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Development of a Habituation-Based Arabic Language Center Model for Strengthening Students' Language Proficiency

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Abstract
This study aims to develop and test the feasibility of a "Habituation-Based Arabic Language Center" model, designed as an institutional system to strengthen the Arabic language proficiency of students at Islamic higher education institutions. The study employs a Research and Development (R&D) approach, utilizing a modified 4D model (covering the define, design, and develop stages). The research subjects include students from the 2021 cohort at IAIN Kudus, alongside expert validators consisting of language lecturers and practitioners from language centers. Data were collected using both Arabic proficiency tests and non-test instruments, including observations, questionnaires, and expert validation. Data analysis was conducted using descriptive qualitative methods and descriptive statistics. The results indicate that the model is highly feasible, receiving an 84% validation score from experts and positive feedback from instructors. A trial, based on a pre-experimental "One-Shot Case Study" design, yielded an average score of 75.04 (categorized as B+) with a 90% pass rate. These findings demonstrate that the model is effective in enhancing students' Arabic language proficiency through the systemic integration of habituation, curriculum, and institutional structure.
Keywords: Arabic Language Center; Language Habits; Research and Development; Arabic Language Proficiency; Islamic Higher Education

INTRODUCTION
Proficiency in Arabic is a strategic skill for university students, particularly at Islamic higher education institutions, as Arabic serves as both the source language of Islamic scholarship and an academic language that holds an important position in the global discourse of the Muslim world (Al-Batal, 2017). In the context of modern higher education, the teaching of Arabic is expected to result not only in grammatical mastery, but also in communicative proficiency, as reflected in the ability to use the language actively, contextually and sustainably (Alrabai, 2016; Richards, 2015). Therefore, the development of students' Arabic language skills requires a learning system that is not limited to instructional activities in the classroom, but is also supported by an institutional environment that facilitates intensive language practice.

Ideally, the development of students' Arabic language proficiency should be supported by an integrative learning system, which combines formal classroom learning with the creation of a language environment that encourages natural and repeated use of the language. A number of international studies confirm that second-language learning is more effective when learners receive intensive exposure to the language through authentic practice and structured familiarisation

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(Marden & Herrington, 2020). In Arabic language learning, the concepts of *al-bī'ah al-lughawiyyah* and *al-ta'wīd al-lughawī* are regarded as key elements in improving language proficiency, particularly productive skills (Tahmasbi et al., 2015).

In addition to research into the language environment, studies on the management of language centres in higher education institutions also provide an important foundation for the development of this model. Kaslan, Karim, dan Putra (2025), Through a study of 109 respondents from 14 higher education institutions in Indonesia, the research identified various forms and functions of language centres, ranging from the provision of training and certification, the management of academic services, to research and community engagement activities. The study confirmed that language centres play a strategic role in supporting the development of language proficiency in higher education institutions. However, a number of obstacles were still identified, such as limitations in infrastructure, funding, human resources, and programmes that tend to be repetitive. The study was more oriented towards mapping the forms, functions, and challenges of language centre management in general; it did not specifically develop a model for an Arabic Language Centre that utilises immersion as the primary mechanism for strengthening students' communicative competence.

However, various studies indicate that university students' proficiency in Arabic remains at a relatively low level, particularly in terms of speaking and writing. Empirical studies across various higher education contexts reveal that Arabic language teaching is still dominated by a structural approach, focused on memorising grammatical rules, and lacking in communicative practice (Brosh, 2019). A similar situation has also been observed in Indonesia, where students tend to have passive proficiency and find it difficult to use Arabic in both academic contexts and everyday communication (Wulandari et al., 2021).

One of the factors contributing to this problem is the fact that Arabic language centres in higher education institutions are not yet functioning optimally. A number of studies indicate that language centres often serve merely as administrative units or organisers of short-term training courses, without a systematic, sustainable framework for language acquisition that is integrated into the institution's academic culture (Duclos & Hirata, 2023). In fact, research shows that language centres managed using a language ecology approach and immersion can significantly improve students' motivation, frequency of language use and communicative competence (Wu, 2021). Without the integration of these functions, learning and practice activities risk being fragmented, lacking continuity, and making it difficult to measure progress. Therefore, there is a need to transform the management of the Arabic Language Centre from a unit organising language activities into an institutional system that coordinates the entire process of strengthening students' Arabic language proficiency.

