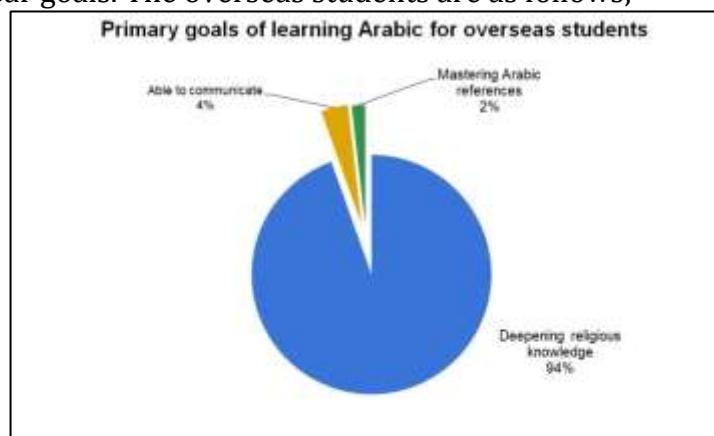


Figure 4. Primary goals of learning Arabic for overseas students

The data above shows that overseas students are more directing their Arabic learning goals to explore religious knowledge with 52 correspondents, or 94%, while the rest choose communication and master Arabic references with two respondents, or 4%, and 1 respondent, or 2%. To make it clear, the researcher tries to compare the data of both based on the following table;

Table 2. Percentage comparison of the primary goals of domestic and overseas students

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Primary Goals	Domestic Students	Overseas Students
Deepening religious knowledge	40%	94%
Deepening Arabic language	22%	-
Able to communicate	16%	4%
Mastering Arabic references	7%	2%
Supporting career	7%	-
Learning Arabic Culture	2%	-
Other	2%	-
No clear goal	4%	-
	100%	100%

Most domestic students have the primary goal of deepening religious knowledge, expressed by 67 respondents or 40%. This shows that learning Arabic is closely related to most domestic students' desire to understand better and explore religious aspects. In addition, there is also a focus on improving Arabic language skills for 36 respondents or 22%, and the goal of being able to communicate fluently using Arabic for 27 respondents or 16%. However, overseas students tend to focus their Arabic learning goals more on deepening religious knowledge. Most of the respondents from abroad, namely 52 correspondents or 94%, stated that their primary goal was to deepen religious knowledge. This shows that for overseas students, religious aspects are the primary priority in learning Arabic.

This difference is due to the different cultural contexts, academic environments, and personal motivations between domestic and overseas students. Domestic students have more in-depth exposure and experience with the religious aspects of Arab culture. In contrast, overseas students may be interested in learning Arabic to understand religion more deeply or for specific academic purposes. However, interestingly, there are several primary goals that students target in the realm of Arabic language education, including 1) expanding networks, 2) learning business in Arab lands, 3) getting direct information in Arabic, 4) learning all languages in this case including Arabic, so these goals need to be considered by various educational institutions.

Secondary Goals

Researchers tried to revisit learning goals by asking questions about the secondary goals of learning Arabic. Researchers got 7 points in general for the secondary goal of learning Arabic based on the results of the questionnaire: 1) Deepening religious knowledge, 2) Deepening Arabic, 3) Being able to communicate using Arabic, 4) Mastering Arabic references and manuscripts, 5) Supporting careers, 6) Getting scholarships, 7) no clear goals. The data is as follows;

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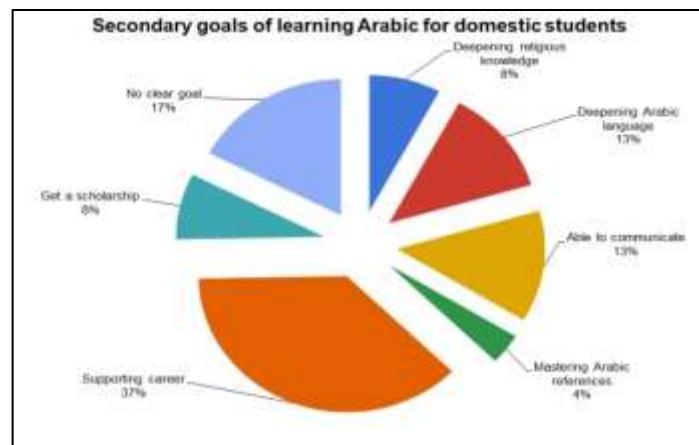


