

Evaluation of the Arabic Language Habituation Program at the Ma'had Al Birr Dormitory Based on the Tyler Model

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Abstract

The Arabic language habituation program is a strategy implemented at the Ma'had Al-Birr Dormitory to build students' habit of using Arabic in their daily communication. This study aims to evaluate the program's implementation based on Tyler's evaluation model, which is oriented towards achieving objectives and identifying supporting and inhibiting factors. The study used a qualitative descriptive approach with data collection techniques through interviews, observation, and documentation. Research informants included students, musyrif (Islamic students), language administrators, and leaders of the Ma'had who were selected purposively. The results showed that the program's objectives had been formulated clearly and were relevant to students' needs in improving their Arabic communication skills. The program's implementation through tadrīb al-khiṭābah (learning and organizing), takallam (learning and organizing), and Arabic language learning in the dormitory took place routinely and supported the formation of an Arabic language environment. This program has been proven to increase students' courage to speak and habituate the use of Arabic in their daily interactions. However, its implementation still faces obstacles such as differences in students' initial abilities, low consistency in the use of Arabic outside of supervision, and suboptimal guidance. Therefore, it is necessary to strengthen the coaching and mentoring system so that the effectiveness and sustainability of the Arabic language habituation program at the Ma'had Al-Birr Dormitory will increase..

Keywords: Program Evaluation; Tyler Model; Arabic Language Habituation; Ma'had Al-Birr Dormitory; Maharah Kalam

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INTRODUCTION

Arabic language learning in Islamic universities continues to evolve from its initial focus on mastering theoretical aspects to strengthening communicative competence through the utilization of the language environment. Students are not only required to understand linguistic rules but also to be able to use Arabic actively in everyday communication. This shift aligns with the modern language learning paradigm, which emphasizes the use of language in authentic contexts and active student involvement (Harsita et al., 2024). In second language learning, including Arabic, the existence of a

conducive language environment is a crucial factor because it provides opportunities for students to acquire and use the target language naturally, repeatedly, and continuously (Unsi, 2015). This view aligns with Stephen Krashen's language acquisition theory, which emphasizes that a language environment rich in comprehensible input plays a crucial role in supporting natural language acquisition, making language habituation an integral part of the Arabic language learning process (Warseto et al., 2019). Therefore, Arabic language familiarization programs in dormitories play a strategic role in supporting the achievement of learning objectives through various activities, such as *tadrīb al-khiṭābah* (religious practice), *takallam* (religious practice), and collaborative Arabic language learning in dormitory rooms, which encourage the formation of language habits and improve students' speaking skills (An Nur & Unsi, 2021).

Arabic language familiarization programs are an integral part of developing an academic culture in educational institutions because they involve administrators, students, and students in creating an active and sustainable language environment. This environment serves not only as a medium for familiarization but also as a communication practice space that allows students to use Arabic in various everyday situations, thus supporting the natural development of language skills (Nurbaiti & Handican, 2023). Thus, Arabic language learning takes place not only in the classroom but is also integrated into dormitory life. Language familiarization supported by an adequate linguistic environment has been shown to improve speaking skills through continuous communication practice (An Nur & Unsi, 2021). These findings are supported by research by Fadhlān et al. (2024) showed that developing a language environment combined with interactive learning strategies can improve students' Arabic speaking skills.

However, the effectiveness of Arabic language familiarization programs is influenced by various factors, including the quality of guidance, consistent application of language discipline, student participation, and support from the dormitory environment in fostering a culture of sustainable Arabic language use. The success of speaking skill development is also influenced by the language environment, learning motivation, and ongoing guidance (Syamsudin & Habibah, 2024). In addition to language use regulations, program success is determined by the formation of an academic culture that encourages students to communicate actively without fear of making mistakes (Martina & Fauji, 2024). Therefore, the effectiveness of Arabic language familiarization programs needs to be evaluated based on the extent to which they can foster students' consistent and sustainable Arabic language habits.

