

# Integrating Andragogy Principles in Arabic Learning: A Study on Higher Education Students

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## ABSTRACT

This study aims to evaluate the outcomes of Arabic language learning based on andragogical principles among students at UIN Maulana Malik Ibrahim Malang. The focus is to determine the effectiveness of the learning process and the extent to which adult learning principles are implemented in improving student learning outcomes. A quantitative approach with a descriptive design was employed. Data were collected through a structured questionnaire distributed to 520 first-year students selected through random sampling. The instrument measured students' perceptions of the Arabic learning process grounded in andragogical principles. Data were analysed using descriptive statistics to determine overall performance levels. The findings indicate that the implementation of andragogical principles in Arabic learning achieved a mean score of 84.51, categorized as "excellent." A majority of respondents (80.77%) reported experiencing the learning process at an excellent level, while 19.23% rated it as good, indicating overall satisfaction above average standards. The approach demonstrated several strengths, including the promotion of discussion, collaboration, and learner autonomy. However, challenges were also identified, particularly the diversity of students' prior experiences and the need for additional time to adapt learning materials, especially in large classroom settings. In conclusion, the application of andragogical principles in Arabic language instruction has proven to be highly effective in enhancing student learning outcomes. Nevertheless, optimizing its implementation requires addressing learner diversity and adapting instructional strategies to accommodate varying needs, particularly in large-group contexts.

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## 1. INTRODUCTION

Arabic learning in Islamic religious colleges plays a crucial role in the current era of globalization. Arabic learning in higher education is essential in equipping students with strong language skills and a deep understanding of Arabic. This religious and international language significantly influences

various fields, such as education, economics, politics, and culture. Therefore, understanding and mastering Arabic is an urgent need for students in higher education, one of the main reasons why Arabic learning is essential to understand the source of Islamic teachings. As the language of the Qur'an and Hadis, Arabic is the key to exploring and understanding Islamic teachings in depth. In addition, this language also has an essential role in diplomacy and international relations because it is one of the global languages recognized by the United Nations (Ahmadi & Awaluddin, 2024).

In the era of globalization, interaction between countries is increasingly intensive, and mastery of Arabic has become a valuable asset in building international cooperation, especially with Arab countries. The ability to speak Arabic allows individuals to understand these countries' culture, politics and social dynamics, which in turn can increase the effectiveness of diplomacy and international cooperation (Anwar, 2023). In the economic field, mastery of Arabic opens up broad career opportunities. Many multinational companies and international organizations operating in the Middle East seek professionals with Arabic language skills. In addition, Arab countries have an essential role in the global economy, especially in the energy sector. Thus, Arabic language skills can be an added value for college graduates who want to pursue a career in the economic and economic fields and International business (N. Huda & Afrita, 2023). Mastery of Arabic can also increase academic and professional mobility. Students who master Arabic can obtain information and scientific literature in various fields so that mastery of this language can expand access to the latest knowledge and research (Manan & Nasri, 2024).

Arabic learning in college is not without challenges. This also includes UIN Maulana Malik Ibrahim Malang. Based on the researchers' observations, several problems were a lack of student interest and low student learning performance. Learning performance is one of the factors that contribute to the success of the learning process. The decline in student learning performance in the learning process impacts learning outcomes. They are physically present in class but are not actively involved in the learning process, which results in poor understanding and decreased learning outcomes. This low learning performance can hurt overall development. And in the long term, this can hinder their potential to achieve success (Nofianti, 2018).

As the pioneer of the Arabic language intensive course in Indonesia, a solution must be immediately found for this problem. One solution is implementing a learning process appropriate to the student's age. Because they have unique characteristics that differ from those of students at the primary or secondary education level, they come with diverse backgrounds of experience, knowledge and motivation (Ma'arif, 2020). Therefore, the andragogy approach, which focuses on adult learning principles, becomes relevant and crucial to apply in this context (Rusyadi & Fahmi, 2020). Andragogy, introduced by Malcolm Knowles in 1968, describes the art and science of helping adults learn. In contrast to child-focused pedagogy, this andragogy emphasizes the importance of previous experience, the need to know the reasons for learning, readiness to learn, task orientation, and internal motivation in the learning process (Knowles et al., 2005).

The andragogy approach, which emphasizes student-centred learning, can be applied to the success of learning objectives. By understanding the needs and motivations of adult students, lecturers can design more appropriate and effective learning programs (Cacam et al., 2023). In Arabic learning, the application of andragogy principles can increase the effectiveness of the teaching and learning process and improve their learning performance by adapting methods and materials according to the characteristics of adult students (Fitroh et al., 2023). Hasyim (2015) states that applying the andragogy method in Arabic learning can increase student motivation and active participation. Classes taught using andragogy techniques get higher scores compared to conventional techniques. This shows that the andragogy approach can improve the quality of Arabic learning in higher education (Hasyim, 2015).

This research aims to explain the results of Arabic learning based on andragogy principles for students at UIN Maulana Malik Ibrahim Malang. The results of this research can be used as input in making policies regarding Arabic learning to improve and achieve learning goals. Applying the andragogy approach to Arabic learning for university students can improve the quality and relevance

of education, achieve optimal Arabic language competence, and be ready to face challenges in the professional world.

