ARABIC LANGUAGE LEARNING AT INSTITUTIONS FOR NON-ISLAMIC EDUCATION STUDY PROGRAMS

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Abstract: *The development of Arabic language skills mostly targets Muslim communities. However, there are specific obstacles to the acquisition of these language skills in higher education institutions, which largely arise from the need to accommodate students of various religious affiliations in their studies. The aim of this research is to reveal the benefits, weaknesses, prospective benefits, and potential drawbacks of incorporating Arabic into the curriculum of higher education institutions. This research uses qualitative methods and combines data from students, lecturers and policy documents related to curriculum development. Before reaching a conclusion, the data obtained is categorized, displayed and examined. Findings show that these institutions have valuable assets such as skilled Arabic lecturers and dedicated language and study facilities. However, the shortcomings of this institution stem from the lack of linguistic skills of teachers in several disciplines, namely the sharia economics study program and Islamic family law.*
Keywords: *Arabic Language Learning, Institutions, Non-Islamic Education Study Programs*

INTRODUCTION

Arabic is a widely acknowledged language that is part of the academic curriculum of Indonesian universities, including STAI Yogyakarta. According to Chairman's Decree Number 145/STAIYO/VI/2020, Arabic is a compulsory subject in all study programs at STAI Yogyakarta. Arabic language sessions are mandatory for all students, irrespective of their study programs, even those who are enrolled in non-Islamic education programs such as Sharia Economics and Islamic Family Law. Furthermore, the official enactment and implementation of Chairman's Decree Number 139/STAIYO/VI/2020, which specifically addresses the allocation and execution of lecturers' responsibilities for courses at the institutional level, have

been accomplished. Through discussions with the Arabic language lecturer team, it is clear that they face difficulties in choosing appropriate Arabic learning materials and subjects for each study plan. In addition, they provide the same instructional resources to various non-Islamic academic programs, using books labeled *al-'Arabiyyah baina yadaik.*

The preference for utilising the aforementioned learning sources is closely linked to the expertise of instructors who possess extensive knowledge of Arabic writings pertaining to Islamic studies, as opposed to works related to social, economic, political, legal, and other subjects [1]. However, the utilisation of Arabic, the language that is instructed to pupils in their academic curriculum and for their future endeavours, appears to be very limited. This is mostly due to the fact that the subjects and themes being taught are not closely aligned with their existing knowledge and study programme [2]. In response to this issue, language instruction should be appropriately focused on enhancing students' proficiency in specific scientific components of cultural advancement and societal requirements. Hasasneh [3] emphasised the importance of using several strategic approaches to support innovative ideas, such as directing Arabic language instruction towards students' existing knowledge. Ritonga [4] emphasised the need of considering different situations while selecting Arabic learning resources. This technique seeks to ascertain the use of language, as well as the specific domain and occupation. Hence, the objective of this study is to examine the merits, limitations, and prospects linked to the acquisition of the Arabic language at tertiary educational establishments.

The findings of this research analysis serve as relevant information for institutions to establish policies about the incorporation of Arabic within their curriculum. There are several factors that should be taken into account while establishing a language learning curriculum, including the preparedness of the institution [5], the capabilities of the educators [6], global

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[2] Wassen Aldjanabi, "Arabic Offensive and Hate Speech Detection Using a Cross-Corpora Multi-Task Learning Model," *Informatics* 8, no. 4 (2021), https://doi.org/10.3390/informatics8040069.

[3] Ahmad Hasasneh, "Arabic Sign Language Characters Recognition Based on a Deep Learning Approach and a Simple Linear Classifier," *Jordanian Journal of Computers and Information Technology* 6, no. 3 (2020): 281–90, https://doi.org/10.5455/jjcit.71-1587943974.

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[5] Rajae Bensoltane, "Towards Arabic Aspect-Based Sentiment Analysis: A Transfer Learning-Based Approach," *Social Network Analysis and Mining* 12, no. 1 (2022), https://doi.org/10.1007/s13278-021-00794-4.