The urgency of developing a practice-based model for the Centre for Arabic Language is growing, given that poor proficiency in Arabic has a direct impact on the quality of understanding of Islamic scholarship, academic literacy skills, and the competitiveness of graduates at both national and international levels. Without institutional intervention based on practice, the teaching of Arabic risks remaining fragmented, lacking context, and failing to produce graduates with functional language skills (Richards, 2015; Al-Hazmi, 2020). Therefore, the development of a practice-based Arabic Language Centre model is expected to provide an alternative for

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strengthening the Arabic language learning system, making it more integrative, adaptive and student-centred.

Although various studies have examined Arabic language learning strategies, the communicative approach, and the use of learning media or technology, research specifically aimed at developing a habit-based Arabic Language Centre model as an institutional system remains relatively limited, particularly in the context of higher education. Some studies remain at the conceptual level or involve only partial implementation, without formulating a structured, measurable and replicable operational model (Vidoni et al., 2018). It is this research gap that forms the basis for this study.

Based on the above, this study aims to develop a systematically designed, immersion-based Arabic Language Centre model to strengthen students' proficiency in Arabic. This study is expected to make a theoretical contribution to the development of an institutional environment-based Arabic language learning model, as well as a practical contribution as a reference for higher education institutions in managing an Arabic Language Centre that is effective, sustainable and oriented towards the achievement of students' communicative competence.

Against this background, this study aims to (1) develop a habit-based Arabic Language Centre model, designed in a systematic and contextual manner, as an institutional system for strengthening students' Arabic language proficiency, particularly in terms of productive communicative skills; and (2) to assess the feasibility of the developed model in terms of its conceptual, implementation and user acceptance aspects, including the model's suitability for Arabic language learning needs in higher education, the clarity of its components and operational mechanisms, and its potential effectiveness in supporting the improvement of students' Arabic language proficiency.

METHOD

The research respondents comprised IAIN Kudus students from the 2021 intake who were enrolled in the foreign language learning programme at Ma'had al-Jāmi'ah IAIN Kudus as the primary respondents; they were selected through purposive sampling as they were the target group for the implementation of the Habit-Based Arabic Language Centre Development Model. In addition, expert validators comprising Arabic language lecturers and language centre development practitioners were involved as supporting respondents in the process of validating the model and research instruments.

This study employed a Research and Development (R&D) approach using a modified 4D (Define, Design, Develop, Disseminate) development model, in which the 'disseminate' stage was not carried out due to time constraints. This model was designed to produce a viable and implementation-ready 'Habit-Based Arabic Language Centre Development Model'.

The research instruments comprised both test-based and non-test-based instruments. The test-based instruments were used to measure students' proficiency in Arabic across the skills of istimā', kalām, qirā'ah and kitābah following the implementation of the model. Non-test instruments include observation sheets for language practice sessions, student feedback questionnaires, and expert validation sheets to assess the model's suitability and applicability. All instruments were developed based on theoretical reviews, and their construct validity was tested using the expert judgement technique.

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The research procedure comprises three main stages. The Define stage aims to identify and analyse needs through end-user analysis, learner characteristics, tasks, concepts and the formulation of learning objectives. The Design stage focuses on developing a preliminary model design, including the formulation of components, Arabic language acquisition patterns, learning strategies and supporting materials. The 'Develop' stage aims to produce a final product that has been revised based on expert validation and pilot-tested on a limited scale using a pre-experimental 'One-Shot Case Study' design.

Qualitative data, comprising expert validation results, observations and student responses, were analysed using qualitative descriptive methods to describe the model's feasibility, usability and acceptability. Quantitative data, comprising the results of Arabic language proficiency tests, were analysed using descriptive statistics by calculating mean scores and achievement percentages to determine the model's initial effectiveness in enhancing students' Arabic language proficiency.

RESULTS AND DISCUSSION

Model for the Development of a Foreign Language Centre Based on Habituation amongst University Students

The findings of the define stage indicate that the development of an Arabic Language Center at IAIN Kudus is a strategic necessity to support the curriculum while enhancing graduates' global competitiveness. The diversity of students' initial proficiency levels, limitations in proficiency assessment, and inadequate oral communication skills necessitate an adaptive model grounded in habituation practices. This model should be supported by synergistic collaboration among faculties, the Language Technical Implementation Unit, and Ma'had al-Jāmi'ah to establish an integrated and sustainable learning environment.

