



Principles of Subject-Based Arabic Curriculum Development: Language Skills Integration and Contextual Relevance

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ABSTRACT

This article explains that the design and development of the Arabic curriculum is pragmatic, guided by a subject-based curriculum. The method used is a qualitative descriptive method. This curriculum model, not only academic aspects are the center of attention, but also by paying attention to teaching methodologies, learning settings and measurements that are real-time, integrative, and sustainable. Based on the relevance, continuity, flexibility, and integration of language skills (listening, speaking, reading, and writing), the key principles affirmed in this learning to manage and direct learning experiences create contextual adaptive structural learners. Literary attitudes are also arranged in three levels with beginner, intermediate and advanced competency gradients, each offering development that suits the needs of students. As motivation, cultural insight, and speaking and writing skills, literary texts, both poetry and prose in Arabic are used as authentic materials. Integrated content and language learning approach, learning and skill development and language content simultaneously. A theoretical review and study, this study seeks to develop a curriculum that meets the needs of authentic students, contextual relevance, and communicative goals. These findings support the argument that a curriculum guided by clear and flexible principles provides more effective and holistic Arabic teaching.

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Introduction

Every teaching must require systematic planning or organization. Thus, in the teaching of Arabic, curriculum design and development in Arabic Language Education Studies must be considered. Allocate resources proportionately and balancedly considering that Arabic has a strategic position in the Islamic education system, used as the language of instruction in the Qur'an, Hadith, and the previous ghairu al-Qur'aniyat. Considering this, Pangkur, (Wahab, 2016) stated that, "The curriculum above is given proportionally based on the theory of student needs. Therefore, tahun 2001 had to perform a double purification. On the other hand, language teaching among educational institutions, especially Indonesia, has a big problem that must be overcome as soon as possible.

Some educational institutions consider everything to be old-fashioned. If in schools, then there is a spirit of toxic—which is more grandiose to the language component of slogans. This is because the methods currently used are flawed in the communication aspect. Speaking using the understanding of a foreign language alone, students find it very difficult to use this language.

Just like above, the teacher should explain one part of the lesson in a good way. He then proceeded to the second part without being in the same series. This model of learning should be pity without excluding the audience members, as well as speaking, reading and writing in a more holistic way. Processes are generally managed from within a separate/non-systemic system. Efforts to adopt this language, especially in education, are generally not well conceptualized. In addition, the approach used tends to be textual and does not relate the material to students' daily lives. Arabic is laid down as a foreign language taught in the abstract. Moreover, contextual learning through lecture methods has been proven to be more effective in shaping students' understanding and communication skills (Kustini & Nurkhin, 2011). The difference in Arabic teaching, at least, has a negative impact on the form and content of the curriculum applied. Some people think that the teaching of Arabic is only part of the subject of religious studies, while others consider it purely from the point of view of language teaching (Hadith et al., 2015). Differences in perceptions give rise to a wide variety of approaches that do not always meet the needs of contemporary learners. Amidst these different views, a subject-focused curriculum approach can serve as a more useful framework when focusing on the systematic design of content integration and language skills. This approach to curriculum design facilitates mastery of learning materials in a logical sequence while taking into account the social and cultural environment of students (Kadir & Arif, 2022).

The need for a subject-based approach in the Arabic teaching curriculum lies in its ability to structure the material in an acclimative manner based on the level of difficulty and relevance of the theme. This kind of flexibility will allow teachers to implement a gradual and rational teaching sequence while allowing students to develop their language skills gradually (Syamaun, 2016). Ensuring that the skills of listening, speaking, reading, and writing in that language come together requires a single-focus approach. Integrated language skills are believed to improve learners' communicative competence and create a more meaningful learning experience (Fadhilah & Suherdi, 2020). The learners not only understand the language framework, but can utilize the Arabic language in a variety of different communicative situations.

Relevance in the context of skills integration is equally important. A good curriculum connects the content of the lessons to the real lives of students in social and cultural aspects or personal needs (Aziz et al., 2024). When learners feel that the lessons being taught are relevant to their lives, their motivation to learn tends to increase

significantly. The use of texts in Arabic such as literary texts, poetry, and current discourse helps learners understand Arabic culture and enrich their vocabulary. This is in line with the Content and Language Integrated Learning (CLIL) approach that combines language proficiency with academic content (Permatasari et al., 2021).

In order to develop an effective curriculum for Advanced Arabic, the following basic principles must be considered: (1) Logical order and orderly arrangement of subject matter, (2) Integrated use of language skills, and (3) Relationship to students' life situations. These principles will make it possible to design not only informative Arabic lessons, but also transformations. This study is important to fill the literature gap regarding subject approaches in the Arabic integrated curriculum. Currently, curriculum studies tend to concentrate on the development of teaching materials or teaching processes and do not comprehensively touch on curriculum design as a holistic system. By formulating principles for the development of integrated and contextual subject curriculum for the Arabic language, it is hoped that teachers, curriculum designers, and educational institutions will be able to have a solid foundation for designing more innovative and responsive teaching programs (R. S. Siregar, 2025).