[6] Abdulfattah Omar, "An Evaluation of the Localization Quality of the Arabic Versions of Learning Management Systems," *International Journal of Advanced Computer Science and Applications* 12, no. 2 (2021): 443–49, https://doi.org/10.14569/IJACSA.2021.0120256.

advancements [7], and the vision of the institution [8]. Textbooks are a type of learning instrument that is methodically organised and carefully picked to align with students' goals, orientation, and progress. Alwehaibi outlined four key attributes of learning materials: 1) sources, 2) course references, 3) systematic and simple organisation, and 4) the inclusion of guidelines [9]. Lashley further underscored the need of having learning materials and implementing rigorous selection processes for both lecturers and teachers [10]. Rahal [11] states that organisational tactics include basic competency criteria, indicators, learning materials, and activities. Learning material refers to the specific content provided to students in certain courses or fields of study, in accordance with the relevant curriculum. The components of this package encompass: 1) instructional materials, 2) attainable skills, 3) supplementary data, 4) practical exercises, 5) student worksheets outlining work guidelines, and 6) assessment measures. The Centre for Curriculum and Books [12] outlines four key factors to consider when writing a book: 1) content, 2) presentation of material, 3) language and readability, and 4) graphic features. In addition, Richards asserted that word choice or diction plays a crucial role in the development of a language. Thahers' comment indicates that each community possesses distinct traits in word usage [13], implying a connection between language and Islamic studies. Prior to this, numerous specialists have conducted studies on the creation of Arabic language learning materials. These materials encompass Al-Qur'an learning resources, theme-based materials, competency-based materials, contextual-based development materials, and various more.

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[7] Azmi Almuzaini HA, "Impact of Stemming and Word Embedding on Deep Learning-Based Arabic Text Categorization," *IEEE Access* 8 (2020): 127913–28, https://doi.org/10.1109/ACCESS.2020.3009217.

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[13] Thaer Thaher, "Intelligent Detection of False Information in Arabic Tweets Utilizing Hybrid Harris Hawks Based Feature Selection and Machine Learning Models," *Symmetry* 13, no. 4 (2021), https://doi.org/10.3390/sym13040556.

In addition to instructing language, educators additionally enhance pupils' understanding [14]. Nevertheless, the lack of materials pertaining to certain goals also contributes to the failure in acquiring proficiency in Arabic. Islamic Da'wah comprises 80% of the content included in Arabic learning books. Approximately 90% of graduating students at TAFL possess proficiency in the Arabic language [15], but students in the fields of economics and law encounter difficulties due to the utilisation of specific terminology. According to Fadel [16], studying Arabic with a focus on scientific subjects can facilitate the acquisition of relevant abilities for individuals who already possess expertise in those domains. ELAffendi [17] argue that while selecting materials for language acquisition, it is important to consider students' knowledge abilities and backgrounds. According to Mustafa [18], instructors, learners, and resources are three interconnected aspects that contribute to the creation of a productive, streamlined, and significant learning experience. Elfaik [19] asserts that all Arabic language resources are primarily created through research, employing enjoyable, constructive, creative, and meaningful approaches, strategies, and teaching procedures. Language learning resources must align with the primary objectives outlined by Nerabie [20], which encompass facilitating communication and the exchange of ideas across several domains such as education, politics, economics, civilisation, and social management.

Every facet of human existence is characterised by specific languages and terminology. Hence, Arabic study tools are necessary in all domains of science [21]. Previous studies on

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[14] Mahmous Mohamed Emam, "Screening for Learning Disabilities in Oman: Confirmatory Factor Analysis of the Arabic Version of the Learning Disabilities Diagnostic Inventory," *International Journal of Developmental Disabilities* 67, no. 6 (2021): 435–45, https://doi.org/10.1080/20473869.2019.1683367.

[15] Muath Alali, "Multitasking Learning Model Based on Hierarchical Attention Network for Arabic Sentiment Analysis Classification," *Electronics (Switzerland)* 11, no. 8 (2022), https://doi.org/10.3390/electronics11081193.

[16] Arwa Saif Fadel, "Arabic Aspect Extraction Based on Stacked Contextualized Embedding With Deep Learning," *IEEE Access* 10 (2022): 30526–35, https://doi.org/10.1109/ACCESS.2022.3159252.