The Ma'had Al-Birr dormitory organizes various Arabic language familiarization programs, such as *tadrīb al-khiṭābah* (religious practice), *takallam* (religious practice), and group study activities in dormitory rooms, which are carried out on a scheduled basis to improve students' language competence. These programs play a role in creating a linguistic environment that encourages the use of Arabic in daily interactions while providing opportunities for students to practice the language directly outside of formal learning, thus developing speaking skills more optimally (Shidqi & Mudinillah, 2021). The findings of Mahsunah et al. (2023) indicate that a structured Arabic language program implemented in the ma'had environment can improve *mahārah al-kalām* (literary practice) through the habituation of language use in daily activities. Initial observations at the Ma'had Al-Birr dormitory indicate that the program has created an active linguistic atmosphere, although it still faces several obstacles, such as differences in students' initial abilities, inconsistent use of Arabic, unequal student participation, and the need for strengthened guidance and supervision. Similar obstacles have been encountered in Arabic language development programs at various institutions, particularly related to heterogeneity in student abilities, limited vocabulary mastery, and the need for more intensive language support (Mujahid et al., 2022). This situation highlights the importance

of evaluation to assess the achievement of program objectives and identify areas for improvement.

Although students have been actively involved in various language activities within the dormitory, no research has specifically evaluated the achievement of the objectives of the Arabic language immersion program at the Ma'had Al-Birr Dormitory. Existing research generally focuses on the implementation of activities or the influence of the language environment on language skills, while studies assessing the program's effectiveness based on established objectives are limited. Therefore, evaluative research is needed that not only describes program implementation but also analyzes the level of goal achievement as a basis for developing more appropriate development strategies (Rahmawati, 2023).

Numerous studies have shown that the language environment and immersion program contribute to improving students' communication skills. Fitria and Hamzah (2022), Nurbaiti and Handican (2023), and Abdullah, Rahmi, and Walfajri (2020) emphasized that *bi'ah lughawiyyah*, supported by the involvement of all elements of the educational institution, can strengthen language practice. These findings align with Stephen Krashen's view that language acquisition occurs more effectively through an environment rich in language exposure and meaningful use of language in communication (Warseto et al., 2019). Furthermore, Syamsiyah et al. (2025) explain that a well-planned *bi'ah lughawiyyah* can connect theoretical learning with communication practices in everyday life. However, most research still focuses on the implementation of the language environment or language activities, while studies evaluating the achievement of the objectives of Arabic language habituation programs are relatively limited. In fact, program success is measured not only by the implementation of various activities but also by the level of achievement of predetermined objectives. Therefore, evaluative research is needed to provide a more comprehensive picture of the effectiveness of Arabic language habituation programs.

One gap in previous research is the limited number of studies evaluating Arabic language habituation programs based on the level of achievement of objectives using Tyler's evaluation model. Most studies focus more on the implementation of language activities or the influence of *bi'ah lughawiyyah* on language skills, while the aspect of program goal achievement has not been widely studied. In fact, evaluation is necessary to ensure that the formulated objectives are truly achieved through program implementation. According to Tyler (1949), evaluation is a process to determine the level of achievement of educational objectives through learning experiences provided to students. In line with this, Wahdaniya, Mania, and Rasyid (2024) stated that program evaluation functions to identify aspects that need to be improved to continuously improve program quality, while Mania and Rasyid (2026) emphasized that evaluation results form the basis for decision-making in program development. Therefore, Tyler's evaluation model was chosen because it is oriented towards the match between the objectives that have been set and the results achieved, making it relevant to evaluate the effectiveness of the Arabic language habituation program at the Ma'had Al-Birr Dormitory. The evaluation results are expected to provide an empirical basis for formulating a more effective, targeted, and tailored program strengthening strategy tailored to student needs.

This study aims to evaluate the Arabic language familiarization program at the Ma'had Al-Birr Dormitory using Tyler's evaluation model by assessing the achievement of the program's objectives in *tadrīb al-khiṭābah* (learning and teaching), *takallam* (learning and teaching), and Arabic language learning activities in dormitory rooms. The results are expected to provide an overview of the effectiveness of program implementation and generate recommendations for strengthening community-based Arabic language development within the Ma'had.

METHOD

This study uses a qualitative descriptive approach to evaluate the Arabic language immersion program at the Ma'had Al-Birr Dormitory using the Tyler evaluation model (goal-oriented evaluation). The Tyler evaluation model was chosen based on its orientation, which focuses on achieving program objectives, making it suitable for measuring the extent to which the Arabic language immersion program is able to realize the goals set by the Ma'had (Yunus et al., 2024; Panangsang & Khilmiyah, 2025). The focus of the study was directed at evaluating the achievement of the Arabic language immersion program's objectives, which included *tadribul khitabah* (religious guidance), *takallam* (teaching), and group Arabic learning activities in the dormitory rooms. Furthermore, this study also sought to identify various factors that support and hinder the implementation of the Arabic language immersion program in the dormitory environment.