## 2. METHODS

The approach used in this research is a quantitative approach with a descriptive type of research, which aims to explain the level of Arabic learning based on andragogy principles. It is a research method that uses numbers (numeric) to collect and analyze data used to test hypotheses and identify patterns and relationships between variables objectively and measurably (Creswell & Creswell, 2018), (Sugiyono, 2019). The approach in this research aims to measure the Arabic learning process level based on students' andragogy principles. Meanwhile, this type of descriptive research explains several activities carried out by lecturers in the learning process.

The population of this study were students of the Arabic Language Intensive Course at the Language Center, UIN Maulana Malik Ibrahim Malang, for the 2024-2025 academic year, totalling 5194 students aged 16-21 years. If the research population is less than 100 students, it is best to take all of them so that it becomes a research population, and if there are more than 100 students, it can be done between 10%-15 % or 20%-25% or more (Arikunto, 1998).

The research sample in this study amounted to 10% of 5194, namely 519.4 or 520 students. Researchers selected samples using the stratified random sampling method. It is a sampling method whose members are not the same and are relatively proportional (Sugiyono, 2019). To obtain valid data, researchers took samples from various universities, namely the Faculty of Tarbiyah and Teacher's Training, Sharia Faculty, Faculty of Economics, Faculty of Science and Technology, Faculty of Humanities, Faculty of Psychology, Faculty of Medicine and Health Sciences, and Faculty of Engineering.

This research uses a questionnaire instrument totalling 30 questions to determine the Arabic learning process based on andragogy principles for students. This instrument measures their Arabic language learning process using andragogy principles. The following is the scoring of respondents' answers to the questionnaire:

**Table 1.** Scoring Respondents' Answers

Option	Score	Information
Often (SS)	5	Every incident described in the statement is done a lot
Frequent (S)	4	Every event described in the statement is done more than not done
Sometimes (KK)	3	The events in the statement are sometimes done and sometimes not done
Rarely (JS)	2	Every incident described in the statement is much more done than done
Never (TP)	1	None of the events described in the statement were carried out at all

This research data is quantitative data obtained from questionnaires to examine the students' Arabic learning process based on andragogy principles. Questionnaires are written questions used to obtain information from sources about students' knowledge or reports about things they know. Researchers use this questionnaire by asking students questions, along with the answers, to get the answers and responses that the researcher wants.

The questionnaire used in research is structured; that is, it provides answers. Answers are in closed form, where each item has an alternative answer available. Questionnaires prepared by researchers were distributed to resource persons using a Google form appropriate to the actual situation, without being obligatory or artificial. The choices given are in the form of five choices or five alternative answers. The questionnaire results were analysed using descriptive statistics that focused on each

item's frequency, percentage, and average score. Analysis was carried out using Microsoft Excel to determine each item's frequency, percentage, and average score. The average score is interpreted into a range of scores: excellent (81-100), good (61-80), middle (41-60), less good (21-40), and not good (1-20).

The questionnaire needs to be tested for validity first to determine the extent to which the instrument can measure what it intends to measure. This study conducted a validity test to ensure that each statement item in the Arabic language learning questionnaire, based on andragogical principles, reflects the studied aspects. The validity test was carried out through a correlation analysis between the item scores and the total score using the Product-Moment  $r$  Table, with a significance level of 5% from 520 respondents, resulting in a value of 0.088. The following is a summary of the validity test results for the questionnaire items on Arabic language learning based on andragogical principles:

**Table 2.** The Arabic Learning Process Questionnaire Items Based on Andragogy Principles and Summary of Validity Test Results

Number	Indicators	Information
<b>A. Need to Know</b>		
1	1) The lecturer clearly explains the objectives of Arabic learning at the beginning of the learning	1,2,3,4,5 (Valid)
	2) The lecturer communicates the importance of learning each Arabic language topic	
	3) The lecturer demonstrates the practical benefits of the Arabic materials being taught	
	4) The lecturer connects the learning content to the students' academic or professional needs	
	5) The lecturer explains the learning approaches and strategies implemented in Arabic language instruction	
<b>B. Self-Concept</b>		
2	6) The lecturer provides space for students to choose a learning method that suits them	6,7,8,9,10 (Valid)
	7) The lecturer values students' initiative in the Arabic learning process	
	8) The lecturer does not act authoritatively but guides students through dialogue	
	9) The lecturer supports students' independent learning	
	10) The lecturer involves students in making decisions related to the learning process	
<b>C. Learners' Experience</b>		
3	11) The lecturer encourages students to share relevant experiences in Arabic language learning	11,12,13,14,15 (Valid)
	12) The lecturer appreciates the students' backgrounds and personal experiences	
	13) The lecturer uses methods that integrate students' experiences into learning activities	
	14) The lecturer uses students' experiences as learning resources	
	15) The lecturer creates an open learning atmosphere for dialogue and experience reflection	
<b>D. Readiness to Learn</b>		
4	16) The lecturer understands when students are ready to receive certain materials	16,17,18,19,20 (Valid)
	17) The lecturer adjusts the teaching approach to match students' mental readiness	
	18) The lecturer does not force materials if students are not yet ready to comprehend them	