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[18] Mustafa El-damcese, "A Deep Learning Approach for Handwritten Arabic Names Recognition," *International Journal of Advanced Computer Science and Applications* 11, no. 1 (2020): 678–82, https://doi.org/10.14569/ijacsa.2020.0110183.

[19] Hanane Elfaik, "Combining Context-Aware Embeddings and an Attentional Deep Learning Model for Arabic Affect Analysis on Twitter," *IEEE Access* 9 (2021): 111214–30, https://doi.org/10.1109/ACCESS.2021.3102087.

[20] Abdul Munem Nerabie, "The Impact of Arabic Part of Speech Tagging on Sentiment Analysis: A New Corpus and Deep Learning Approach," *Procedia Computer Science*, 2021, https://doi.org/10.1016/j.procs.2021.03.026.

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learning materials exhibited evident knowledge deficiencies, as noted by researchers. In addition, prior study has not addressed the topic of Arabic language learning materials analysed by SWOT analysis. It encompasses various undiscovered aspects that have recently garnered study interest in other fields. Further exploration is needed to develop Arabic language learning materials suitable for non-Islamic education study programmes, with a focus on creating teaching materials that are appropriate for this context. The SWOT methodology is employed to ascertain the inherent advantages, disadvantages, potential advantages, and potential disadvantages encountered by universities in incorporating Arabic into their curriculum. The SWOT analysis is derived from four perspectives: strengths, weaknesses, opportunities, and threats. The evolution of established policies in SWOT analysis is significantly influenced by dominant and inhibiting factors [22]. The primary determinants at hand are strengths and opportunities, whilst the constraining elements are weaknesses and threats. The SWOT analysis is a potent tool employed to evaluate the strategies of leaders. This also enables educational institutions to identify influential aspects and techniques employed to enhance relevant procedures.

METHODS

The research conducted is of a qualitative nature, involving the collection and analysis of data in the form of documents and numerical data. The first data source was acquired from policy documents pertaining to the curriculum at STAI Yogyakarta. Furthermore, data was acquired from the chairman and three deputy chairmen addressing their perspectives on the implementation of the Arabic language curriculum in the institution. Furthermore, the data source is derived from a group of 5 Arabic language professors, as specified by the Chairman's Decree. The data collection process involved the utilisation of many methods, including observation, interviews, documentation, and focus group discussions. Observations are utilised to assess the incorporation of Arabic as a formal curriculum in all academic programmes. Simultaneously, interviews serve as a valuable means of gathering information from informants about their perspectives on the process of developing the institutional curriculum. Documentation is utilised to get information that is accessible at the Institution. Focus group

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[22] Rehab M Duwairi, "Automatic Recognition of Arabic Alphabets Sign Language Using Deep Learning," *International Journal of Electrical and Computer Engineering* 12, no. 3 (2022): 2996–3004, https://doi.org/10.11591/ijece.v12i3.pp2996-3004.