This initiative addresses a number of key, interrelated challenges. Firstly, students enter higher education with varying levels of proficiency in Arabic, necessitating an adaptive learning model capable of accommodating these differences in ability (Aizawa et al., 2023; Wolf, 2020). This situation is exacerbated by the limitations of proficiency assessment tools, which are still not fully capable of comprehensively mapping language competence, even though instruments such as the C-test have proven effective in accurately distinguishing between levels of language proficiency (Hassan et al., 2024). Consequently, the learning process has not yet fully supported the development of oral communication skills, which have long been the weakest aspect. Therefore, the integration of learning technology is essential to provide real-time feedback and personalised learning experiences in order to improve students' pronunciation and fluency (Li & Zhao, 2025).

To address the various challenges in Arabic language learning, an adaptive, habituation-based learning model is required, one that places continuous practice at the heart of the learning process. This model focuses not only on mastering linguistic structures, but also on the formation of language habits through consistent and contextualised use. For this model to function effectively, institutional synergy is required, involving the faculties, the Language Technical Implementation Unit, and Ma'had al-Jāmi'ah as a unified, integrated and sustainable learning system.

An integrated learning environment is a key element in the implementation of this model. The integration of classroom learning, practice in language laboratories, and immersive

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environments such as Ma'had al-Jāmi'ah enables students to use Arabic in real-life contexts. Through this ecosystem, students not only learn the language theoretically but also internalise it through daily interaction, allowing the process of habituation to take place naturally and continuously (Wolf, 2020).

The success of an adaptive, habituation-based learning model also depends heavily on the support of the faculty and the institution. Lecturers need to be provided with adequate training and resources so that they are able to implement an adaptive approach in line with the characteristics of their students (Parsons et al., 2018). Furthermore, collaboration across departments and language centres is essential to ensuring policy consistency, programme alignment and the sustainability of the learning models developed (Rodriguez et al., 2023; Wolf, 2020). The development strategy for the Arabic Language Centre at IAIN Kudus, supported by an adaptive learning model and integrated institutional efforts, is vital for meeting the diverse needs of students and enhancing their global competitiveness. This approach will help address challenges relating to varying initial proficiency levels, limited proficiency assessment tools and weak oral communication skills, which will ultimately lead to more effective and sustainable language learning outcomes

Design

During the design phase, the researcher integrated the findings of the 'define' analysis into a comprehensive development plan, taking into account the needs of IAIN Kudus to enhance the role of education and adapting it to students' initial proficiency in Arabic. Based on this analysis, a learning programme was developed that aligns with the institution's objectives and was integrated with the faculties, the Language Technical Implementation Unit, and Ma'had al-Jāmi'ah through focus group discussions involving experts. The development design for the foreign language centre was formulated with due regard to its alignment with the vision, mission and Strategic Plan (RENSTRA) of IAIN Kudus for 2020–2024, Arabic language learning outcomes, the availability of teaching staff, facilities and infrastructure, the clarity of the inter-institutional integration system, the appropriateness of programme selection, the clarity of the learning outcomes for the habit-based learning model, and the existence of an evaluation mechanism to ensure the programme's effectiveness and sustainability.

The design phase of the Arabic language programme at IAIN Kudus integrates the findings from the definition analysis stage, in line with the institution's needs and the students' initial proficiency levels in Arabic. This integration involves several key components:

1. Learning Outcomes and Competence-Based Approaches
   Learning outcomes play a vital role in guiding the educational process and ensuring alignment with the institution's objectives, as they serve as clear indicators of the achievements expected of learners (Kalou et al., 2012; Tudor, 2013). Within this framework, the competence-based approach, as emphasised in the Bologna Process, emphasises that learning outcomes must be formulated in the form of practical, relevant and applicable competences, so that they can be used effectively in a variety of contexts—social, academic and professional alike (Tudor, 2013).
2. Resource and Infrastructure Considerations

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The design of an effective learning programme requires careful planning of resource allocation, including the availability and utilisation of teaching staff, language laboratories and other supporting facilities, so that the learning process can run as smoothly as possible (Burton & Winke, 2025). Furthermore, the implementation of continuous assessment is a key component in systematically monitoring pupils' progress, whilst also serving as the basis for adapting teaching strategies to meet their needs; this not only enhances pupils' language proficiency but also improves the effectiveness of teachers' performance in the learning process (Aremanda & Koppula, 2023).