This article aims to articulate the basic issues of Arabic curriculum development based on subjects, show how the integration of language skills is possible, and highlight the relevance of the fundamental context in learning in the true sense. Ultimately, this article is expected to fill the theoretical and practical gaps in Arabic curriculum development in the context of education in Indonesia and the Islamic world in general, as well as responding to the challenges of foreign language learning in the 21st century.

Methods

This study uses a qualitative descriptive approach with a literature research method, which aims to analyze and elaborate the principles of Arabic curriculum development based on the subjects taught through the integration of language skills and contextual relevance. This approach is effective for researchers to search for relevant theories from the scientific literature and explain how these theories can be applied in the context of Arabic language education. Theoretically, the basis of this research comes from classical and modern curriculum theory. One of the most fundamental theories about curriculum development is the one that puts forward the importance of formulating learning objectives, choosing the right learning experience, organizing them effectively, and evaluating whether the set goals are achieved (Yuliani, 2018).

His emphasis on curriculum rationalization through a logistically systematic curriculum structure is one of the reasons his work has had a strong impact on the development of subject-centered curriculum. This research will also use a curriculum model designed by (Taba & Spalding, 1962). Taba proposes a curriculum process that starts from assessing needs, setting goals, selecting content, organizing content,

determining teaching and learning activities, and evaluation. This model helps to form principles for developing contextual Arabic curriculum based on learners' needs. The study also analyzes the principles of curriculum development in language learning that concern relevance, order, integration, and flexibility. These four principles are very important in developing an Arabic language curriculum that serves students and the needs of the times. Relevance focuses on the relationship between students' lives and learning, while sequencing ensures that students progress and build on what they have learned at an advanced level (Dasopang et al., 2022).

The principle of integration is very important in language learning because it allows the teaching of various language skills (listening, speaking, reading, writing) in an integrated manner. This is in line with a communicative approach to language teaching that emphasizes the development of language skills in real and practical contexts (Kiram et al., 2025). At the same time, flexibility is essential so that the curriculum can adapt to changing technologies, social conditions, and student demographics. The concept of a subject-centered curriculum is the main focus of this research. This approach prioritizes the content of the lesson as the core of curriculum design and the preparation of teaching materials (Fauzia et al., 2019). In teaching Arabic based on this approach, learners must master linguistic components such as nahwu, sharaf, and vocabulary, and the application of the language must be as relevant as possible.

Its benefits in Arabic are very visible in its ability to present material in a structured, gradual, and systematic manner. However, it is a criticism of this approach if it ignores the context of the students. For this reason, this study links a subject-based approach with the principle of contextualization, which is to relate the material to the reality and needs of students, including socio-culture and their spiritual needs (Fitriyani et al., 2021). Integration in language skills is a very important part of learning Arabic as a whole. This theory stems from the view that language mastery will not be achieved optimally if language skills are taught separately. (N. Siregar & Siregar, 2025) said that there is a gap in the integrated approach to language teaching, that is, students are not always given the opportunity to deal with situations where they need to use language, not just relying on grammar mastery in certain situations.

In its implementation, the integration between listening, speaking, reading, and writing must be planned in a curriculum that is interrelated and supportive. For example, activities that begin with reading texts, then other friends can provide responses that must be listened to, which are then written in paragraph form. With this approach, the achievement of essential communication skills in learning can be seen and realized (Wulandari, 2022). This study attempts to apply the principles of the Content and Language Integrated Learning (CLIL) approach, where language teaching will be more effective if carried out together with learning other subjects. Coyle, Hood, and Marsh (2010) emphasize that CLIL focuses on language mastery by students

through meaningful and contextual content. In this case, an example is learning Arabic through literary texts and Islamic history or Arabic culture.

The CLIL principle provides an opportunity for simultaneous language and knowledge acquisition. In addition, the CLIL approach also improves the understanding of the language being taught along with related cultural, social, and scientific aspects in depth. It is very important to implement this approach in a discipline-based Arabic language curriculum aimed at students, to achieve contextual, applicable, and multi-dimensional learning objectives. All data in this study were carried out comprehensively by analyzing literature consisting of curriculum textbooks related to Arabic language education policy documents, as well as other materials containing the results of previous research on the development of teaching and programming Arabic.