discussions aim to gather data on the implementation of this strategy and the application of remedies to current issues. This study involved the Chair, Deputy Chair, and Arabic Language Lecturers of STAI Yogyakarta. The data were analysed using an interactive approach, as depicted in Figure 1.
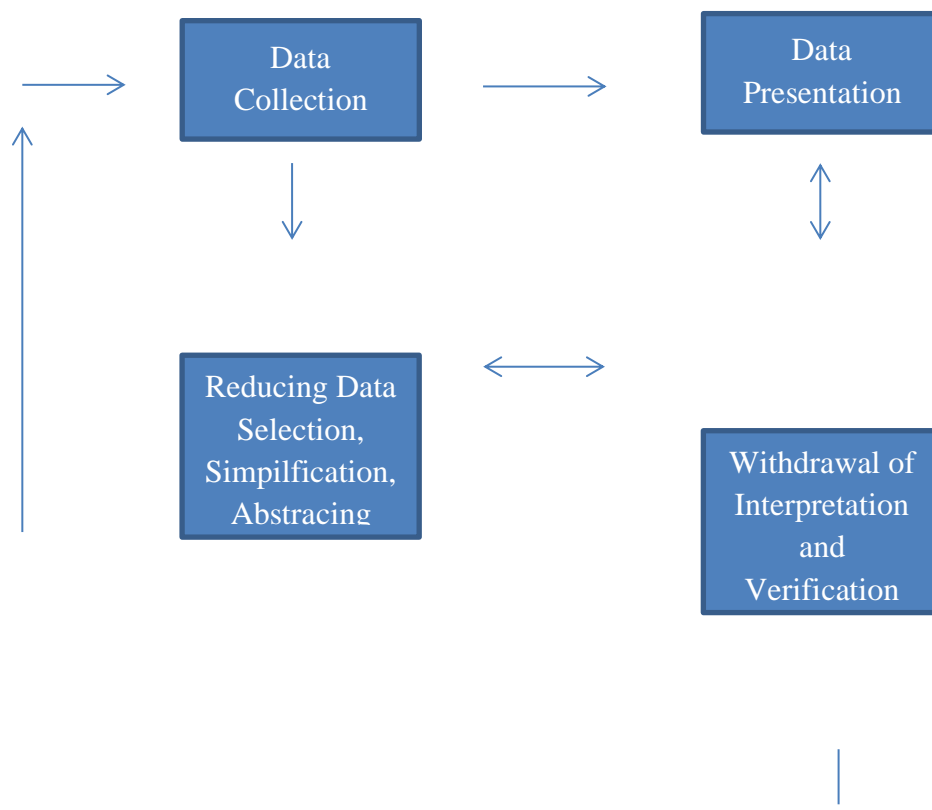
RESULT AND DISCUSSION

The incorporation of Arabic into the higher education curriculum offers numerous benefits, as illustrated in table 1. Table 1 indicates that the primary strength of the first institution is in its human capital. The team of STAI Yogyakarta possesses a high level of proficiency and expertise in the field of Arabic. In accordance with the Chairman's Decree pertaining to the instruction of Arabic, a collective of five instructors have been assigned the duty of teaching the language at the institutional level. Each nominee for a human resources post possesses a significant level of proficiency in their specific fields of expertise, as evidenced by their educational background and the country where they have successfully completed their studies.

Table 1: Benefits of Incorporating Arabic into the Institutional Curriculum

No	Research Findings		
	Strength	*Aspect*	*Indicator*
1	Human Resources	Lecturers	Have Arabic language backgrounds
			Graduated from Middle East Universities
2	The existence of Arabic Language Education Study Program	Working Unit	Also participating in socializing the importance of Arabic language
3	*Al-Arabiyah Jamiah*	Working Unit	A place to strengthen students' Arabic Language competences
4	Language Center and Laboratory	Working Unit	A place to learn Arabic language either independently or through tutorials

Preferred educational credentials pertaining to the human resources industry, encompassing bachelor's, master's, and doctoral degrees. The availability of these human resources aligns with the institutional administration's objective of facilitating students' mastering of Arabic at the institution. In addition to serving as language instructors, human resources who have obtained their education in Middle Eastern nations possess important expertise in direct engagement with native Arabic speakers.

The successful implementation of curriculum achievements is closely tied to the presence of human resources, particularly educators who effectively fit with educational objectives, and instructors who can broaden pedagogical techniques [23]. Hence, the presence of teachers is crucial for the successful execution and attainment of the curriculum [24]. This study contends that Arabic instructors possess the capacity to offer further clarifications pertaining to the anticipated learning objectives while executing the Arabic language curriculum at the educational institution.

An outstanding feature is the implementation of an Arabic language curriculum inside the Islamic Education Study Programme in 2012. The decision to incorporate Arabic into the institution's curriculum was driven by its prominent presence and ability to enhance the

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[23] Mohamed Elleuch, "Convolutional Deep Learning Network for Handwritten Arabic Script Recognition," *Advances in Intelligent Systems and Computing*, 2021, https://doi.org/10.1007/978-3-030-49336-3_11.