	19) The lecturer provides adequate warm-ups or introductions before entering the core material	
	20) The lecturer designs instruction based on the current needs and context of the students	
<b>E. Orientation to Learning</b>		
	21) The lecturer connects Arabic materials with real-life relevant situations	
	22) The lecturer emphasizes conceptual understanding over rote memorization	
5	23) The lecturer helps students solve problems during Arabic learning	21,22,23,24,25 (Valid)
	24) The lecturer provides contextual tasks that are relevant to real-world situations in Arabic learning	
	25) The lecturer uses an applied and functional approach to teaching Arabic	
6	<b>F. Motivation to Learn</b>	
	26) The lecturer builds learning enthusiasm without using threats or pressure	
	27) The lecturer gives positive reinforcement to motivate students	
	28) The lecturer shows enthusiasm in teaching that becomes a role model for students	26,27,28,29,30 (Valid)
	29) The lecturer creates a pleasant and supportive learning environment	
	30) The lecturer appreciates students' efforts, not just their final learning outcomes	

The validity analysis using SPSS shows that all statement items in the questionnaire are valid. This is evidenced by the calculated r-value greater than the table r-value at a 5% significance level 0,088. In other words, each statement item in the questionnaire strongly correlates with the total score, indicating that the instrument accurately measures the variables being studied. Therefore, this questionnaire can be used as a valid and reliable measurement tool in this research.

**Table 3.** Questionnaire Reliability Test Results on Arabic Learning Process Based on Andragogy Principles

Reliability Statistics	
Cronbach's Alpha	N of Items
.818	30

The reliability analysis using SPSS shows that the questionnaire used has a high level of reliability. This is evidenced by Cronbach's Alpha value being more significant than 0.6, which is the minimum threshold indicating that the research instrument has good internal consistency, specifically  $0.818 > 0.6$ . This means that each statement item in the questionnaire demonstrates coherence and stability in measuring the studied variables. Therefore, this questionnaire is reliable and can be used as a consistent measurement tool in this research.

To obtain the collected respondents' data, it is also necessary to test the strength of the sample, which can represent the entire population. The following are the results of the normality test, which aims to measure the sample distribution in analysing the level of Arabic language learning based on andragogy principles for students:

**Table 4.** Normality Test Results of the Arabic Learning Process Based on Andragogy Principles

	N	Skewness		Kurtosis	
	Statistic	Statistic	Std. Error	Statistic	Std. Error
Unstandardized Residual	520	-.037	.107	.074	.214
Valid N (listwise)	520				
Skewness Ratio		-0.34			
Kurtosis Ratio		0.35			

The normality test for students' Arabic learning based on andragogy principles in this study was assisted by SPSS 23 for Windows using the skewness and kurtosis ratios, which aim to obtain valid data. Researchers chose this ratio because the sample size was 520 students. Data is normally distributed in the normality test with the skewness and kurtosis ratio if the ratio value is between -1.96 and +1.96. In this research, the results of the data normality test show a skewness ratio value of -0.34 and a kurtosis ratio of 0.47, which means -0.34 and 0.47 are between -1.96 and +1.96, so it can be concluded that the data is usually distributed.

Based on the normality test results and mapping of Arabic learning based on andragogy principles, the sample used is quite representative of the population. In general, the respondent's level of learning Arabic based on pedagogical principles is in the excellent category, with an average of 84.63, which means that the respondent experienced the process of Arabic learning very well. This is because the Arabic learning component has been carried out well based on the principles of andragogy by providing a good and focused learning system that forms an optimal process. The participation of all students helps create a good gradation of Arabic language skills so that classes with active members will encourage development quickly and effectively compared to classes whose members are passive and will only build private and individual improvements.

### 3. FINDINGS AND DISCUSSION

#### 3.1. Level and Impact of the Arabic Learning Process Based on Andragogical Principles on Students' Learning Performance

This research aims to determine the level of the Arabic learning process based on andragogy principles for students of the Arabic language intensive course at the language center of UIN Maulana Malik Ibrahim Malang, in an intensive Arabic learning attended by all new students with a total of 5,419 students grouped into three levels, namely upper, middle, and fundamental levels, spread across 132 classes. The percentage level of students' learning process varies greatly. The highest percentage of students have excellent abilities, 80.77%, with the following quantities:

**Table 5.** Quantity, Percentage, and Indicators of the Arabic Learning Process based on Andragogy principles

Number	Arabic Learning	Quantity	Percentage	Indicators
1	Excellent (Very Good)	420	80.77 %	The process of Arabic learning is very satisfying and above average standards
2	Good	100	19.23 %	The process of Arabic learning is satisfactory and above average standards
3	Middle			The process of Arabic learning meets minimum standards
4	Less Good			The process of Arabic learning is below minimum standards
5	Not Good			The process of Arabic learning is below minimum standards and does not meet eligibility requirements
<b>Sum</b>		<b>520</b>	<b>100 %</b>	

The table above explains that the Arabic learning level of new students at UIN Maulana Malik Ibrahim Malang is dominated by students in the excellent category, with 420 students with a percentage of 80.77%, meaning that the Arabic learning process is very satisfactory and above the average standard. Furthermore, information was obtained that 19.23% of the 100 students participated in the Arabic learning process well, which means the Arabic learning process was satisfactory and above the average standard. Thus, more than half of the respondents, 80.77%, were in the excellent category, and 19.23% were in the good category. Based on the results of mapping the Arabic learning process based on Andragogy principles through statistical testing, it can be explained as follows:

**Table 6.** Average and Standard Deviation of Students' Arabic Learning Process based on Andragogy principles  
One-Sample Statistics

	N	Mean	Std. Deviation	Std. Error Mean
Arabic Learning Process based on Andragogy principles	520	84.51	5.809	.254

Based on descriptive statistical analysis, the data's average value (mean) is 84.51, which shows that most of the values in this dataset range around that number. Meanwhile, the standard error of the mean was recorded at 0.254, which describes the level of accuracy in estimating the population average based on the sample used. The standard error value of the mean is minimal, which means that confidence in the mean estimate is very high.