The research data sources consisted of primary and supporting informants. The primary informants were 15 students at the Ma'had Al-Birr Dormitory who actively participated in the Arabic language immersion program. They were purposively selected based on their involvement in daily language activities (Lenaini, 2021). Supporting informants included one *musyria* (religious leader), two language administrators, and one ma'had leader who were involved in the planning, implementation, and supervision of the Arabic language immersion program. The informants were selected based on their ability to provide data and information related to the level of achievement of the Arabic language immersion program objectives within the dormitory.

To provide a clearer picture of the evaluation focus and data sources, the following is a classification of evaluation components based on Tyler's model.

Table 1. Data Sources for the Evaluation of the Arabic Language Immunization Program at the Ma'had Al-Birr Dormitory

Evaluation Focus	Aspect Evaluated	Indicator	Data Sources	Data Collection Instruments
Program Objectives	Clarity of program objectives	Alignment of the Arabic language habituation program with its intended objectives	Ma'had leaders, <i>musyrif</i> (dormitory supervisors), language committee	Interviews, Document Analysis
Program Implementation	Implementation of <i>Tadrib al-Khitabah</i> (speech training)	Consistency and continuity of the activity	Students, <i>musyrif</i>	Interviews, Observation
	Implementation of <i>Takallam</i> (Arabic conversation practice)	Frequency of active Arabic language use	Students, language committee	Interviews, Observation
	Collaborative Arabic language learning	Student participation in Arabic learning sessions in	Students, <i>musyrif</i>	Interviews, Observation

		dormitory rooms		
	Arabic language habituation	Level of Arabic language use in daily activities	Students, <i>musyrif</i> , language committee	Interviews, Observation
Achievement of Program Objectives	Students' communication confidence	Students' self-confidence in using Arabic for communication	Students, <i>musyrif</i>	Interviews, Observation
	Consistency of the Arabic-speaking environment	Compliance with Arabic language discipline	Students, language committee	Observation, Documentation
Supporting and Inhibiting Factors	Dormitory environmental support	Roles of <i>musyrif</i> and the language committee in supporting the program	Students, <i>musyrif</i>	Interviews
	Challenges in program implementation	Linguistic and disciplinary challenges experienced by students	Students, language committee	Interviews, Observation

Data collection techniques were conducted through three main stages. First, in-depth interviews were conducted with students, *musyrif* (Islamic students), language administrators, and leaders of the Islamic boarding school (ma'had) using an interview guide developed based on the objectives of the Arabic language familiarization program. These interviews aimed to obtain information on the level of achievement of program objectives, the effectiveness of activity implementation, and various factors influencing the success of the Arabic language familiarization program.

Second, participant observation was conducted by directly observing the implementation of the Arabic language familiarization program in the dormitory environment, including *tadribul khitabah* (religious lectures), *takallam* (students' group discussions), and group Arabic language study in dormitory rooms. Observations also focused on students' patterns of Arabic use in daily communication, their level of involvement in language activities, and the consistency of language discipline implementation within the ma'had environment.

Third, a documentation study was conducted by reviewing various documents related to the Arabic language familiarization program, such as regulations on Arabic use, language activity schedules, language activity implementation reports, and program evaluation documents held by the ma'had. Documentation techniques were used to strengthen the results of interviews and observations to obtain more comprehensive and in-depth data regarding the implementation of the Arabic language immersion program.

The research data was analyzed using qualitative thematic analysis through several stages: (1) data reduction by filtering and grouping data based on the evaluation focus of Tyler's model; (2) data presentation in the form of narrative descriptions and evaluation matrices; and (3) drawing conclusions and verifying the data (Miles, 2018). The

analysis process focused on the alignment between the objectives of the Arabic language immersion program and the results achieved by students in their daily Arabic language practice. Furthermore, recurring and consistent information patterns from various sources served as the basis for developing the research's evaluative interpretations and conclusions.

Data validity was ensured through the application of source and method triangulation (Sugiyono, 2020). Source triangulation was conducted by comparing interview results with students, *musyrif* (*musyrif*), language administrators, and *ma'had* leaders to obtain valid information from various perspectives. Meanwhile, method triangulation was carried out by combining data from interviews, observations, and documentation to obtain a more comprehensive picture of the implementation of the Arabic language habituation program. Furthermore, researchers also conducted member checks with several informants to ensure that the data interpretations aligned with actual conditions in the field. This step was taken to maintain the credibility, consistency, and accuracy of the evaluative research results.