[24] Saeed Albukhitan, "Framework of Semantic Annotation of Arabic Document Using Deep Learning," *Procedia Computer Science*, 2020, https://doi.org/10.1016/j.procs.2020.03.096.

teachings of NU values. The purpose of this update is to enhance student motivation across various academic programmes. In addition, STAI Yogyakarta has established the *Al-Arabiyah Jami'ah* institution in partnership with the Language Centre of UIN Sunan Kalijaga Yogyakarta. The institution's curriculum plays a crucial role in enhancing the Arabic language, therefore making a substantial contribution. Hence, the true significance of this school manifests itself when students engage in activities aimed at acquiring proficiency in the Arabic language. Hence, it is crucial for institutional managers to effectively execute and oversee the execution of concepts and policies by the *Al-Arabiyah Jami'ah* organisation and its leaders.

In addition, the existence of language institutes and laboratories inside STAI Yogyakarta offers substantial advantages for the implementation of the Arabic language curriculum at the institution. A language laboratory is a valuable resource that students use to independently learn established linguistic principles without needing direction from an instructor. The robustness of Arabic language integration in higher education is exemplified by the second, third, and fourth components, which pertain to institutional entities. These modules play a significant role and provide a noteworthy addition to the field of language learning. Hence, by granting authority to these three bodies, institutions can successfully alleviate possible obstacles that may emerge in the future.

Inadequate implementation of Arabic as a curriculum at educational institutions.

Table 2 displays data acquired through a systematic collection of information utilising several research techniques, such as observation, interviews, document analysis, and focus group discussions.

Table 2 displays an examination of the constraints identified in the integration of Arabic throughout the institution's programmes.

| No | **Research Findings** | | |
	Weakness	*Aspect*	*Indicator*
1	Students	Students	Some students have no knowledge on Arabic transcriptions
2	Institution's Locations	Environment	Not all students utilize laboratory and *Al-Arabiyah Jami'ah* because it is only available in Gunungkidul
3	Learning Sources	Facilities	The utilization of learning sources are not appropriate with the particular fields of knowledge
4	Lecturers' knowledge	Lecturers	The Arabic lecturers are not quite familiar with the terms used in other fields of knowledge.

The examination of table 2 reveals that the student population of STAI Yogyakarta possesses a wide range of Arabic copying skills. However, a significant drawback in the implementation of Arabic in these organisations is the insufficient proficiency among certain personnel in specific linguistic media. This statement aligns with the deans' assessment of the resemblance between the Arabic language learning system and other courses, while considering the student's enrolment class in relation to their prior knowledge.

The introduction of Arabic as a second language in Indonesia necessitates students actively advocating for institutional policies that align with their fundamental capabilities. Boudad [25] asserts the necessity of classifying linguistic competency levels. Georgiou [26] argue that it is necessary to enhance students' skill in Arabic language learning modules. An issue identified in these colleges pertains to the implementation of Arabic into the curriculum of the institution. The aforementioned claim is predicated on the presence of multiple variables that contribute to the efficacy of curriculum implementation. These elements encompass the presence of laboratories, the establishment of the Al-Arabiyah Jami'ah institution, and the exclusive availability of Arabic language education study programmes within the city of Yogyakarta.

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[25] Naaima Boudad, "Exploring the Use of Word Embedding and Deep Learning in Arabic Sentiment Analysis," *Advances in Intelligent Systems and Computing*, 2020, https://doi.org/10.1007/978-3-030-36674-2_26.

[26] Georgios P Georgiou, "Vowel Learning in Diglossic Settings: Evidence from Arabic-Greek Learners," *International Journal of Bilingualism* 25, no. 1 (2021): 135–50, https://doi.org/10.1177/1367006920945396.

In addition, it serves as an instructional resource, as evidenced by interview findings, observations, and analysis of documentation. The research findings suggest that the primary teaching materials utilised for learning Arabic in all academic programmes are solely "*Al-'Arabiyyah baina yadaik.*" This circumstance leads students to express that Arabic is of lesser significance, as it is perceived as less applicable to their specific fields of study. The process of acquiring language is frequently linked to the utilisation of appropriate educational resources to stimulate and captivate students [27]. The motivation of students tends to enhance when they had prior knowledge or comprehension of the subject topic [28]. To address these identified constraints, it is advisable for the teaching staff to conduct workshop sessions to enable the integration of Arabic language learning in alignment with the authorised curriculum. This strategy necessitates the active involvement of domain experts.

