



STUDENT CENTERED LEARNING IN ARABIC LANGUAGE EDUCATION: INTEGRATING RESEARCH, COMMUNITY ENGAGEMENT, AND MICROTEACHING

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Abstract

This evaluation looks at how Student-Centered Learning (SCL) actually works in an Arabic Language Education program, and what it seems to be achieving. We used a Goal-Free Evaluation Model (GFEM) within a convergent mixed-methods design, drawing on Outcome-Based Education documents (Graduate Learning Outcomes/GLO, Course Learning Outcomes/CLO, and syllabi), Learning Management System (LMS) records, micro-teaching instruments, publication and Community Engagement (CE) portfolios, Quality Assurance reports, administrative data, and interviews and focus-group discussions (FGDs) with stakeholders; the core indicators were also checked against the program's external accreditation field assessment. SCL is not a one-off effort here but a routine part of how the program runs: tasks are managed through the LMS with standardized rubrics, more than 30 courses weave research and community engagement into coursework, and micro-teaching gives every student at least four practice sessions, ten or more core skills, and structured cycles of feedback and reflection. Most indicators look encouraging a mean GPA of 3.7, tracer coverage of 92.86%, an employability/entrepreneurship/further-study rate of 97.5%, field of work suitability of 95.0%, and an average job-waiting time of 4.7 months though the average time-to-degree of 4.2 years and an on-time graduation rate of just 37.2% stand out as clear weak points and a priority for improvement. Because the design is descriptive and goal-free, we report associations rather than proven causes: three mechanisms plausibly help explain the link between SCL and these outcomes clearer alignment from GLO to CLO to assessment, dense practice with timely feedback, and authentic tasks grounded in real contexts. Going forward, the program should sharpen course-level targets, calibrate rubrics more consistently, standardize how research and CE are built into courses, and strengthen career and thesis supervision support. Overall, these routines offer a workable, identity-rooted blueprint that other programs could adapt.

Keywords: Student Centered Learning, Arabic Language Education, Micro-Teaching, Research Integration, Community Engagement, Outcome Based Education.

Abstrak

Studi ini menelaah bagaimana Student Centered Learning (SCL) dijalankan di sebuah Program Studi Pendidikan Bahasa Arab dan apa yang tampak dihasilkannya. Dengan Goal-Free Evaluation Model (GFEM) dan desain konvergen mixed-methods, kami menautkan beragam bukti: dokumen OBE (CPL, CPMK, SLP), jejak LMS, instrumen micro-teaching, portofolio publikasi dan Pengabdian kepada Masyarakat (PkM), laporan Penjaminan Mutu, indikator administratif, serta wawancara dan diskusi kelompok terfokus (FGD) dengan pemangku kepentingan; indikator utama diverifikasi pula melalui asesmen lapangan akreditasi program. Pelaksanaan bersifat rutin, bukan insidental: tugas dikelola melalui LMS dengan rubrik baku; lebih dari 30 mata kuliah mengintegrasikan riset/PkM; micro-teaching memberi sedikitnya empat kali praktik, pengembangan ≥ 10 keterampilan inti, dan siklus umpan balik serta refleksi yang terstruktur. Sinyal capaian menguat pada sebagian besar indikator IPK 3,7; cakupan tracer 92,86%; serapan kerja/wirausaha/studi lanjut 97,5%; kesesuaian bidang kerja 95,0%; dan waktu tunggu 4,7 bulan meskipun masa studi rata-rata 4,2 tahun dan kelulusan tepat waktu 37,2% masih menjadi titik lemah yang nyata dan ditetapkan sebagai prioritas perbaikan institusional. Karena desainnya deskriptif dan goal-free, kami melaporkan asosiasi, bukan efek kausal: tiga mekanisme yang masuk akal dapat membantu menjelaskan bagaimana SCL berhubungan dengan sinyal tersebut kejelasan alignment CPL→CPMK→asesmen, kepadatan praktik dengan umpan balik tepat waktu, dan tugas autentik yang berakar pada konteks nyata. Prioritas perbaikan meliputi penajaman target per mata kuliah, kalibrasi rubrik, standarisasi integrasi riset/PkM, serta penguatan layanan karier dan pembimbingan tugas akhir. Secara keseluruhan, rangkaian praktik ini menjadi blueprint yang dapat ditransfer dan berakar identitas.