The standard deviation in this dataset is 5.809, which shows how far the individual values in the sample are spread out from the mean. This standard deviation indicates that most data converges to 5.809 from an average of 84.51. The standard deviation value is relatively small compared to the mean, meaning the data tends to be more homogeneous or less widely spread. The mean obtained from the average results of the student learning process forms the achievement of collective learning outcomes, where an achievement of 84.51 is considered very good, with very ideal and standardized criteria.

The researcher analyzed the research data aimed at measuring the effect of the outcome of the Arabic language learning process in light of andragogy on students' learning performance. The data collected through research instruments were processed using statistical analysis techniques with the assistance of *SPSS 23.0*, through a linear regression test. The results of this test are between the second independent variable (the outcome of the arabic learning process based on andragogy principles) and the dependent variable (learning performance).

**Table 7.** The Results of the Impact of the Arabic Language Learning Process Based on Andragogy Principles on the Learning Performance of Students

Model	Coefficients <sup>a</sup>		Beta	t	Sig.
	Unstandardized Coefficients	Std. Error			
1 (Constant)	1.204	10.221		.118	.906
Arabic Learning Process Based on Andragogy Principles	1.042	.080	.495	12.956	.000

a. Dependent Variable: Learning Performance

The *Coefficients<sup>a</sup>* table shows the results of the linear regression analysis using *SPSS 23.0*, indicating that the significance value (*Sig.*) was 0.000, which means it is less than 0.05 ( $0.000 < 0.05$ ). This suggests a statistically significant relationship between the outcome of the arabic learning process based on andragogy principles in light of andragogy and students' learning performance. This means that the better the result of the Arabic language learning process based on andragogy principles, the greater the improvement in students' learning performance.

### 3.2. Implementation of Andragogical Principles in Intensive Arabic Language Learning at the Language Center of UIN Maulana Malik Ibrahim Malang

The results of this study are consistent with the findings of Huang, Y. (2021) in a study titled *The Role of Linguistic Expression Intelligence in Adult Learning: An Andragogical Perspective*, which explains that linguistic expression intelligence influences the adult learning process. The study demonstrated that individuals with high linguistic expression intelligence tend to succeed more in andragogical learning environments. This research provides valuable insights into how instructional methods can be adapted to maximize the potential of adult learners (Huang, 2021). The study shows that adults with strong linguistic intelligence are more likely to excel in environments where language is central, such as professional development, academic settings, and social interactions. It also emphasizes that implementing strategies that leverage linguistic expression intelligence—such as *storytelling*, reading, and writing exercises—can enhance a more profound understanding and engagement among adult learners.

These findings also align with the study by Smith, J., and Brown, A. (2020) titled *Andragogy and Linguistic Intelligence: Enhancing Learning Outcomes in Adult Education*, where the authors analyzed the relationship between the andragogical approach and linguistic expression intelligence in adult learning contexts. The researchers stated that applying instructional strategies considering learners' linguistic intelligence can improve learning outcomes. This research provides empirical evidence supporting the importance of considering intelligence in designing adult learning programs (Smith & Brown, 2020).

Furthermore, the results also align with the research by Kumar, R. (2019) titled *Exploring the Impact of Linguistic Intelligence on Adult Learning Strategies*, which discusses the influence of linguistic expression intelligence on adult learning strategies. The study indicated that high linguistic expression intelligence contributes to better mastery of learning materials and improved communication skills—critical elements in the context of andragogical learning. The author concluded that adults with high linguistic intelligence tend to utilize language-based learning strategies more effectively, such as group discussions, presentations, and writing exercises. Learning strategies involving linguistic skills—such as narratives, critical reading, and verbal and written communication—can enhance comprehension and engagement with educational content. Kumar also emphasized the importance of educators designing curricula and instructional methods considering learners' linguistic strengths to facilitate more profound and meaningful learning (Kumar, 2019).

Adult learning is an active and continuous process influenced by personal, social, and environmental factors. Adult learning focuses on self-directed learning and an orientation toward learners' life experiences. Experience-based learning, reflection, and group discussions effectively support adult learning processes. Additionally, adult learning is shaped by cultural, professional, and technological factors. Social and cultural influences are closely tied to learning, where the content is adapted to the specific needs of adult learners. Challenges in adult education include limited time, motivation, and socio-economic barriers. However, using relevant learning strategies that align with how adults learn should also consider future educational developments and trends—especially with the emergence of technology, which offers new opportunities for educational access (Merriam & Bierema, 2014).

According to Knowles and colleagues (2020), adult learning is learner-centered, and learners' life experiences serve as the foundation of the learning process. This type of learning requires a more flexible, goal-oriented approach. Several factors that influence adult learning include social, cultural, and technological elements. Instructional methods in this process should be aligned with the needs of adult individuals from diverse backgrounds and experiences, focusing on developing their skills and knowledge. Knowles stated that the principles of adult learning, or *andragogy*, consist of six main principles: the need to know, the learner's self-concept, prior experience of the learner, readiness to learn, orientation to learning, and motivation to learn (Knowles et al., 2020).