Figure 5. Secondary Goals of Learning Arabic for Domestic Students

The results of the third questionnaire show a variety of students' secondary goals in learning Arabic. Some respondents focused on the religious aspect, with 13 respondents, or 8%, wanting to deepen religious knowledge. Meanwhile, 21 respondents, or 13%, stated that their secondary goal was to deepen their Arabic language skills. However, some respondents, namely 22 people or 13%, emphasized the importance of the ability to communicate in Arabic as a secondary goal. In addition, 62 respondents, or 37%, stated they studied Arabic to support their careers. A small number of respondents, 13 people or 8%, also expected that learning Arabic would help them get scholarships, and 6 respondents or 4% chose to master Arabic references. However, several respondents, namely 29 people or 17%, still need a clear secondary goal in learning Arabic. The data for overseas students is as follows;

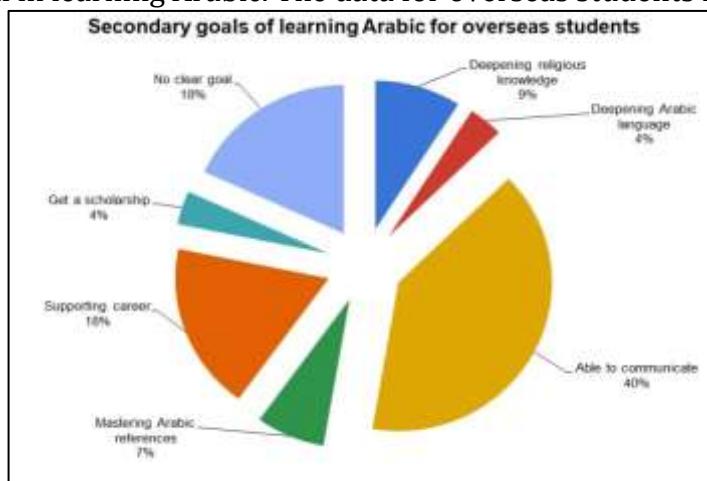


Figure 6. Secondary Goals of Learning Arabic for Overseas Students

From the data above, it is illustrated that the majority chose to be able to communicate as the most secondary goal, with 22 respondents or 40%, then 10 respondents or 18% as career support. Then followed by 5 respondents, or 9%, to deepen their religion, 4 respondents, or 7%, to master Arabic references, and 2 respondents to deepen their Arabic and get a scholarship with 4% each. However, a significant number of 10 respondents or 18%, have not had secondary goals. To make this clear, the researcher tried to compare the data of the two based on the following table;

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Tabel 3. Percentage comparison of secondary goals of domestic and overseas students

Secondary Goals	Domestic Students	Overseas Students
Deepening religious knowledge	8%	9%
Deepening Arabic language	13%	4%
Able to communicate	13%	40%
Mastering Arabic references	4%	7%
Supporting career	37%	18%
Learning Arabic Culture	-	-
Get a scholarship	-	4%
No clear goal	17%	18%
	100%	100%

From the two data above, domestic students have relatively more varied secondary goals, with the majority choosing career goals with 62% or 37%. In contrast, overseas students tend to prioritize the ability to communicate in Arabic as a secondary goal, with 22 respondents or 40%. Then, some respondents stated that they did not have secondary goals because they chose to focus more on the primary goals they had set.

The difference in the goal of learning Arabic between domestic students who mostly aim at career goals and overseas students who mostly aim at communication skills can be caused by several factors:

1. Environmental Context and Labor Market Needs: In-country students may be more exposed to the local job market context that demands Arabic language skills as a competitive advantage. They may realize that learning Arabic can open up career opportunities in diplomacy, trade, tourism, or working in companies with business links in Arab countries. Therefore, most domestic students study Arabic to support their future careers.
2. The Need for Intercultural Communication: Overseas students may be more exposed to the need for cross-cultural communication in a multicultural environment. They may realize the importance of communicating in Arabic to interact with Arabs or to understand Arab culture more deeply. As overseas students, they may have greater opportunities to engage in social, academic, or professional activities with the Arab community, thus making the ability to communicate in Arabic their primary goal.