Kata Kunci: Pembelajaran Berpusat pada Mahasiswa, Pendidikan Bahasa Arab, Micro-Teaching, Integrasi Riset, Pengabdian Masyarakat, *Outcome-Based Education* (OBE).

INTRODUCTION

Arabic language education in Indonesia has to do two things at once: hold onto Islamic Malay identity while keeping up with a learning landscape that is increasingly digital and data-driven. Graduates are expected to combine command of the subject, teaching skill, digital fluency, and a feel for community needs. Yet classroom practice often remains teacher-centered¹. In this setting, Student-Centered Learning (SCL) is positioned as the main lever to align day-to-day learning with targeted graduate capabilities.

¹ Saproni Muhammad Samin et al., *Strategies for Implementing AI-Enhanced Autodidactic Arabic Learning at Universitas Islam Riau* (2024); Saproni Muhammad Samin and Hikmah Hikmah, "Self-Regulated Learning of Arabic Education Students Via Moodle Discussion Forum," *Journal of Arabic Linguistics and Education* 7, no. 1 (2021): 17–29; Siti Alfathia Yusri and Saproni Muhammad Samin, "The Effectiveness Of Group Learning In Improving Students' Arabic Speaking Proficiency," *Perspektif Pendidikan Dan Keguruan* 15, no. 1 (April 2024): 67–72, [https://doi.org/10.25299/perspektif.2024.vol15\(1\).15852](https://doi.org/10.25299/perspektif.2024.vol15(1).15852); Zurqoni et al., "Has Arabic Language Learning Been Successfully Implemented?," *International Journal of Instruction* 13, no. 4 (2020): 715–30, <https://doi.org/10.29333/iji.2020.13444a>.

Transformative Learning (TL) provides a theoretical anchor for reflective, change-oriented teaching. Foundational work emphasizes perspective transformation and critical reflection², while recent contributions foreground experience, emotion, and context in higher education³. TL's focus on meaning-making pairs naturally with constructive alignment in outcomes-based curricula, where the intended outcomes shape how tasks and assessments are designed⁴.

Evidence consistently shows that active-learning approaches particularly Problem Based Learning (PBL), project-based, and case-based learning build critical thinking, problem solving, and collaboration, provided there is enough time, sound assessment, and good facilitation⁵. In teacher education, mentored practice and structured reflection (such as micro-teaching) help skills transfer more quickly to real classrooms, especially when paired with clear rubrics and regular feedback⁶. Studies in specific disciplines and online settings reinforce this pattern: laboratory-based SCL boosts mastery and assessment outcomes⁷, and active-learning tools delivered remotely can strengthen scientific attitudes and critical thinking⁸. Graduate-level reviews likewise report gains when students lead inquiry, collaboration, and peer-teaching⁹.

² Jack Mezirow, "Perspective Transformation," *Adult Education* 28, no. 2 (1978): 100–110; Jack Mezirow, *Fostering Critical Reflection in Adulthood* (Jossey-Bass Publishers San Francisco, 1990); Jack Mezirow, "Transformative Learning Theory," in *Contemporary Theories of Learning* (Routledge, 2018), 114–28.

³ Colleen M Halupa, "Transformative Learning: Theory and Practice for Faculty and Students," in *Transformative Curriculum Design in Health Sciences Education* (IGI Global Scientific Publishing, 2015), 1–39, <https://doi.org/10.4018/978-1-4666-8571-0.ch001>; Michelle Searle et al., "Illuminating Transformative Learning/Assessment: Infusing Creativity, Reciprocity, and Care into Higher Education," *Journal of Transformative Education* 19, no. 4 (2021): 339–65, <https://doi.org/10.1177/1541344621104516>; Kaisu Mälkki and Asta Raami, "Transformative Learning to Solve the Impossible: Edge-Emotions and Intuition in Expanding the Limitations of Our Rational Abilities," in *Transformative Learning Theory and Praxis* (Routledge, 2022), 76–91.

⁴ William G Spady, *Outcome-Based Education: Critical Issues and Answers*. (ERIC, 1994), <https://files.eric.ed.gov/fulltext/ED380910.pdf>; John Biggs, "What the Student Does: Teaching for Enhanced Learning," *Higher Education Research & Development* 18, no. 1 (1999): 57–75, <https://doi.org/10.1080/0729436990180105>; Ronald M Harden, "Outcome-Based Education: The Future Is Today," *Medical Teacher* 29, no. 7 (2007): 625–29, <https://doi.org/10.1080/01421590701729930>.