In addition, the scarce human resources of STAI Yogyakarta should be recognised and valued for their quantity and quality. Nevertheless, in regards to Arabic speaking proficiency, the level of knowledge and abilities in other associated domains is still widely regarded as inadequate. Arabic language teachers possess the capacity to effectively participate in discussions pertaining to the domain of religion in a thorough manner. Conversely, it seems that lecturers in areas such as law and economics lack comprehension of the specialised vocabulary employed in these domains. Every scientific field possesses its own distinct vocabulary and structure for comprehending and scrutinising data. Hence, it is crucial to ensure that students' previous knowledge and comprehension are in harmony with their command of the Arabic language [29]. The professors' conditions at STAI Yogyakarta lead to an inconsistent utilisation of learning resources, relative to the students' level of knowledge. Hence, it is crucial for university officials to provide assistance and resources to facilitate teachers in attaining competency in the Arabic language across all fields of study, so as to meet the demands of all academic programmes offered by the institution.

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[27] Zurqoni, "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–30, https://doi.org/10.29333/iji.2020.13444a.

[28] Zeyad Ali, "Understand My World: An Interactive App for Children Learning Arabic Vocabulary," *IEEE Global Engineering Education Conference, EDUCON*, 2021, https://doi.org/10.1109/EDUCON46332.2021.9454114.

[29] Taghreed Tarmom, "Compression versus Traditional Machine Learning Classifiers to Detect Code-Switching in Varieties and Dialects: Arabic as a Case Study," *Natural Language Engineering* 26, no. 6 (2020): 663–76, https://doi.org/10.1017/S135132492000011X.

Possibility of incorporating Arabic into the official curriculum

According to the available research data, it can be concluded that institutions have the capacity to incorporate Arabic into their curriculum, as indicated by the findings presented in table 3.

Table 3 displays the diverse prospects that institutions have for effectively incorporating Arabic into their university curriculum.

No	Research Findings		
	Opportunity	*Aspect*	*Indicator*
1	Strengthening Ke-NU-an	Curriculum	Ke-Nu-an is the spirit of NU Higher Education Institution
2	Expanding job opportunities	Output	Foreign language competences facilitate the university graduates to obtain various jobs
3	Strengthening the institution's identity	Institution	Institution's identity as a well-known institution in integrating knowledge with Islam

The provided table demonstrates that incorporating Arabic within the institutional curriculum is a strategic method for enhancing NU learning. This move holds substantial potential for the institution to attain success in alignment with the NU-ness mission. The essence of STAI Yogyakarta Higher Education, embodied by Nu-ness, necessitates the proper endorsement of Islamic teachings derived from the Al-Quran, Hadith, Ijma', and Qiyas.

Within this particular framework, institutions possess the capacity to enhance collaboration between Arabic language instructors and NU lecturers in the assimilation of educational resources. In order to gain a thorough and precise comprehension of Islam, individuals who are interested in acquiring knowledge about this religion and who depend on educational resources that include Arabic language references are recommended to make use of Ke-NU-an material. STAI Yogyakarta facilitates the attainment of comprehensive knowledge through efficient coordination between Arabic language instructors and NU instructors.

The second facet pertains to the employment opportunities available to graduates. In the era of the industrial revolution, the acquisition of foreign language proficiency has become the primary method employed to enhance one's chances of finding employment [30]. By successfully incorporating Arabic into institutional curricula, it is anticipated that students will develop advanced language proficiency, enhancing their chances of securing jobs in Middle Eastern nations without any obstacles.

The third issue pertains to enhancing the institution's recognition in Yogyakarta for its commitment to integrating science and Islam. Arabic is integrated into the institution's curriculum in this specific context and subsequently strengthened. The interdependence of Arabic and Islamic studies is a crucial element, as comprehending certain facets of Islam without a proficient grasp of Arabic is quite challenging.