RESULT AND DISCUSSION

RESULT

This study presents the results of an evaluation of the Arabic language familiarization program at the Ma'had Al-Birr Dormitory using the Tyler evaluation model (goal-oriented evaluation). The evaluation was conducted to examine the level of achievement of the Arabic language familiarization program's objectives through various language activities routinely implemented within the dormitory. The Tyler evaluation model was chosen based on its orientation, which focuses on achieving program objectives, making it appropriate for measuring the effectiveness of Arabic language familiarization activities such as *tadribul khitabah* (religious lectures), *takallam* (students' group discussions), and Arabic language learning activities in dormitory rooms.

Data collection was conducted through in-depth interviews with students, students (*musyrif*), language administrators, and the leadership of the Ma'had as the primary data sources. In addition, direct observation was conducted to observe students' language activities in their daily lives within the dormitory. This research was further strengthened through a documentary study of language regulations, language activity schedules, and various language development documents held by the Ma'had. A combination of these various data collection techniques was used to strengthen the validity of the research results through triangulation of sources and methods. The Arabic language immersion program at the Ma'had Al-Birr Dormitory is a flagship program aimed at fostering an active language environment while simultaneously supporting the improvement of students' communication skills. The program is designed to familiarize students with using Arabic in their daily activities, so that language learning takes place not only in the classroom but also directly in dormitory life. Based on observations and interviews with informants, the Arabic language immersion program has generally been successful and has fostered a culture of Arabic use within the Ma'had. However, several aspects remain that require strengthening, particularly those related to consistent Arabic use among students, equitable participation in language activities, and optimal program oversight.

Based on this, the results of this study are presented based on several key evaluation focuses in Tyler's model: program objectives, program implementation, achievement of program objectives, and supporting and inhibiting factors. This evaluation was conducted to determine the extent to which the Arabic language immersion program has fostered active and sustainable Arabic language habits among students within the dormitory environment. The presentation of the research findings is not only aimed at

identifying the success of the Arabic language habituation program, but also at identifying various aspects that still need strengthening in its implementation. By directly understanding the experiences and perspectives of the informants, this research is expected to produce more applicable recommendations for the development of the Arabic language habituation program at the Ma'had Al-Birr Dormitory, thus making it more effective in building an Arabic language culture within the Ma'had environment.

Evaluation of Program Objectives

The evaluation of the program objectives was conducted to assess the clarity of the Arabic language habituation program's direction and the alignment between the formulated objectives and the implementation of activities in the field. The results of the program objectives evaluation are shown in the following table.

Table 2. Evaluation Based on Program Objective Criteria

No.	Indicator	Yes	No
1	Clarity of the objectives of the Arabic language habituation program	✓	
2	Students' understanding of the program objectives	✓	
3	Alignment of the program with students' Arabic language development needs	✓	

Based on the table, all indicators for the program's objectives demonstrate that results have been met. The Arabic language familiarization program at the Ma'had Al-Birr Dormitory has a clear goal: to foster students' active use of Arabic in their daily lives. This goal is well understood by both students and language administrators as an essential part of developing Arabic communication skills.

Student AG stated: "The language program at the Ma'had is designed to get us used to speaking Arabic every day, not just in class." This statement was reinforced by Musyrifah DH, who stated: "The main goal of this program is to create a language environment that encourages students to be confident and accustomed to using Arabic in their daily activities."

Interview results indicate that the program's objectives are well understood by both students and Ma'had administrators. Furthermore, the Arabic language familiarization program is also deemed relevant to students' needs to improve their Arabic communication skills in a practical and sustainable manner.

Program Implementation Evaluation

Evaluation of program implementation was carried out to determine the sustainability of various Arabic language habituation activities implemented in the dormitory environment.