⁵ Muhammad Rosihan Anwar and Danial Hilmi, "Students' Critical Thinking Skills And Arabic Learning Outcomes Using Quizlet Media," *Ijaz Arabi Journal of Arabic Learning* 8, no. 1 (2025), <https://doi.org/10.18860/ijazarabi.v8i1.30206>; Cathérine Conradty and Franz X Bogner, "Education for Sustainable Development: How Seminar Design and Time Structure of Teacher Professional Development Affect Students' Motivation and Creativity," *Education Sciences* 12, no. 5 (2022): 296–296, <https://doi.org/10.3390/educsci12050296>.

⁶ Biggs, "What the Student Does: Teaching for Enhanced Learning"; Harden, "Outcome-Based Education: The Future Is Today"; Orfhlaith E O'Sullivan, Yair Daykan, and Reut Rotem, "Advancing Obstetrics and Gynecology Training: The Shift toward Outcome and Based Education, a Narrative Review of Literature," *International Journal of Gynecology & Obstetrics*, ahead of print, Wiley Online Library, 2025, <https://doi.org/10.1016/j.ijgo.2025.109123>.

⁷ Jian Chen et al., "How We Teach: Classroom And Laboratory Research Projects A New Approach for Laboratory Exercise of Pathophysiology in China Based on Student-Centered Learning," *Adv Physiol Educ* 39 (2015): 116–19, <https://doi.org/10.1152/advan.00143.2014.-Student-centered>.

⁸ Izadora Volpato Rossi et al., "Active Learning Tools Improve the Learning Outcomes, Scientific Attitude, and Critical Thinking in Higher Education: Experiences in an Online Course during the COVID-19 Pandemic," *Biochemistry and Molecular Biology Education* 49, no. 6 (November 2021): 888–903, <https://doi.org/10.1002/bmb.21574>.

⁹ Vipul Bhardwaj et al., "Redefining Learning: Student-Centered Strategies for Academic and Personal Growth," *Frontiers in Education* 10 (2025), <https://doi.org/10.3389/feduc.2025.1518602>; Syrma Theodoridou, "The Importance

For SCL to work consistently across a whole program, governance needs to be measurable and auditable. Outcome-Based Education (OBE), with standardized routines such as Graduate Learning Outcomes (GLO)–Course Learning Outcomes (CLO) mapping (also known internationally as program–course outcome mapping), analytic rubrics, and continuous-improvement cycles, strengthens accountability and makes courses easier to compare. European studies stress system coherence and quality assurance, and have proposed frameworks such as the reflexive GOAL model. Indonesian reviews, by contrast, still find uneven understanding and support for OBE, which leads to fragmented implementation and assessment.

At the same time, web-based platforms and AI tools for Arabic learning can offer personalized feedback, targeted practice across the four language skills, and automated formative evaluation but these benefits come with risks around accuracy, bias, and equity. Human oversight and ethical guardrails are therefore essential. Within an OBE framework, dashboards that link GLO→CLO→assessment→outcomes can support data-informed decisions while still protecting the program's identity commitments.

Despite this progress, three gaps remain in Arabic language education: coordination of SCL at the program level is limited, assessment standardization and rubric reliability are uneven, and the way research and Community Engagement (CE) feed into coursework is inconsistently documented. Broader debates also raise questions about massification, decolonization, digital inequity, and the need for AI governance.

This study responds by examining SCL alongside two things that make it more authentic integrating research and CE into learning and one thing that accelerates practice: micro-teaching. The contribution is threefold: (a) it consolidates, at the program level, how Graduate Learning Outcomes (GLO) flow into Course Learning Outcomes (CLO) and then into assessment, making the evidence for SCL visible and reinforced by institutional frameworks for building a shared culture; (b) it shows how analytics enabled governance connects course-level practice to program level outcomes for continuous improvement; and (c) it takes a conceptual, forward-looking view of AI as augmentation an emerging rather than already-measured component aimed at preserving Islamic-Malay values while expanding feedback and practice opportunities.

Using a Goal-Free Evaluation Model (GFEM), we set out to map SCL designs and how well they align with GLO/CLO, document how research and CE enter learning tasks, and assess micro-teaching operations alongside their links to educational outcomes and graduate relevance.

of Student-Centered Learning in the Development of Critical Thinking (Full Text in Greek),” *Academia*, nos. 23–24 (2021): 226–45.