3. System Integration and Stakeholder Participation
   The language development programme has been designed through close collaboration with various institutional units, including the faculties, the Language Centre and the Ma'had, to ensure an integrated and mutually supportive approach to language education (Sopha & Nanni, 2019). This integration was reinforced through the organisation of focus group discussions involving stakeholders, ensuring that the programmes designed were aligned with the institution's objectives and capable of addressing specific needs and challenges in language skills development (Akomaning, 2019).
4. Outcome-Based Learning and Continuous Improvement
   Outcome-based education emphasises the achievement of pre-defined learning outcomes, so that the entire learning process is systematically directed towards achieving specific expected competences (Littlewood, 2009). To ensure that these outcomes are achieved, continuous improvement is required through regular evaluation and feedback mechanisms, covering both the effectiveness of teaching methods and the implementation of the programme as a whole, so that any necessary adjustments can be made in a timely and consistent manner (Norris, 2016; Rubio-Escudero et al., 2019).
5. Evaluation and Feedback Mechanisms
   Ongoing evaluation is a key component of programme development, as it serves to identify learning gaps whilst measuring learners' progress, and provides an insight into the effectiveness of the teaching methods and learning materials used (Rubio-Escudero et al., 2019). In line with this, the implementation of a feedback cycle involving students and teaching staff enables the programme to remain responsive to the needs of all stakeholders, thereby allowing it to adapt dynamically to changing demands and evolving learning requirements (Burton & Winke, 2025). The design of the Arabic language programme at IAIN Kudus is a comprehensive process that integrates the findings of analysis with the institution's needs and students' abilities. With a focus on learning outcomes, resource allocation, system integration and continuous improvement, the programme aims to provide a robust and effective language learning experience. Regular evaluation and stakeholder engagement are key to maintaining the programme's relevance and effectiveness.

Develop

The results of the development phase indicate that the model for developing the Arabic language centre at IAIN Kudus has been constructed in a systematic and integrated manner through the support of an institutional organisational structure, holistic programmes, and contextual academic resources. The integration of the roles of the faculty, the Language Development Unit

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(UPT), and Ma'had al-Jāmi'ah reinforces foreign language proficiency through formal learning, language immersion, and the attainment of standardised competencies. To develop a model for the Arabic Language Centre based on institutional integration and continuous language immersion to strengthen students' language skills, several key elements are provided:

1. Student Engagement

   Student engagement in language learning is fostered through the synergy between continuous habituation, acculturation, learner autonomy and motivational orientation. Continuous habituation refers to the continuous practice and use of language to build proficiency and fluency (Fitriyah et al., 2024). Regular use of the language through interactive activities and consistent practice can significantly boost student engagement. For example, integrating mobile apps for self-assessment and reflective learning encourages sustained practice, which in turn enhances engagement and motivation (Thilagam et al., 2025). Furthermore, microlearning modules, which present small, goal-oriented pieces of content, encourage active knowledge-building and collaboration, thereby facilitating sustained learning (Santosa & Iskandar, 2025).

   This process is then reinforced through acculturation. Acculturation involves the internalisation of the cultural aspects of a language, helping learners to understand and appreciate the cultural context (Culhane, 2004). Acculturation can be facilitated through culturally relevant materials and inclusive teaching strategies. Teachers' perceptions highlight the importance of cultural sensitivity and inclusivity in enhancing engagement (Sterling & Xerri, 2025). Furthermore, platforms powered by artificial intelligence (AI) can create immersive and culturally appropriate learning environments, thereby enhancing engagement and long-term retention (Anshari & Asrifan, 2025).

   Within this framework, student engagement is maximised when supported by learner autonomy. Learner autonomy is the ability of students to take control of their own learning process. Providing an environment that fosters autonomy, in which learners can make choices about their education, enhances their enthusiasm and engagement (Han, 2021). Furthermore, microlearning and gamification strategies encourage independent learning by providing personalised and interactive learning experiences (Kayyali, 2025; Santosa & Iskandar, 2025).