Achievement of Learning Goals

Then, the researcher wants to see how much the level of confidence of all correspondents in the achievement of Arabic learning goals that they have set; as for domestic students, the data is as follows;

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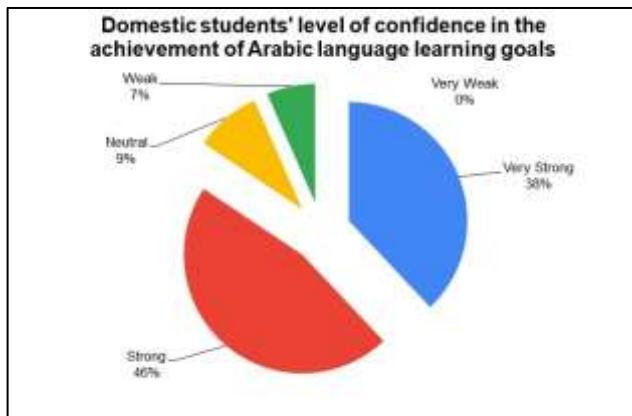


Figure 7. Domestic students' level of confidence in the achievement of Arabic language learning goals

From the results of the fourth questionnaire, domestic students' confidence level in achieving the goals of learning Arabic that they have set. 63 respondents, or 38%, stated they had very strong confidence in achieving their goals, while 77 respondents, or 46%, felt their confidence was strong. A total of 15 respondents, or 9%, stated that they were neutral or unsure of achieving their goals. Meanwhile, 11 respondents, or 7%, felt they needed more confidence in achieving their Arabic learning goals. No respondents stated that they had very weak confidence. The data for overseas students are as follows;

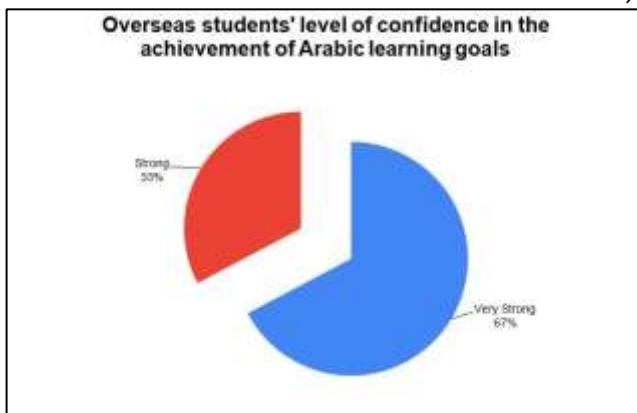


Figure 8. Overseas students' level of confidence in the achievement of Arabic learning goals

Looking at the data above, the level of trust of overseas students towards achieving their Arabic learning goals is very strong with 37 respondents, or 67% and strong with 18 respondents, or 33%, and no one feels neutral or weak.

From Figure 7, most domestic students feel confident in achieving their Arabic learning goals. A total of 63 respondents, or 38% stated that they had a very strong belief, while 77 respondents, or 46% felt their belief was strong. Although some respondents felt neutral or unsure (9%) and some felt their confidence was weak (7%), no one expressed having weak confidence. However, from Figure 8, it can be seen that overseas students' trust level is much higher. Most of the overseas respondents, 37 or 67%, expressed a very strong belief in achieving their Arabic learning goals. Meanwhile, 18 respondents, or 33%, felt their trust was strong. No one felt neutral or weak. This difference may reflect differences in learning experiences, motivation, and expectations between in-

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country and overseas students. Overseas students may feel more confident in achieving their learning goals because they have taken a big step toward studying in a culturally and linguistically different environment. Meanwhile, in-country students may have slightly lower confidence levels as they may face internal or external obstacles that affect their confidence in achieving their learning goals.