Obstacles Encountered by Institutions in Incorporating Arabic into the Institutional Curriculum

The difficulties that may arise while incorporating Arabic into institutional curricula are detailed in Table 4.

Table 4 outlines the difficulties that these institutions encounter while integrating Arabic into their educational programmes. The problems encompass the incorporation of Arabic into an educational institution's curriculum, along with its possible influence on student enrollment. Student recruitment is open to individuals of both Muslim and non-Muslim backgrounds, including Christians. Christians residing in many nations possess the capacity to attain proficiency in Arabic [31]. Nevertheless, it is important to acknowledge that a significant proportion of individuals in Indonesia continue to regard it as an essential element of the Islamic religion. The acquisition of language competency, achieved via the development of the four main talents, is unrelated to concerns of religion or belief.

Table 4: Obstacles Encountered by Institutions in Adopting Arabic as an Institutional Curriculum

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[30] Rehab M Duwairi, "A Deep Learning Framework for Automatic Detection of Hate Speech Embedded in Arabic Tweets," *Arabian Journal for Science and Engineering* 46, no. 4 (2021): 4001–14, https://doi.org/10.1007/s13369-021-05383-3.

[31] Abdullah Y Muaad, "Arcar: A Novel Deep Learning Computer-Aided Recognition for Character-Level Arabic Text Representation and Recognition," *Algorithms* 14, no. 7 (2021), https://doi.org/10.3390/a14070216.

No	Research Findings		
	Threat	*Aspect*	*Indicator*
1	Students	Students	The existence of non-Muslim students
2	Lecturers	Lecturers	Number of lectures are not in accordance with the study program
3	Infrastructure and Facilities	Infrastructure and Facilities	Not in accordance with the qualified learning requirements

Hence, it is anticipated that institutional administrators will establish regulations pertaining to the incorporation of Arabic language courses for non-Muslim students, irrespective of the probable ramifications on the educational structure. Furthermore, the inclusion of Arabic in academic curricula has posed a possible obstacle to the equitable distribution of teaching resources among participants in various study programmes across all fields. The disparity between the number of available human resources and study programmes indicates an inequitable allocation of credits. Hence, it is imperative for study programme managers to create efficient communication channels with course coordinator academics in order to distribute 50% of the Arabic language curriculum to odd semesters and the remaining 50% to even semesters.

The third component pertains to the physical structures and amenities. In order to offer Arabic language instruction as an institutional course, it is necessary to make focused endeavours to enhance both the quality and quantity of infrastructure. The efficacy and productivity of acquiring proficiency in a foreign language might be impeded if there is a lack of sufficient facilities and infrastructure [32]. Nevertheless, if leaders neglect their duty to prioritise the advancement of infrastructure and resources for the institutional inclusion of Arabic as a subject, it may lead to inadequacies in fulfilling the course credit system (SKS), thereby impeding students from reaping the benefits of learning Arabic.

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[32] Djamila Mohdeb, "Evaluating Transfer Learning Approach for Detecting Arabic Anti-Refugee/Migrant Speech on Social Media," *Aslib Journal of Information Management*, 2022, https://doi.org/10.1108/AJIM-10-2021-0293.

CONCLUSIONS

The research findings have succeeded in explaining the strengths, weaknesses, possibilities, and threats faced by these institutions regarding the integration and implementation of Arabic in their curricula. Every educational program needs to use appropriate learning materials to improve Arabic language proficiency. This material plays an important role and provides an important addition to the field of language learning. The condition of lecturers at STAI Yogyakarta is one of the causes of inconsistent use of learning resources compared to students' level of knowledge. Therefore, it is important for university officials to provide assistance and resources to facilitate teachers in achieving Arabic language competency in all areas of study, so as to meet the demands of all academic programs offered by the institution. Arabic is integrated into institutional curricula in specific contexts and then reinforced. The interdependence between the study of Arabic and Islam is an important element, because understanding certain aspects of Islam without a good understanding of Arabic will result in misinterpretation. Additionally, To offer Arabic language teaching as an institutional course, focused efforts need to be made in improving the quality and quantity of infrastructure. The efficacy and productivity of mastering a foreign language can be hampered if facilities and infrastructure are inadequate

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