   This autonomy then interacts with motivational orientation—both intrinsic and extrinsic—which serves as the primary driver of sustained participation. Motivational orientation involves strengthening both intrinsic and extrinsic motivation to learn. Strategies such as gamification, project-based learning and technology-supported language learning significantly enhance motivation and engagement. Gamification elements such as leaderboards and achievement badges boost motivation and engagement (A Alanzi & I Taloba, 2025). The integration of artificial intelligence (AI) and gamification provides adaptive feedback and a personalised learning experience, which further strengthens the motivational focus (Kayyali, 2025; Senanayake et al., 2024). Consequently, the role of language centres in fostering active student engagement is multifaceted, encompassing ongoing habituation, acculturation, learning autonomy and motivational orientation. By integrating these elements into language teaching practice, educators can create a dynamic and engaging learning environment that supports student success.

2. Institutional Integration

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The concept of institutional integration emphasises that language centres should not operate in isolation, but must be integrated within a broader institutional framework, particularly in relation to religious education and public higher education institutions. This integration is vital to ensuring structural support and the effective implementation of policies.

Language plays a fundamental role in religious education as it serves as the primary means of teaching, posing questions and encouraging learners to reflect. Through language, religious experiences and practices can be conveyed in a meaningful and contextualised manner, thereby supporting the development of religious literacy and a deeper understanding of religion. The effective use of religious language in education not only facilitates the transfer of knowledge but also builds learners' interpretative and reflective abilities regarding religious teachings (Astley & Barnes, 2017; Liddicoat, 2012).

As well as serving as a medium of learning, language also plays a significant role in shaping and expressing religious identity. Language is used extensively in religious practices, the recitation of sacred texts and prayer, all of which are vital means of transmitting religious beliefs and traditions from one generation to the next (Moloney, 2022). Therefore, the integration of language centres with religious education is crucial to safeguarding the continuity of religious values, meanings and practices within the context of formal education.

In the context of public universities, language centres have strategic potential as laboratories for innovation in language teaching and learning. Language centres can adopt a design-based research approach to develop more adaptive and contextualised learning methods, whilst contributing to the strengthening of academic research (Schaffner, 2020). Close collaboration between the language centre and the academic departments is key to supporting the collective and sustainable achievement of institutional goals (Talaue & Hamzah, 2023).

However, the development and integration of language centres are not without their challenges, such as limited funding, weak policy support and resistance to pedagogical change. These challenges call for a comprehensive approach that includes the formulation of a clear policy framework, the provision of ongoing professional development, and the provision of adequate infrastructure support (Gopal et al., 2025).

On the other hand, the integration of language centres into the institutional framework of higher education institutions presents strategic opportunities to promote internationalisation, support the development of multilingualism, and strengthen cross-disciplinary academic integration. This integration has the potential to lead to improvements in the quality of language learning outcomes, student and staff satisfaction, and overall institutional effectiveness (Carloni, 2014; Critchley & Wyburd, 2021). In conclusion, the integration of language centres into religious education and public higher education institutions is vital for providing structural support and ensuring the effective implementation of policies. This integration supports the linguistic and educational needs of these institutions, whilst promoting a multicultural and inclusive academic environment.

3. Curriculum Development

The Curriculum Development pillar emphasises academic strengthening through systematic language planning as the foundation for curriculum development. Language planning is regarded as crucial in addressing issues of migration, globalisation, cultural diversity, nation-building, education and ethnic identity. This process involves strategic decision-making

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regarding language use in educational settings, which has a direct impact on strengthening bilingualism and improving the quality of education for linguistic minority groups (Ferguson, 2006).

In a policy context, language planning in education should ideally be integrated with national language planning, which encompasses planning for the status, corpus and prestige of the language. In practice, however, language planning in the field of education often operates separately, with the emphasis solely on institutional needs and the learning context (Kaplan & Baldauf, 2005). This situation highlights the need for alignment between macro-level policy and the implementation of the curriculum at institutional level. Further development of the Arabic language curriculum is geared towards the design and implementation of a structured and contextualised programme. The curriculum systematically integrates the components of phonology, morphology and syntax, whilst being delivered through an engaging approach designed to enhance students' analytical and critical thinking skills. Within this framework, the language centre acts as the driving force behind curriculum planning and innovation, ensuring that students gain a comprehensive understanding of the complexities of the Arabic language (Ryding, 2014).