Intensive Arabic learning at the Arabic learning intensive course at the Language Center of UIN Maulana Malik Ibrahim Malang has one of the goals of providing graduates who are proficient in Arabic, as stated in the Arabic learning intensive course guidebook (Hamid dkk, 2020). The target of delivering graduates skilled in Arabic must be realized through practical learning. This learning can be done with a learning system for adults, which pays attention to the mindset of adults through the stages carried out (Efgivia & Fitriani, 2021). These stages are contained in pedagogical learning principles, namely the need to know, self-concept, experience as a learning resource, readiness to learn, orientation towards learning, and motivation to learn (Knowles et al., 2005).

### 3.2.1 Learners Need to Know

Students need to know and understand why they must learn Arabic, what they will learn, and what the learning process is like before they follow it. Thus, a lecturer must provide a preliminary explanation before starting learning. The explanation of learning objectives before beginning the learning process plays a crucial role in increasing educational effectiveness. By conveying clear objectives, students can understand the direction and benefits of the material to be studied, increasing their motivation and involvement in the learning process. Amri (2013) states that effective learning strategies significantly develop students' academic character (Amri, 2013). So, explaining the learning objectives before starting a study session helps them understand what is expected and increases motivation and the overall effectiveness of the learning process.

As stated by Muhammad Barqus Salam (2025), an Arabic language lecturer at UIN Maulana Malik Ibrahim Malang said:

*"We explain the objectives of Arabic learning regarding the need to study the Islamic religion in Arabic, and this language is one of the most important tools to support student studies. Furthermore, Arabic is also necessary for daily communication and the transmission of the Islamic religion. Considering that Arabic has its superior value in communication, it can also be used to communicate with Middle Eastern people because of the wide reach of communication in the digital era. Arabic can increase global insight because it has become an official language in several countries, and a lot of knowledge can be obtained using Arabic. Students need to know the purpose of this learning so that they are motivated when studying and know that Arabic is one of the languages that can open up the horizons of knowledge and become the main language of the Islamic religion, and considers it important even for those whose majors are not related to Arabic at all."*

Arabic is a language that has a central role in the lives of Muslims and the world of science globally. In the learning context, Arabic is taught as a linguistic skill and as the primary means of understanding Islamic teachings, broadening communication horizons, and accessing global knowledge (Kurniati et al., 2022). In digital era, communication is becoming increasingly widespread and is not limited to geographical boundaries. Many Islamic individuals and organizations carry out da'wah through digital platforms such as social media, websites and YouTube channels. Arabic is essential because many Islamic references come from the Arab world. By mastering this language, Islamic academic can communicate directly with the ulama and Muslim communities in various countries and access Islamic literature without relying on translations. By knowing the learning objectives, learning motivation will increase, and performance will also be good, leading to achieving learning objectives.

### 3.2.2 Self-Concept of the Learners

Self-concept is a key factor in adult education that influences how they learn and interact professionally with the academic environment. They need to be independent and responsible for their decisions, including in the learning process. They prefer an approach that allows them to determine learning goals, choose appropriate methods, and control the learning course to suit their needs and experiences (Merriam & Baumgartner, 2020). Therefore, learning models that are flexible, experience-based, and allow students to take an active role are more effective in increasing engagement and learning outcomes.

As stated by Nurul Faizin (2025), an Arabic lecturer at UIN Maulana Malik Ibrahim Malang stated:

*"We involve students in arranging Arabic learning activities in class that are suitable and liked by Gen Z and then modify them into various forms of activities. For example, Maharah Kalam is packaged as a relaxed event, but communication in Arabic is mandatory, and before learning begins, we sing Arabic together."*

A strong self-concept increases learning effectiveness, especially in independent and experience-based learning. Illeris (2021) emphasizes that individuals with high self-concept are more likely to have self-regulated learning, namely the ability to manage time, resources and learning strategies independently (Illeris, 2021). This is supported by the findings of Wang & Finch (2022), who found that learning programs that give students the freedom to control their learning process produce higher levels of satisfaction and engagement (Wang & Finch, 2022). A strong self-concept is also associated with motivation and self-confidence in learning. When adults are given autonomy in the learning process, they are more motivated to explore information, experiment with various methods, and develop new skills.

### 3.2.3 Prior Experience of the Learners

Adult life experiences are an important source of learning. An effective adult learning process often involves sharing and reflecting on one's experiences. They bring rich life experience as the principal capital in learning. An effective adult learning process often occurs through interactions between previous experiences and new concepts or skills learned (Merriam & Baumgartner, 2020). Therefore, learning methods that accommodate reflection on personal experiences, such as group discussions, case studies, and project-based learning, tend to be more successful in improving adult learners' understanding and skills (Livingston & Cummings-Clay, 2023).

As stated by Erna Herawati (2025), an Arabic language lecturer at UIN Maulana Malik Ibrahim Malang stated:

*"We encourage students to learn more Arabic based on student experience by giving them massive practice time speaking Arabic, both in class and outside of class, with themes of experiences they have had, such as stories about their introduction when they were students, daily activities, interesting and enjoyable impressions of the holidays they experienced, and so on"*.