Consistent with a goal-free, descriptive approach, we interpret these aims alongside the patterns we found high student satisfaction, strong research/CE activity with full student involvement, well established micro-teaching cycles, and positive tracer and employability signals without claiming these patterns prove causation.

This study builds on prior program level evaluations by combining OBE analytics with TL-aligned reflective tasks in Arabic language education, and by treating AI-augmented feedback as a future design layer rather than a current one aiming for novelty at the intersection of analytics enabled SCL governance, authentic research/CE integration, and structured micro-teaching.

METHOD

This evaluation used a Goal-Free Evaluation Model (GFEM) within a convergent mixed-methods design to examine how Student-Centered Learning (SCL) actually plays out, how research and Community Engagement (CE) feed into coursework, and how micro-teaching is institutionalized. The approach focused on what was actually happening rather than on whether the program hit pre-stated targets, so that our conclusions would rest on evidence from practice. GFEM is built to surface a program's observed enactment and effects rather than to test pre-set hypotheses, which makes it well suited to studying how SCL is implemented and what it appears to produce. It is not designed to establish causal efficacy against a counterfactual, so we frame every outcome link here as an association, not a proven cause.

The evaluation focused on the Arabic Language Education Study Program at Universitas Islam Riau over 2022–2025, which has 10 full-time lecturers (DTPS) and, in the final reporting year, 179 active students. We looked across curriculum planning, instructional delivery, assessment practices, supporting facilities and IT, and the program's outputs in education, research, and CE. Informants were chosen purposively for their direct involvement in the program, and included program leadership (the Head of Study Program and the Deputy Deans), unit heads (Quality Assurance, IT/SIMFOKOM, and the Research and Community Service Institute), lecturers, students, alumni, and external partners and employers from cooperating schools and Islamic boarding schools (for example, MTs Ma'had Islam Riau, SMPIT Tahfidz Al-Fatih, and Pesantren Kiyai Al-Ihsan). We kept recruiting informants until new interviews stopped surfacing new themes (thematic saturation).

We drew on evidence from multiple sources. Outcome-Based Education (OBE) documents included Graduate Learning Outcomes (GLO), Course Learning Outcomes (CLO), and syllabi (Semester Learning Plans, SLPs). We reviewed micro-teaching instruments and observation sheets

alongside rubric libraries and moderation notes, and pulled LMS and IT-usage data from Google Classroom and the institutional LMS (cerdas.uir.ac.id). Academic indicators GPA, time to degree, on time graduation, and study-success rate came from the official Academic Information System for graduating cohorts in 2022–2025, and were later corroborated by the program's external accreditation field assessment (*Asesmen Lapangan*), carried out by the national accreditation body (LAMDIK) in December 2025. Student satisfaction was measured with a SERVQUAL-based questionnaire covering five dimensions (reliability, responsiveness, assurance, empathy, and tangibles), administered through the university platform, with every dimension scoring above 75%. Tracer-study records, collected online through the institutional tracer system (talian.uir.ac.id) for cohorts TS-4 to TS-2, showed 92.86% coverage (39 of 42 traced graduates), an average job waiting time of 4.7 months, and a 97.5% employability/entrepreneurship/further-study rate, complemented by employer satisfaction data. Research outputs 162 scholarly works over three years, including 11 in reputable international outlets (Scopus/WoS) and 93 in nationally accredited (Sinta) journals, averaging 10.44 citations per cited work and the CE portfolio (37 programs with full student involvement) added further performance signals. Facilities and IT audits covered the micro-teaching and language laboratories, 78 systems, 2 Gbps of bandwidth, and 403 access points. Quality-assurance (QA) cycle documents Internal Quality Audit (IQA) reports, Management Review Meetings (MRM) with follow-up action plans, and budget lines rounded out the evidence base.

We followed a set of linked steps. First, we mapped the OBE logic chain (GLO→CLO→sub-outcomes→assessment) to make the alignment explicit. Second, we audited documents across curriculum, instruction, assessment, human resources, facilities/IT, and outputs using a structured coding sheet. Third, we pulled out SCL indicators method variety, LMS use, rubric coverage along with micro-teaching cycles (at least four practices, at least ten core skills, and four feedback/reflection opportunities per student) and markers showing that more than thirty courses incorporated research and CE. Fourth, we computed program-level outcome indicators. Fifth, we ran semi-structured interviews and two focus-group discussions (FGDs) with stakeholders, using an interview guide that probed SCL enactment, micro-teaching feedback cycles, research/CE integration, and perceptions of LMS-based tracking; sessions ran 45–70 minutes, were audio-recorded with consent, and transcribed verbatim. Finally, we cross-checked all indicators against dashboards, tracer records, and QA reports.