Learning Environment

Researchers present the results of data related to students' perceptions of their learning environment, which in this case is the scope of the campus where they study towards achieving the Arabic language learning goals they have set; as for domestic students, the data is as follows;

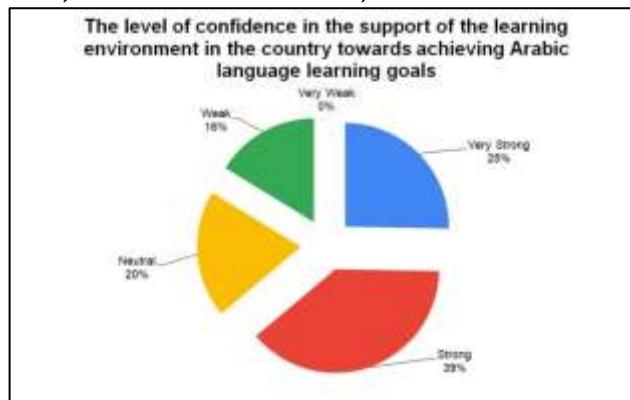


Figure 9. The level of confidence in the support of the learning environment in the country towards achieving Arabic language learning goals

The results of the fifth questionnaire revealed students' perceptions of the support of the learning environment in higher education in achieving their Arabic language learning goals. The majority of respondents, as many as 42 people or 25%, stated that their learning environment supported achieving Arabic learning goals, while 64 respondents, or 39%, felt the support was strong. There were also 33 respondents, or 20%, who felt neutral or unsure of the support of the learning environment at their college. On the other hand, 27 respondents, or 16%, stated that the support of their learning environment towards achieving Arabic learning goals needed to be stronger. No respondents stated that the support of their learning environment was very weak. As for overseas students studying abroad, the data is as follows;

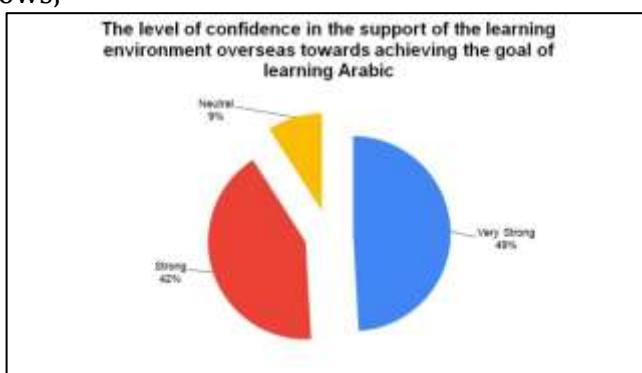


Figure 10. The level of confidence in the support of the learning environment overseas towards achieving the goal of learning Arabic

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From the data above, overseas students responded with the majority of 27 respondents or 49% choosing very strong and 23 respondents or 42% choosing strong, while only 5 respondents or 9% chose neutral.

The results show that most domestic students feel that the support of the learning environment on campus supports the achievement of Arabic learning goals. Most respondents expressed strong or very strong support, although some felt neutral or considered the support weak. On the other hand, overseas students showed a higher level of confidence in the support of the study abroad environment towards achieving their Arabic language learning goals. This may reflect the differences in learning experiences, support facilities, and academic culture between home and overseas campus environments. Overseas students feel more supported by a more international learning environment with *bi'ah lughawiyah*, are more open to cultural diversity, and have more resources to support their Arabic language learning. Meanwhile, in-country students face greater challenges in getting adequate support in achieving their learning goals, which calls for more specific, specialized research to elaborate on the issue.

Evaluation Pattern

Then, the researcher wants to see the evaluation patterns they apply in seeing the extent to which their Arabic learning goals are achieved; as for students in the country, the data is as follows;

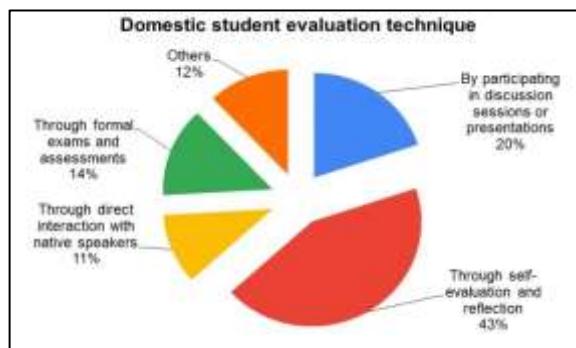


Figure 11. The evaluation pattern of in-country students in seeing the extent to which their Arabic learning goals are achieved