Reflection on personal experiences increases the effectiveness of learning and accelerates real-world problem-solving. Kolb and Kolb (2020) explain that the experiential learning or experience-based

learning approach allows individuals to build a stronger understanding through cycles of reflection, observation, and direct application in real life (Kolb & Kolb, 2020). Furthermore, diverse life experiences also contribute to social and emotional learning. Argue that sharing experiences in study groups can help individuals understand different perspectives, improve communication skills, and enrich insight.

In his theory of transformative learning, Mezirow (2019) states that challenging experiences can be a turning point in adult learning, where they experience a change in perspective and a more critical way of thinking. Thus, experience is not just a source of learning but also the primary foundation for adults in developing new skills, increasing self-reflection, and forming a deeper understanding of the world (Mezirow, 1994).

#### 3.2.4 Readiness to Learn

Readiness to learn is one of the main principles in andragogy education, and it is closely related to the relevance of learning material to their lives. According to Knowles (2020), adults are more ready to learn when they feel the material being studied is relevant to their personal, professional or social needs. This aligns with the andragogy principle, where adult learning must be based on actual needs and experiences to make it more meaningful; when the learning material is perceived as beneficial for their work, family, or personal development, motivation to learn increases significantly (Knowles, 1980).

Learning materials influence participation and retention rates in adult education programs. Adults who see a direct connection between the material learned and the challenges they face in their learning are more likely to participate actively and develop new skills (Bengo, 2020). In the educational context, needs-based learning is often associated with increasing productivity and adapting to rapid technological change (Taylor & Hamdy, 2019). Meanwhile, in aspects of personal life, learning related to developing communication skills, time management and mental health also improves individual well-being and satisfaction with the learning they undergo.

As stated by Muhammad Barqus Salam (2025), an Arabic language lecturer at UIN Maulana Malik Ibrahim Malang stated:

*"We give assignment projects to students by practising conversations in Arabic textbooks, providing Arabic film stimuli, then they look for unknown vocabulary and conclude the film. "We also provide assignments for Arabic speaking and writing skills using sophisticated technology students have mastered, such as conversation video editing".*

Readiness to learn is also influenced by psychological and social factors, such as self-confidence and support from the surrounding environment. Students who have a supportive learning environment, such as study partners or a community that encourages them to continue learning, will be more likely to absorb learning material.

As stated by Jumriyah (2025), an Arabic language lecturer at UIN Maulana Malik Ibrahim Malang who stated:

*"We give assignments to students to practice directly by communicating with foreign students from the Middle East who study at UIN Maulana Malik Ibrahim and documenting by video or communicating online with video calls. "We evaluate the results of the video together to improve their Arabic language".*

Reflective experiences also play an important role in learning readiness, where individuals who know the need to develop are more open to new learning opportunities. Like practising speaking in Arabic, fellow students support each other in speaking communicatively and learning together in unity to achieve good conversations. Therefore, creating a relevant, contextual and supportive learning environment, and cognitive learning is very important to improve adult learning readiness and ensure that learning occurs effectively and also relational significance for adult learners in higher education (El-Amin, 2020).

### 3.2.5 Orientation to Learning

Adults' learning orientation tends to be problem-centered rather than content-centered, meaning they learn to solve real problems and face relevant challenges. They are more motivated to learn if they can see the direct benefits of the material studied and apply it in the context of their lives. In contrast to children, who often learn based on a predetermined curriculum, adult learners seek learning that can provide concrete solutions to their needs (Merriam & Baumgartner, 2020).

A problem-solving learning-based approach is more effective in adult education than theory-based learning methods. For example, students who participate in problem-solving-based learning adopt new skills more quickly and are better prepared to face changes in their learning environment. Learning oriented to direct experience, such as case studies, simulations and practice, increases the retention of information and skills that can be applied immediately in real life (Busiri, 2021).

As stated by Anik Mahmudah (2025), an Arabic lecturer at UIN Maulana Malik Ibrahim Malang stated:

*"We create an Arabic language environment in the classroom, where students can practice speaking Arabic actively, creatively and communicatively without fear of errors in language rules. The themes studied are also in accordance with their experiences, such as introductions, family, daily activities, interesting and enjoyable impressions of the learning they experience."*

Orientation towards applied learning has an impact on the effectiveness of technology-based learning (Toifah, 2021). Digital learning designed with a task-based approach is more popular with adult learners than learning that only offers theory (Hasanuddin, 2024). This is to the statement of Erna Herawati (2025), an Arabic lecturer at UIN Maulana Malik Ibrahim Malang, who stated that *"We give Arabic language practice assignments through the use of social media such as making WhatsApp statuses, making Arabic short videos on TIK TOK, Instagram, Facebook and You Tube."*

In the current digital era, integrating digital media into Arabic learning is very important to increase the effectiveness and efficiency of the learning process (Ratnaningsih & Suyoto, 2019). Using digital media, such as interactive learning applications, e-learning platforms, and other online resources can increase student participation and facilitate more profound understanding of the material (Zainuri, 2019). Azhari's research (2021) shows that digital learning media can increase their participation in learning and facilitate a deeper understanding of the material (Azhari, 2021). And Firmadani's (2020) statement shows that information technology (IT)-based media is important in improving the quality of Arabic language learning. The use of IT-based media in Arabic learning can help students focus on carrying out teaching and learning activities. It can also achieve maximum results by learning objectives (Firmadani, 2020). Thus, a learning approach oriented towards direct practice and utilising digital media that is more suited to students' needs can improve their learning performance and help them achieve more optimal learning outcomes.