In addition to structural proficiency, the curriculum also emphasises the development of communicative skills through the integration of cultural knowledge into the learning process. This approach aims to enable students to use Arabic appropriately in a variety of social and academic contexts (Eldin, 2015). This approach is in line with the communicative approach that lies at the heart of the Arabic Language Curriculum in Malaysia, although its implementation still faces certain limitations (Ismail et al., 2011). Cultural integration is further strengthened through the use of the textbook *Al-Arabiyah Baina Yadaik*, which facilitates practical conversation and introduces themes relating to Arab and Islamic culture. This book not only fosters communicative skills, but also emphasises the importance of adapting to the diverse needs of learners and the relevance of modern cultural themes in language learning (Zulhannan et al., 2025).

It can be concluded that the development of an Arabic language curriculum based on systematic language planning and integrated with national policy is key to academic strengthening at the language centre. A structured, contextual and innovative curriculum not only ensures comprehensive mastery of linguistic aspects, but also fosters communicative skills through the integration of relevant cultural elements. With the support of language centres as the driving force behind planning and innovation, this approach enables students to understand the complexity of the Arabic language in its entirety, to use the language appropriately in various contexts, and to respond to the diverse needs of learners on an ongoing basis.

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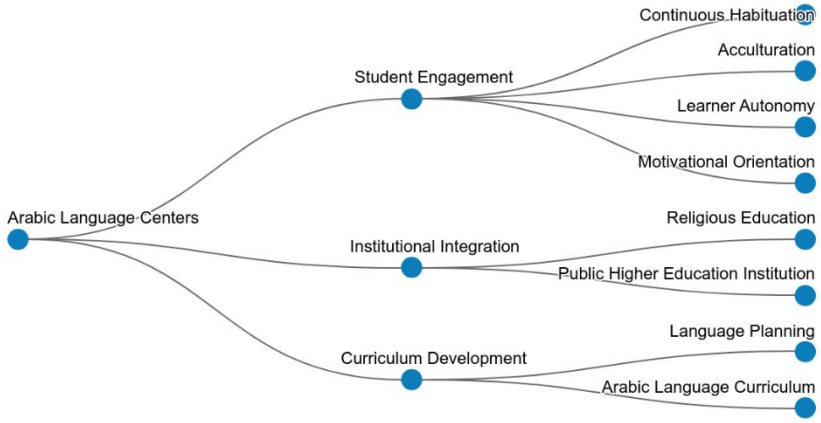
Figure 1. Integration of the Arabic Language Centre

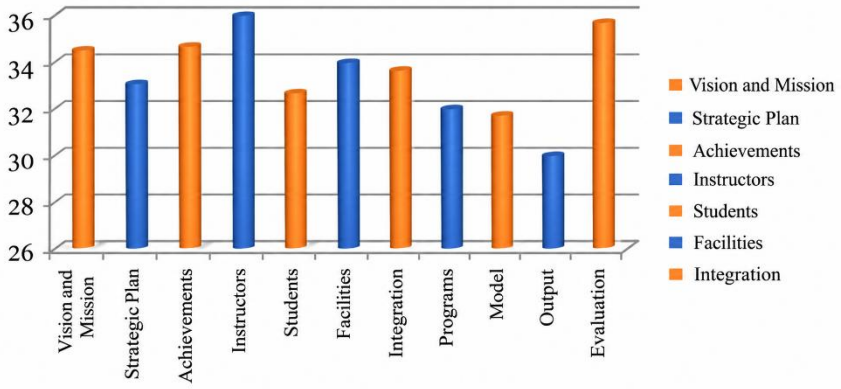


Overall, this diagram illustrates that the development of an effective Arabic language centre relies on student engagement, institutional integration and interconnected curriculum development. This diagram reinforces the argument that a language centre model must be integrative, immersion-based and supported by an institutional framework in order to enhance students' proficiency in Arabic.

4. Product Testing

The results of product trials during the development phase of research and development (R&D) indicate that the habit-based foreign language centre development model is highly effective. Expert validation by lecturers specialising in Arabic and English yielded an average score of 84 percent, categorised as 'highly valid', indicating that the developed product meets the criteria for conceptual, institutional and operational feasibility. This achievement indicates that the 'define' and 'design' stages have successfully formulated the requirements, objectives and model design relevant to the real-world context of language learning at IAIN Kudus; consequently, the product is suitable for limited testing without requiring substantial revision.