Table 3. Evaluation Based on Program Implementation Criteria

No.	Indicator	Yes	No
1	Regular implementation of <i>Tadrib al-Khitabah</i> (speech training) activities	✓	
2	Active implementation of <i>Takallam</i> (Arabic conversation practice) activities	✓	
3	Implementation of collaborative Arabic language learning sessions in dormitory rooms	✓	

The data in the table above shows that all Arabic language familiarization activities are carried out actively and routinely. Based on observations, students have become accustomed to using Arabic in various daily activities within the dormitory, both in formal settings and in everyday interactions. Student Y stated: "We are accustomed to speaking Arabic every day, especially during takallam activities and in our rooms with our friends." Student P made a similar statement: "The group study activities in our rooms are very helpful because we can improve each other's vocabulary and speaking style." Observations indicate that tadribul khitabah activities are carried out on a regular basis, and students appear to actively participate in them. The use of Arabic is also quite dominant in several areas of the dormitory, particularly during language activities. However, in certain situations, some students still occasionally use Indonesian or regional languages, especially when outside the direct supervision of the language administrators. Musyrifah DH explained: "In general, students are accustomed to using Arabic, but some still occasionally revert to Indonesian in certain situations." The findings indicate that the implementation of the Arabic language habituation program has been running well and is able to create an active language environment, although strengthening the consistency of Arabic language use is still needed.

Evaluasi Ketercapaian Tujuan Program

Evaluation of the achievement of objectives is carried out to determine the extent to which the Arabic language habituation program has succeeded in forming Arabic language habits in students.

Table 4. Evaluation Based on Program Objective Achievement Criteria

No.	Indicator	Yes	No
1	Improvement in students' confidence to use Arabic in communication	✓	
2	Habituation of Arabic language use in daily activities	✓	
3	Consistency of Arabic language use among students	✓	

Based on the evaluation results, all indicators of program goal achievement showed positive results. The Arabic language familiarization program was deemed effective in increasing students' confidence in using Arabic and fostering active communication habits within the dormitory environment. Student AL stated: "I used to be afraid of speaking Arabic, but after frequently participating in Islamic study groups, I became more confident." Student F echoed this sentiment: "The language program has made us accustomed to hearing and using Arabic every day." Observations showed that most students were able to use Arabic in daily communication, especially within the dormitory and during language activities. Interactions between students also demonstrated a culture of mutual reminders to maintain Arabic communication. The AA Language Administrator explained: "Students are generally accustomed to using Arabic in their daily lives, although their levels of fluency and consistency vary." These findings indicate that the Arabic language familiarization program has successfully achieved its primary goal of fostering active Arabic language habits within the students' dormitory environment.

Evaluation of Supporting and Inhibiting Factors

This evaluation was conducted to identify factors that support or hinder the success of the Arabic language habituation program at the Ma'had Al-Birr Dormitory.

Table 5. Evaluation Based on Supporting and Inhibiting Factors of the Program

No.	Indicator	Yes	No
1	Support provided by <i>musyrif</i> (dormitory supervisors) and the language committee	✓	
2	Students' enthusiasm for the program	✓	
3	Challenges related to Arabic language discipline	✓	

The results of the study show that the success of the program is greatly influenced by the active involvement of the language instructors and administrators in fostering and supervising Arabic language use within the dormitory environment.

Student M stated: "The language instructor often reminds us to continue using Arabic in our daily communication."

Furthermore, student enthusiasm for various language activities is also a key supporting factor in the sustainability of the Arabic language familiarization program.

However, this study also identified several obstacles in program implementation, primarily related to differences in students' basic abilities and the uneven level of language discipline.

Musyrifah DH explained: "Students have varying language abilities, so some adapt quickly, while others require further guidance."

Observations also indicated that Arabic language use cannot be fully monitored in every situation, resulting in some students still using languages other than Arabic in their daily communication.

Overall, the evaluation results indicate that the Arabic language familiarization program at the Ma'had Al-Birr Dormitory has been running well and has supported the development of an active and communicative Arabic language environment. However, several aspects such as equalizing language skills, strengthening language discipline, and optimizing program supervision still require further attention so that program objectives can be achieved more optimally and sustainably.

DISCUSSION

Evaluation of Program Objectives

Research findings indicate that the Arabic language immersion program at the Ma'had Al-Birr Dormitory was designed with a clear goal: to foster students' active use of Arabic in their daily lives. This goal was understood not only by the program administrators but also by the students themselves, who were the primary targets of the language immersion activities. The program's clear direction was reflected in the planned implementation of various language activities, such as *tadribul khitabah* (recitation of the Arabic language), *takallam* (recitation of the Arabic language), and group Arabic learning activities in dormitory rooms. These activities were aimed at creating a language environment that supported the practical and sustainable development of students' communication skills.