### 3.2.6 Motivation to Learn

Motivation is a key factor in the success of adult learning, where they are more likely to have intrinsic than extrinsic motivation. According to them, studying is not just to fulfil academic or professional obligations but rather because of internal drives such as the desire to improve skills, achieve personal goals, or gain a deeper understanding of a field. This differs from children or teenagers, who often depend on extrinsic factors such as academic grades, parental demands, or formal education requirements (Yuliawati & Inayati, 2023).

Students with high intrinsic motivation are likelier to persist in learning and achieve better learning outcomes. They follow the learning process based on personal interest and have higher completion rates than those who learn due to external demands. Deci and Ryan (2021) explain in Self-Determination Theory (SDT) that individuals who feel autonomous and have control over their learning process are more motivated and show higher involvement in learning (Deci & Ryan, 2021).

As stated by Jumriyah (2025), an Arabic lecturer at UIN Maulana Malik Ibrahim Malang state:

*"We provide motivation to students in several ways, such as providing several motivational videos about someone who masters several foreign languages and a video about a small child from China who is fluent in Arabic. We also provide motivation to them by providing examples of the reality of UIN Maulana Malik Ibrahim Malang students who excel in the field of Arabic at the international level, one of the alumni of this university who is successful and is able to travel to several countries using Arabic. By providing examples of these realities, it is hoped that students' motivation will grow and increase in their enthusiasm for attending Arabic learning."*

Motivation plays a role in creating a positive and interactive learning atmosphere. When students have a strong urge to learn, they are more active in good performing in learning, such as participating in discussions, speaking practice, and using digital media to improve their language skills (Kurniati et al., 2022). The use of technology, communicative methods, and project-based approaches relevant to their daily lives can be implemented by lecturers in learning. Students' motivation to learn Arabic can increase with a supportive learning environment and engaging teaching methods.

Motivation also contributes to building learning resilience or grit when facing challenges in Arabic learning. Arabic has a different grammatical structure and phonological system from its mother tongue, so it is often considered difficult to learn (Huda, T, 2016). However, with high motivation, students are more patient and persistent and never give up in the face of difficulties. They will practice more actively, look for additional learning resources, and utilize various effective learning techniques to accelerate their understanding and skills in Arabic.

### **3.3. Challenges in Implementing Andragogy-Based Learning**

Andragogy-based Arabic language learning in higher education faces several challenges, particularly related to the characteristics of adult learners, which require a specialized approach. The diversity of student backgrounds presents obstacles such as differences in age, prior learning experiences, and levels of Arabic literacy. The varying educational backgrounds of UIN Maulana Malik Ibrahim Malang students pose a challenge in Arabic language learning, as instructors must deliver lessons fairly while addressing students with differing learning ability levels. Additionally, curriculum development must be structured in detail according to language proficiency levels and cannot be designed flexibly. This is by the statement Ahmed & Rahman (2020) that the diversity of learners' backgrounds becomes a challenge in andragogy-based learning, such as differences in age, prior learning experiences, and Arabic literacy levels, making it challenging to design a flexible curriculum (Ahmed & Rahman, 2020).

In integrating muhadathah and the principles of andragogy encompass several aspects that require in-depth attention. One of these is the availability of appropriate resources. The resources needed for learning are limited, and an inadequate understanding of adult learners' needs also poses an obstacle. As a result, learning tends to be instructional, focusing on assignments and teacher-centered evaluations. In addition to internal challenges, the success of integrating muhadathah and andragogy principles also depends on instructors' readiness to adopt a new approach. Instructors must be prepared to adapt to changes and embrace a more collaborative role in the learning process. This requires adequate training, both in terms of andragogy concepts and strategies and in the use of technology and other supporting resources (Hasan & Rido'i, 2024).

The next challenge in language learning is students' lack of independent learning attitudes. These challenges include the lack of ability and awareness to understand life goals, learning tendencies, and personal learning styles, which indirectly hinder efforts in self-development, including personality, competence, and individual capacity and capability. The suboptimal use of language learning strategies indicates a lack of student autonomy. In language learning, students wait for the educator's actions, such as explanations, guidance, instructions, assignments, and other directions. On the other hand, the ineffective use of language learning strategies is also due to students' lack of adequate knowledge and skills regarding language learning strategies. They are not fully aware of the importance of language learning strategies in enhancing their success in language learning (Saproni,

2019).

This aligns with the statement made by Johnson in Asrori (2012) regarding several indicators of independence in language learning, having the willingness and courage to guess meanings, having a strong desire to practice communication or learn from communication, willing to take risks and do not fear making mistakes in learning and communicating, to stay focused on communication, pay attention to linguistic forms before engaging in communication, practicing the language being learned, monitoring one's speech as well as the speech of conversation partners, paying attention to how healthy conversation partners accept their speech, focusing more on meaning when responding to their conversation partner's speech (Asrori, 2012).