We analyzed the data using complementary quantitative and qualitative techniques. Quantitative information was summarized with descriptive statistics means, proportions, trends and

shown in simple dashboards. Qualitative material, including documents and interview/FGD transcripts, was analyzed thematically following Braun and Clarke's six phases: familiarization, initial coding, searching for themes, reviewing themes, defining themes, and reporting. Two researchers coded independently; we resolved any disagreements through discussion, and inter-coder agreement reached Cohen's $\kappa = 0.81$. We then drew these three pillars together with outcome signals and enabling conditions in an integrated interpretation.

We built several checks into the process to strengthen validity and reliability. Data triangulation combined documents, administrative databases, surveys, and interviews. We kept audit trails for how each indicator was constructed, ran rubric calibration checks and spot tests of inter-rater agreement, and reduced non-response in tracer studies with reminders sent through the university platform. Sensitivity analyses checked how stable the indicators were across cohorts and data sources.

Ethical Considerations

The evaluation was carried out under the program's institutional quality-assurance mandate and received ethical clearance from the relevant committee at Universitas Islam Riau. Participation was voluntary; all interview and FGD participants gave written informed consent after being briefed on the purpose, scope, and intended use of the data. We assured informants of confidentiality and the right to withdraw at any time. We anonymized identifying details in our reporting and accessed administrative records only in aggregate, de-identified form.

RESULT AND DISCUSSION

In line with the study's focus, we present results on three mutually reinforcing pillars of Student-Centered Learning (SCL): (1) implementation at course level, (2) integration of research and Community Engagement (CE) into learning, and (3) institutionalized micro-teaching. We then discuss how these pillars relate to educational outcomes and graduate relevance in the Arabic Language Education program.

Planning and Implementation of SCL

SCL methods problem-based, project-based, case-based, and collaborative learning are not isolated pilots here; they run across the whole program. Delivery is anchored by Learning Management Systems (Google Classroom and cerdas.uir.ac.id) and standardized rubrics that keep expectations clear across classes. Thirty-three Graduate Learning Outcomes (GLO) are mapped to Course Learning Outcomes (CLO) with SMART indicators cascaded into syllabi (SLPs), giving lecturers and students a shared target and a common language for tracking progress. Student

satisfaction consistently exceeds 75% across reliability, responsiveness, assurance, empathy, and tangibles an indirect but steady sign that these routines work well at scale.

Table 1. SCL implementation indicators

Indicator	Value/Status
SCL methods in use	PBL, PjBL, CBL, collaborative
LMS/IT utilization	Active (Google Classroom, cerdas.uir.ac.id)
GLO→CLO mapping with SMART indicators	Implemented across syllabi
Student satisfaction (all dimensions)	>75%

Note. Source: Self-Evaluation Report (SER)/QA 2022–2025 (program dashboards; syllabi and monitoring reports).

Integration of Research and Community Engagement (CE)

Research and CE outputs serve as both learning resources and authentic assessment contexts. Over three years, the program produced 162 scholarly works including 11 in reputable international outlets (Scopus/WoS) and 93 in nationally accredited (Sinta) journals and delivered 37 CE programs with every student involved. More than thirty courses build research and CE into materials, projects, and reflective assignments that connect Arabic pedagogy to real settings schools, Islamic boarding schools (pesantren), and language centers so students get to practice judgment where it actually matters. One concrete example: faculty research on AI assisted and environment-based Arabic learning has been folded into the Arabic Teaching Methods course, with students taking part in the underlying studies themselves.

Table 2. Research and CE integration into learning

Indicator	Value/Status
Courses integrating research/CE	>30 courses
Research outputs (3 years)	161 publications
CE programs (3 years)	37 programs
Student involvement in research/CE	100%

Note. Source: SER/QA 2022–2025 (publication repository; CE portfolio; program monitoring).

Institutionalized Micro-Teaching

Micro-teaching is built into the program rather than added on. Each student completes at least four practice sessions per semester, develops ten or more core teaching skills, and goes through structured feedback and reflection four times. Assessment covers cognitive, psychomotor,

and affective domains, using holistic and analytic rubrics with team moderation to keep raters consistent.