Based on Tyler's evaluation perspective, program objectives are the primary basis for determining the evaluation focus. The success of an educational program is measured by the degree to which objectives set at the outset are achieved (Panangsang & Khilmiyah, 2025). A goal-oriented evaluation model allows evaluators to assess the alignment between program objectives and the outcomes achieved by program participants (Yunus et al., 2024). In line with the findings of this study, the objectives of the Arabic language immersion program at the Ma'had Al-Birr Dormitory are deemed relevant to students' needs, particularly in developing communication skills based on language practice in a real-world environment. Therefore, the program emphasizes not only the theoretical

aspects of language learning but also guides students in the practical use of Arabic in everyday interactions.

Interview data shows that students view the Arabic language immersion program as an important tool for improving their speaking skills. The linguistic atmosphere created in the dormitory environment also encourages students to become more accustomed to using Arabic in various communication activities. These findings demonstrate alignment between the program's objectives and students' needs for a communicative Arabic language learning experience.

However, the evaluation results also indicate the need to strengthen students' understanding and commitment to the program. Differences in initial Arabic language abilities contribute to varying degrees of success in students' adaptation to the language environment. Therefore, the Ma'had needs to continue strengthening the program's orientation and providing more intensive guidance so that all students have a unified understanding and commitment to the objectives of the Arabic language immersion program.

Program Implementation Evaluation

The research results show that the Arabic language familiarization program at the Ma'had Al-Birr Dormitory has generally been well-implemented and ongoing. Various activities, such as *tadribul khitabah* (religious study groups), *takallam* (students' group discussion), and communal study in dormitory rooms, demonstrate concrete efforts to foster an active Arabic language environment. The program's continued regular implementation reflects the commitment of the Ma'had management to supporting the development of student communication skills through a habituation approach.

Within Tyler's evaluation framework, program implementation needs to be reviewed to determine whether the activities align with the previously formulated objectives. Based on observations, students appear to be becoming accustomed to using Arabic in various activities, both in formal situations and informal interactions within the dormitory. The intensity of Arabic use also appears to be higher during language activities.

This indicates that the Arabic language familiarization program has contributed to fostering a fairly active linguistic culture within the Ma'had. The language environment created through various routine activities provides a space for students to practice their speaking skills directly. A language environment built through various routine language activities can provide students with broader opportunities to use Arabic in real-life contexts, thus supporting the development of their communicative skills (Nurbaiti & Handican, 2023). Furthermore, the creation of a planned language environment can bridge the gap between theoretical learning and everyday language practice (Syamsiyah et al., 2025). Furthermore, interaction between students in collaborative learning activities contributes to increased vocabulary mastery and fluency in Arabic communication.

However, this study also identified several obstacles in program implementation. One such obstacle was the suboptimal consistency of Arabic use outside the supervision of language administrators. In certain situations, some students still switched to Indonesian or regional languages when interacting with their peers. This indicates that the established Arabic language culture still needs strengthening so that it can be consistently applied in all student activities.

Furthermore, variations in basic Arabic language skills among students also influence their level of participation in language activities. Students with better skills tend to be more active in communication, while those with limited skills require more intensive support. Therefore, a more adaptive coaching strategy is needed to ensure that program implementation optimally addresses the needs of all students.

Evaluation of Program Objective Achievement

Based on evaluation results, the Arabic language familiarization program at the Ma'had Al-Birr Dormitory has generally demonstrated success in achieving its primary objective, namely, developing students' habit of using Arabic in their daily lives. The program's implementation has been shown to have a positive impact on increasing students' confidence in speaking Arabic and fostering a more active communication atmosphere within the dormitory. Habituating the use of Arabic in a supportive environment has been shown to contribute to improved speaking skills and students' confidence in communicating in Arabic (Fitria & Hamzah, 2022).

In Tyler's evaluation model, goal achievement is the primary indicator of program success. Research findings indicate that students experienced increased self-confidence after regularly participating in various language familiarization activities. Activities such as takallam (Islamic language practice) and tadribul khatabah (Islamic study group) provide opportunities for students to practice their speaking skills directly, gradually reducing fear and hesitation in using Arabic. The intensity of use of the target language in daily activities is one factor influencing the success of second language learning (Unsi, 2015).

Observations also show that most students have become accustomed to using Arabic in daily communication, especially in the dormitory environment and during language activities. Interactions between students demonstrate a culture of mutual reminders to maintain the use of Arabic in conversation. This indicates that the program has played a role in creating an environment that supports the improvement of students' communication skills.