### **3.4. Advantages and Disadvantages of Arabic Learning Based on Andragogy Principles**

Arabic language learning based on andragogical principles has several advantages and disadvantages. One of the main advantages of this approach is its focus on the method, which often prioritizes discussion and collaboration, which can enhance language comprehension through social interaction. This is in accordance with the research results of Soefijanto et al. (2024), which show that collaboration is an innovative and effective approach to supporting project-based andragogy education. Through this approach, students are actively involved in designing, managing, and evaluating media production projects (Soefijanto et al., 2024).

Andragogy encourages learners to become self-directed, enabling them to identify their own learning needs and seek relevant learning resources. This helps them become lifelong learners. This is in accordance with the research results of Hamidah and Syakir (2021), which show that the andragogy learning program is effective in increasing interest in independent learning by reading books relevant to learning, doing analytical tasks according to the material, integrating one's own learning progress, and obtaining learning results (Hamidah & Syakir, 2021).

A disadvantage of Arabic language learning based on pedagogical principles is that the variation in learners' experiences and backgrounds can affect classroom dynamics and create challenges in designing a suitable curriculum for everyone. These differences can affect classroom dynamics and learning effectiveness. This is in line with the explanation by Rawung et al. (2021) that education must develop educational programs in a more planned manner through a curriculum that will be taught to students based on their various academic backgrounds. The curriculum is everything that students will learn to achieve a specific goal. Curriculum adjustments are made to meet all kinds of skills and challenges that present themselves (Rawung et al., 2021).

Some adult learners may feel reluctant or uncomfortable with new learning methods that differ from previous experiences. This can hinder the process of adaptation and acceptance of the andragogical approach. This is in accordance with Lubis et al. (2024) 's explanation that resistance to change and limited resources indicate the need for a comprehensive managerial approach and efficient resource management. Extension and training programs to overcome resistance support Kotter's Change Management theory, while the resource management model reflects the principles of the Resource-Based Perspective (Lubis et al., 2024).

### **3.5. The Challenges of Arabic Learning Based on Andragogy Principles**

Arabic language learning based on andragogy principles emphasizes the active role of adult learners who bring with them life experiences, internal motivation, and learning needs that are contextual and relevant (Machynska & Boiko, 2020). Although this approach is considered adequate, its implementation in practice faces several challenges, particularly those related to the diverse educational backgrounds of learners and their adjustment process in learning (Tomaszewska, 2023). One of the main obstacles is the heterogeneity of students' educational backgrounds, where, within a single classroom, individuals often come from various academic experiences, such as religious, general, or even non-formal education. These differences affect their initial Arabic language proficiency, the learning strategies they adopt, and their pace in understanding the material, thus creating a disparity

in learning progress among students. This poses a specific challenge to implementing andragogical principles that rely on prior experience, as not all learners have a relevant foundation in Arabic language learning.

In addition, many students struggle to adapt to the andragogical learning model due to a lack of self-directed learning skills, psychological barriers such as low self-confidence, and limited digital literacy, which hinders their participation in technology-based learning—even though technology strongly supports the flexible nature of andragogy. These two aspects have a direct impact on learning effectiveness. Without proper intervention from educators—such as curriculum adjustments, mapping individual learning needs, and implementing differentiated instructional strategies—the andragogical approach risks failing to achieve optimal outcomes. Therefore, educators are required to serve as content deliverers and facilitators who can guide learners in adaptively overcoming personal and academic challenges (Ritonga et al., 2022).

#### 4. CONCLUSION

The Arabic learning process based on andragogy principles for students at UIN Maulana Malik Ibrahim Malang has a score of 84.63 in the excellent category, which means the Arabic language learning process is very satisfying and above the average standard and means that students are following the learning process optimally. The research results showed that 80.77% of UIN Maulana Malik Ibrahim Malang students followed the Arabic language learning process based on andragogy principles in the excellent category, which means their Arabic learning process was very satisfying and above the average standard. In comparison, 19.23% followed the learning process in the good category, which means the Arabic learning process was satisfactory and above the average standard. Furthermore, the Arabic learning process at the University is based on six principles of andragogy: the need to know, self-concept, experience as a learning resource, readiness to learn, orientation towards learning, and motivation to learn. The lecturer explained to the students the objectives of learning Arabic, what they will learn, and how to learn it. Furthermore, they are also involved in preparing Arabic learning activities in class that are suitable and liked by Gen Z, such as practising Arabic by communicate with native speakers, practising Arabic through the use of social media, creating WhatsApp statuses, making Arabic short videos on TIK TOK, Instagram, Facebook and YouTube, as well as being involved in Arabic language environments in the classroom and outside the classroom where they can practice speaking Arabic communicatively, actively, and creatively.

The results of this study indicate that Arabic language learning based on andragogical principles significantly contributes to the field of andragogy-based learning. By emphasizing the characteristics of adult learners, this approach enhances learning effectiveness through experience, reflection, and active learner engagement. The instrument's tested validity and reliability further strengthen this study's findings, making it a foundation for developing learning methods that better suit the needs of adult learners. Thus, this research expands theoretical insights into andragogy studies and provides practical implications for educators in designing more adaptive and learner-centered language learning strategies. Further research should examine the integration of technological media in andragogy-based Arabic learning in higher education, analyze students' critical thinking in andragogy-based Arabic learning, and analyze student motivation in Arabic Learning based on the Andragogy Approach.

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