Figure 2. Results of Expert Validation



Based on a pre-experimental 'One-Shot Case Study' design, the effectiveness of the model was analysed by observing students' achievements following the intervention—the implementation of the Habit-Based Foreign Language Centre Development Model—without a control group and without a pre-test. The results of the trial indicated that the product developed was of very high

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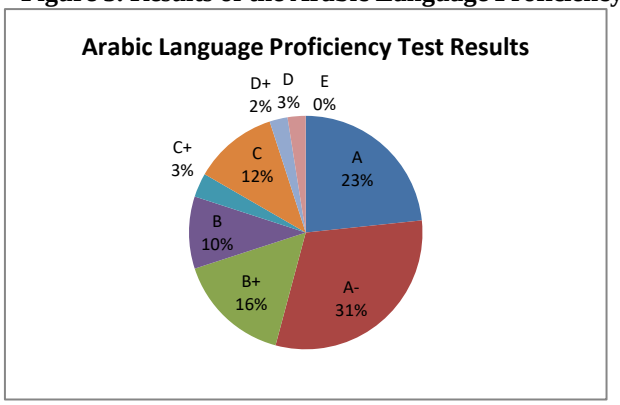
quality, as reflected by an expert validation score of 84 per cent (classified as 'highly valid'), signifying the conceptual, institutional and operational feasibility of the model.

Following implementation, the results of the Arabic language proficiency test showed an average score of 75.04 (category B+) with a pass rate of 90 per cent, with 114 out of 120 students passing with a minimum grade of C. The predominance of marks in categories A and A− indicates that the intervention, delivered through language immersion, had a positive impact on improving the students' Arabic language skills, particularly in the areas of grammar and reading comprehension. Although there were still six students who had not yet met the pass standard, these findings suggest that the model demonstrates high initial effectiveness for the majority of participants.

Figure 3. Results of the Arabic Language Proficiency Test



In the context of the One-Shot Case Study design, these results provide empirical evidence that the implementation of the model has the potential to improve Arabic language proficiency, although the generalisability of the findings remains limited due to the absence of a control group and pre-intervention measurements.

CONCLUSION

This study yielded the significant finding that the habit-based development model for the Arabic Language Centre at IAIN Kudus has proven to be viable and effective as an institutional system for strengthening students' language proficiency. Findings from the 'define' stage indicate a strategic need for Arabic language development that is oriented not only towards curricular outcomes but also towards improving the quality of graduates and their competitiveness in the labour market. The 'design' phase emphasised the importance of synergy between units (faculties, the Language Development Unit, and Ma'had al-Jāmi'ah) in building an integrated language environment, whilst the 'develop' and 'product testing' phases demonstrated that the model was capable of significantly improving students' Arabic language proficiency, with a pass rate of 90 per cent and average marks falling within the 'good' category. The model's feasibility is further supported by expert validation results (87 percent) and lecturer feedback (84 percent), both of which fall within the 'highly feasible' category, in terms of alignment with the institutional vision, institutional integration, programme clarity and the evaluation system.

The key strength of the model developed lies in its systemic and institutional approach based on language immersion, rather than merely being a classroom-based teaching method. The integration of the roles of the faculty as academic facilitators, the Language Centre as a centre for

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standardising language proficiency, and Ma'had al-Jāmi'ah as an environment for language immersion gives this model a holistic, sustainable and contextual character in line with the ethos of a State Islamic University. Furthermore, the use of graduation standards through the End-of-Semester Test as a measurable outcome reinforces this model's position as a language development system that is oriented not only towards the process but also towards students' actual attainment of competencies.

Nevertheless, this study has several limitations. Firstly, the assessment of Arabic language proficiency remains predominantly focused on structural aspects and text comprehension, whilst listening (istimā') and speaking (kalām) skills have not yet been comprehensively assessed due to limitations in the assessment instruments. Secondly, the piloting of the model was conducted on a limited scale and within a single institutional context; therefore, generalising the findings to other higher education institutions requires further research. Consequently, it is recommended that future research develop assessment instruments for oral communication skills and test the implementation of the model across a wider range of institutional contexts to strengthen the external validity and replicability of the habit-based language centre development model.

ETHICAL APPROVAL/ الموافقة الأخلاقية

All participants received a comprehensive explanation regarding the research objectives and procedures, including their right to participate voluntarily. Participants were assured that participation was not mandatory and that they had the right to withdraw at any time during the study without negative consequences. To ensure the confidentiality of identities, all data obtained in this study underwent an anonymization process.

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CONFLICT OF INTEREST/ تضارب المصالح

The author(s) declare that there is no conflict of interest related to the research, authorship, or publication of this article.

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