However, the consistency of Arabic use still varies among students. Some students have been able to maintain active use of Arabic, while others still occasionally use Indonesian or regional languages. Differences in fluency levels and initial abilities are among the factors influencing this situation.

Furthermore, the success of the program is also closely related to the intensity of guidance and supervision provided by the musyrif (teaching facilitator) and language administrators. When the mentoring process is optimal, Arabic use tends to increase. Conversely, in situations with minimal supervision, some students revert to using languages other than Arabic. Therefore, strengthening the guidance and supervision system is still necessary to achieve the program's objectives optimally and sustainably.

Evaluation of Supporting and Inhibiting Factors of the Program

The research revealed several factors supporting the success of the Arabic language habituation program at the Ma'had Al-Birr Dormitory. One of the most influential factors was the active involvement of the language instructors and administrators in fostering and supervising Arabic language use within the dormitory. Their presence as mentors, providing guidance, motivation, and regular reminders, contributed to the creation of a conducive language culture.

Furthermore, student enthusiasm in participating in various language activities was also crucial for the program's sustainability. Student participation in activities such as takallam (students' group discussions), tadribul khatabah (religious lectures), and collaborative learning demonstrated a positive response to the program. The supportive dormitory environment also provided ample opportunities for students to continuously practice their communication skills.

From Tyler's perspective, the presence of supporting factors significantly contributed to the success of a program. A conducive environment and the involvement of various elements within the Ma'had are essential foundations for building a sustainable Arabic language culture. The successful formation of a bi'ah lughawiyyah (literary Arabic) requires the involvement of all elements of the educational institution, including program

managers, mentors, and students, so that a culture of Arabic language use can develop sustainably (Abdullah et al., 2020). Therefore, program success is determined not only by the implementation of formal activities, but also by the social and academic support surrounding the students.

On the other hand, differences in students' initial abilities and limited supervision are common challenges in implementing Arabic language development programs (Mujahid et al., 2022). Students with limited initial abilities generally require a longer adaptation period and often struggle to build confidence in communicating in Arabic.

Another obstacle relates to students' level of discipline in maintaining consistent Arabic language use. In certain situations, the use of Indonesian or regional languages is still found, especially outside of formal activities. This demonstrates that developing a language culture requires a continuous and consistent development process.

Furthermore, limited 24-hour supervision also presents a challenge. Musyrif (teacher advisors) and language administrators cannot always monitor all student activities, leaving opportunities for students to use languages other than Arabic. Therefore, efforts are needed to strengthen the guidance system, increase student awareness, and develop more effective monitoring mechanisms so that the Arabic language immersion program can be implemented optimally and sustainably.

Overall, the evaluation results indicate that the Arabic language immersion program at the Ma'had Al-Birr Dormitory has contributed to creating an active and communicative language environment. However, several aspects, such as equalizing language skills, improving discipline in Arabic use, and optimizing guidance and supervision, still require further attention to ensure the program's objectives are achieved optimally and sustainably.

CONCLUSION

Based on the research findings, an evaluation of the Arabic language familiarization program at the Ma'had Al-Birr Dormitory using the Tyler Goal-Oriented Evaluation model showed that the program had generally achieved its stated objectives. The program's objectives were clearly formulated and implemented through various structured language activities, creating a vibrant Arabic language environment within the dormitory. The evaluation also indicated that the program contributed to increasing students' confidence and habit of using Arabic in everyday communication. However, several obstacles remained, such as differences in students' initial abilities, uneven consistency in Arabic use, and limited supervision, which prevented the program from achieving its objectives optimally across all participants.

Based on these findings, the researchers recommend that the management of Ma'had Al-Birr continue to improve the quality of program implementation by strengthening guidance from language teachers (musyrif) and administrators, conducting regular monitoring and evaluation, and developing more innovative language activities tailored to student needs. These efforts are expected to increase students' motivation and consistency in using Arabic, both in formal activities and in daily interactions. This study has several limitations: it was conducted only at the Ma'had Al-Birr Dormitory, making the results unable to be generalized to other institutions. It used the Tyler evaluation model, which focuses on achieving program objectives. It was conducted over a limited time period. Therefore, further research is recommended to use a more comprehensive evaluation model or a longitudinal approach to assess the program's effectiveness more thoroughly and comprehensively.

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