Table 3. Micro-teaching operations and assessment

Component	Value/Status
Practice frequency	≥4 sessions per student per semester
Teaching skills developed	≥10 core skills
Feedback cycles	4 per student
Student reflections	4 per student
Assessment coverage	Cognitive, psychomotor, affective
Rubrics and moderation	Holistic/analytic; team calibration meetings

Note. Source: SER/QA 2022–2025 (micro-teaching SLP; observation sheets; rubric library).

Outcome Signals Linked to SCL

Educational performance broadly lines up with the SCL routines described above, though our design doesn't let us claim causation. The program reports a mean GPA of 3.7 (ranging from 3.69 to 3.78 across the three most recent cohorts) and an average time-to-degree of 4.2 years. Graduate relevance is strong: tracer coverage reaches 92.86%, employability/entrepreneurship/further study totals 97.5% (76.9% of traced graduates are in profile-relevant jobs and 10.3% are entrepreneurs), field-of-work suitability sits at 95.0%, and the average job-waiting time is 4.7 months. Employers report high satisfaction, rating core competencies highest (79.83%, “very good”). Not every indicator is this strong, though: on-time graduation stands at only 37.2%, meaning well over half of each cohort finishes later than scheduled a pattern we examine further in the discussion. Several enabling conditions help explain these signals: a 1:17.9 lecturer–student ratio, 70% of the faculty (7 of 10) holding doctorates, dedicated micro-teaching and language laboratories, and solid IT infrastructure (78 systems, 2 Gbps, 403 access points) that together make this scale of feedback feasible.

Stakeholder Perspectives

Qualitative accounts add texture to these figures and surface tensions that the numbers alone don't capture. Three themes came up repeatedly. First, clarity of targets: students valued the visible GLO→CLO→assessment chain¹⁰. As one final-year student put it, “Because the rubric is shared

¹⁰ D. Royce Sadler, “Formative Assessment and the Design of Instructional Systems,” *Instructional Science* 18, no. 2 1989 (): 119–144, <https://doi.org/10.1007/BF00117714>.

before each task, I know exactly what is being assessed and can prepare for it.” Second, the value and burden of dense feedback: a lecturer noted, “The four micro-teaching cycles are demanding to coordinate, but students visibly improve between the first and the fourth practice.” Several students nonetheless described the repeated, LMS-logged tasks and feedback rounds as intense; one remarked, “The constant tracking on the LMS keeps me disciplined, but it can feel like being monitored all the time.” Third, authenticity: alumni linked their research and CE assignments to early career confidence, saying that working in schools and pesantren during coursework eased their transition into professional teaching. Together, these accounts suggest the quantitative signals come with broadly positive but not uncritical stakeholder experiences exactly the kind of nuance this study's mixed-methods design was meant to capture.

Discussion Mechanisms of impact

Three mechanisms may help explain the link between SCL routines and the signals we observed; we offer them as plausible explanations, not demonstrated causes. First, alignment: GLO→CLO scaffolding and rubric-based authentic tasks (projects, cases, micro-teaching) seem to create evidence chains that lecturers and students can actually follow. Second, practice and feedback density: repeated micro-teaching and structured reflection may compress learning cycles and build classroom readiness faster¹¹. Third, authenticity and relevance: grounding research and CE in real contexts is associated with stronger motivation and better transfer of skills¹². Since the study used no comparison group, baseline, or longitudinal model, these mechanisms remain interpretive rather than confirmed.

Governance And Analytics

Quality-assurance routines the Internal Quality Audit (IQA) and Management Review Meeting (MRM) with follow-up action plans work together with dashboards to turn evidence into decisions: curriculum reviews, rubric calibration, workload balancing, and tracer upgrades¹³. This loop cuts down on fragmented documentation and keeps improvement targets aligned with budgeting.

Equity And Ethics With AI

¹¹ John Hattie and Helen Timperley, “The Power of Feedback,” *Review of Educational Research* 77, no. 1 (2007): 81–112, <https://doi.org/10.3102/003465430298487>.

¹² Jan Herrington and Ron Oliver, “An Instructional Design Framework for Authentic Learning Environments,” *Educational Technology Research and Development* 48, no. 3 (2000): 23–48.

¹³ Phil Long and George Siemens, “Penetrating the Fog: Analytics in Learning and Education,” *EDUCAUSE Review* 46, no. 5 (2011): 30–32.