The results of the sixth questionnaire show the evaluation patterns of in-country students in assessing the extent to which their Arabic learning goals are achieved. A total of 33 respondents, or 20%, stated that they assess their goals' achievement through discussion sessions or presentations. A total of 72 respondents, or 43%, used self-evaluation and reflection as their main methods in assessing the achievement of their Arabic learning goals. 88 respondents, or 11%, relied on direct interaction with native speakers to evaluate their progress. In addition, 23 respondents, or 14%, stated that they use formal exams and assessments as a reference in assessing the achievement of their goals. There are also 20 respondents, or 10%, who use other evaluation methods that do not fall into the previously mentioned categories. As for overseas students, the data is as follows;

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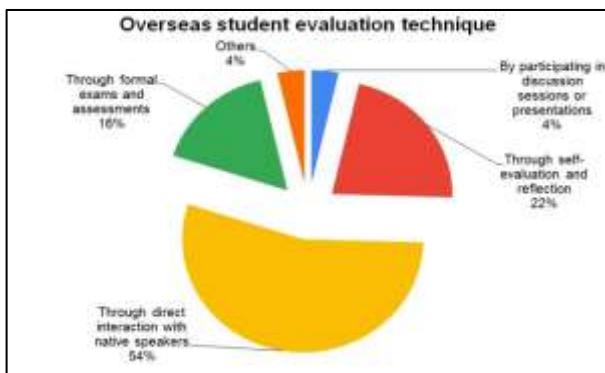


Figure 12. Evaluation patterns of overseas students in seeing the extent to which their Arabic language learning goals are achieved

The data shows that the majority of overseas students 30 respondents, or 54% chose direct interaction, followed by 12 respondents, or 22%, through self-evaluation and reflection; 9 respondents, or 16%, through formal exams and assessments; the remaining 2 respondents or 4% each by participating in discussion sessions or presentations and others.

The results show significant differences in the evaluation patterns used by domestic and overseas students in assessing the extent to which their Arabic learning goals are achieved. From Figure 11, in-country students tend to use self-evaluation and reflection as their main methods in assessing the achievement of Arabic learning goals, with 72 respondents, or 43%, choosing this option. Meanwhile, as many as 33 respondents, or 20%, chose to participate in discussion sessions or presentations, and 88 respondents, or 11%, relied on direct interaction with native speakers. However, only a few respondents used formal exams and assessments as a reference in assessing the achievement of their goals. On the other hand, from Figure 12, overseas students are more likely to use direct interaction with native speakers to evaluate progress in learning Arabic, with 30 respondents, or 54%, choosing this option. Self-evaluation and reflection are also commonly used, chosen by 12 respondents or 22%, while only a few use formal exams and assessments.

This difference reflects the different learning experiences between in-country and overseas students. In-country students are more likely to engage in personal reflection on their progress. In contrast, overseas students can rely more on direct experience with native speakers to improve their language skills, which they also support with *bi'ah lughawiyah*.

D. Conclusion

This study reveals that the majority of students, both domestic and international, are highly motivated to learn Arabic. Most domestic respondents strongly desire to learn Arabic, especially to deepen religious knowledge and improve Arabic language skills to support their careers. Meanwhile, overseas students also show high motivation, especially in learning Arabic for communication skills and deepening religious knowledge. However, interestingly, there are some new goals that students are targeting in the realm of Arabic language education, including 1) expanding networks, 2) learning business in Arab lands, 3) getting direct information in Arabic, 4) learning all languages, in this case including Arabic, so these goals need to be considered by various

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educational institutions. The differences in learning goals between the two groups are due to environmental context factors, labor market needs, and personal motivations.

Nonetheless, both groups show a fairly high level of confidence in achieving their learning goals, although overseas students have higher confidence. The learning environment, both at home and abroad, also plays an important role in supporting the achievement of Arabic learning goals. Overseas students tend to feel more supported by an international learning environment and have more access to supportive resources, while in-country students may face challenges in obtaining adequate support. Evaluation patterns in assessing the achievement of Arabic learning goals also show differences, with domestic students tending to use self-evaluation and reflection as the main methods. In contrast, overseas students rely more on direct interaction with native speakers. These differences reflect the different learning experiences between the two groups, which are likely influenced by the academic and cultural environments in which they study. The results of the study have important implications for the development of educational curricula and programs, requiring increased access to resources, the development of support programs for in-country students, the construction of an inclusive academic environment, increased awareness of learning goals, and continued research to better understand motivational factors for learning. By considering these implications, educational institutions can increase the effectiveness of Arabic language learning and better meet the needs of students.

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