During 2022–2025, AI use in the program was exploratory rather than a systematically deployed or measured component; day-to-day delivery relied on the LMS (Google Classroom and cerdas.uir.ac.id) and standard institutional IT. Where AI-supported tools for drills and feedback were trialled, they were framed as augmentation rather than replacement, and our data don't isolate their effect on learning outcomes. Looking ahead, we propose human-in-the-loop validation, parity plans for low-bandwidth access, and transparent data use, so that any future AI integration narrows achievement gaps rather than widening them¹⁴.

Limitations And Implications

Several limitations qualify these findings. The evaluation draws on a single program and relies on administrative and perception data; it has no comparison group, no pre-intervention baseline, and no longitudinal statistical modelling. Causal relationships between SCL and the outcomes we observed cannot be established, and every link reported here is associative rather than causal. A candid reading of the indicators is also warranted: while employability (97.5%) and tracer coverage (92.86%) are strong, an on-time graduation rate of only 37.2% against an average time-to-degree of 4.2 years shows that the SCL/OBE framework has not yet shortened time-to-degree for most of each cohort. Likely contributors include thesis and final-project bottlenecks, the demands of dense micro-teaching and research/CE workloads, and outside factors such as part-time work; we treat raising on-time graduation as a priority target for institutional improvement, not a solved problem. Even with these caveats, the combination of SCL, research/CE integration, and micro-teachingal onside generally strong relevance signals—points to a solid, identity-rooted pathway for Arabic language education. Near-term priorities are to tighten course-level targets, standardize research/CE expectations in syllabi, hold periodic inter-rater calibration sessions for rubric reliability, streamline thesis supervision to improve on-time graduation, and strengthen the Career Center and certification pathways.

Alignment With Prior Evidence

Meta analytic and evaluation studies support a positive link between active learning and higher-order thinking, provided duration and assessment are adequate. PBL, PjBL, and CBL improve collaboration and problem solving in teacher-education settings, while structured reflection and coached practice in micro-teaching sharpen classroom readiness. Laboratory and online studies

¹⁴ Wayne Holmes, Maya Bialik, and Charles Fadel, *Artificial Intelligence in Education: Promises and Implications for Teaching and Learning* (Boston: Center for Curriculum Redesign, 2019).

show further gains in mastery, scientific attitude, and critical thinking, along with graduate-level growth when student-led inquiry is foregrounded. Governance studies show that automating and standardizing OBE assessment, together with metricized GLO–CLO (program–course outcome) mapping, strengthens how evidence gets used; European accounts emphasize governance and QA alignment and propose reflexive institutional frameworks. Indonesian syntheses report uneven OBE understanding and fragmented practice, pointing to a need for analytics-enabled coordination. In Arabic-AI contexts, web-based and AI-assisted tools can boost autonomy and formative evaluation, but they need ethical guardrails. Taken together, our findings line up with and extend this literature by showing program-level routines that bring together alignment, authenticity, and analytics.

CONCLUSION

This evaluation suggests that Student-Centered Learning (SCL) in the Arabic Language Education program runs coherently through three reinforcing pillars: (i) course-level SCL designs supported by the LMS and standardized rubrics; (ii) research and Community Engagement (CE) integrated as authentic contexts for tasks and assessment; and (iii) institutionalized micro-teaching, with repeated practice, structured feedback, and reflection. These arrangements are associated with though not shown to cause a strong mean GPA of 3.7 and high graduate relevance (tracer coverage 92.86%, employability/entrepreneurship/further study 97.5%, field-of-work suitability 95.0%, and an average 4.7-month waiting time), supported by adequate human resources, facilities, and IT infrastructure. By contrast, an average time-to-degree of 4.2 years and an on-time graduation rate of 37.2% remain clear areas for improvement. In line with our objectives, we mapped GLO→CLO→assessment links, documented how research and CE enter coursework in more than 30 courses, and assessed micro-teaching operations (≥ 4 practices; ≥ 10 skills; four feedback and reflection cycles). The evidence suggests that alignment, practice density, and authenticity are plausible mechanisms that may help SCL translate into better learning and stronger readiness for teaching and other professional roles a proposition that future research should test more rigorously.

Suggestions. Future work should test specific SCL designs on Arabic-language subskills using quasi-experimental contrasts, examine how well rubric scores predict graduate outcomes, extend tracer panels to model longer-term career trajectories, and standardize minimum expectations for research/CE integration and inter-rater calibration across courses.

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