All information obtained, using qualitatively interpreted content analysis techniques, identified patterns and principles and relevant theories related to the Arabic language curriculum. The analysis in this section was carried out deductively. In the initial stage, the analysis began by examining curriculum theories and approaches to language teaching, and then translated into realistic curriculum principles that can be applied in education (Nurcholis et al., 2020). This is done to ensure that all the principles given are scientific and applicable. From the above explanation, the recommendation for developing principles based on this research is expected to be able to formulate the principles of a curriculum for Arabic, not limited to the development of its content, but also the melting process carried out interactively, reflectively and contextually. Therefore, this approach can be considered as a starting point for policy makers to debate new aspects in developing a curriculum for Arabic that is more responsive and innovative for the future.

Result

The results of the study on the principles of Arabic language curriculum development must be reviewed from: 1) Relevance; 2) Continuity; 3) Flexibility; 4) Integration of language skills (listening, speaking, reading, writing); 5) Efficiency and sustainability of evaluation. This shows that relevance is the most important and crucial element. Relevance in the curriculum is not only interpreted as the relationship or correlation of the content of the teaching material with the learning objectives, but more to how far the teaching material is able to answer the needs, problems, and context of the students' lives. In terms of the Arabic language curriculum, relevance is represented by the selection of teaching materials that are directly related to the social, cultural, religious, and scientific lives of students. Teaching materials that are contextually relevant are more likely to attract students' interest because they consider what they are learning important in their daily activities. For example, when students learn Arabic with content that is related to their reality, such as daily routine dialogues, Islamic historical

texts, or naba' al-'adab al-'arabiyyah literature that contains universal values, then learning is no longer seen as a burden but as a necessity.

Relevance goes beyond all of this because it also concerns the function of Arabic as a link between classical and contemporary Islamic sciences. Therefore, a good curriculum must bridge the gap between the use of language as a means of interaction and understanding religious texts. This combination of language and spiritual teaching is what increases the relevance of the curriculum to the characteristics of students in an Islamic educational environment. On the other hand, we want to examine the principle of continuity in this study. A quality Arabic curriculum should begin with an introduction to the language that is arranged hierarchically and sequentially, from the simplest to the most complex according to the stage of cognitive development of students.

This level includes beginners, intermediate, and advanced with different skill focuses. In the principle of continuity, there is attention to what, when, and how the topic of a lesson is taught based on the topics that students have mastered. In this case, students must go through a simple base of phonetics, sentence structure, until at a higher level they can read classical poetry or scientific texts in Arabic. Language proficiency is needed so that students build a systematic understanding of the language in stages. In terms of learning language skills, one of the limitations in this case is in terms of building skills in teaching in stages. For example, students are invited to practice listening to noisy language first to accustom their ears before being asked verbally to imitate and make sounds.

Then followed by reading and writing activities using vocabulary and structures that have been heard and spoken. Flexibility or adaptability refers to the capacity of the curriculum to keep up with the times, technology, and local needs of students. This study also confirms this in the context of Arabic language lessons. In a changing world, the times will always demand adaptation of an educational institution to manage a curriculum that educates and is in accordance with the challenges of the times. In general, one of the most important aspects of teaching is a person's membership in a group where they are invited to explain when necessary in the delivery process and are beautiful in the way of delivery that is attractive and content that is useful for students. In some contexts, literary materials can be used as a medium for reading and speaking skills. Conversely, for other contexts, conversation-based is more appropriate as a teaching material for students to help them be confident in communicating.

To achieve this goal, the application of teaching and assessment aspects in different teaching models, for example, blended learning, or the use of audiovisual media; With a balanced portion and well-organized, project-based learning is provided that invites students to reason in the challenges of using Arabic and other subjects in

different fields. This Direct Learning with Students can then be effective in promoting a sharp progressive system without lowering the minimum standards of active education and providing financial competitiveness for students. The reasons above are in comparison with the High School Policy to carry out Interdisciplinary integrative bringing together different topics to join in one learning. This study also produced student-controlled lessons in typical memorization applying laguneria reasons with the curriculum room that describes the fence fence janapada is strong to adhere to the words not to increase the number of stellar to the teachings that have been separated. Resulting in a positive curriculum to eliminate periods, reading skills, listening skills, beliefs are no longer three things that are taught separately.

This integration creates more authentic and natural learning due to the way language in society. Students not only receive instruction on the ins and outs of the language, but they can also communicate more realistically and more valuable. This kind of integrative achievement also reduces the cognitive burden on students, because students do not need to learn skills, such as building skills, at different times. Research also shows that organizing bilingual leisure, knowledge retention can be improved because students are exposed to one learning theme in various activities. Information is processed through various channels, listening, speaking, reading, writing. This principle is contrary to the multichannel multiprocess that should exist in a system and for students' absorption and memory. Efficiency in learning is not just a matter of time and resources but the process and results obtained also need to be considered. The absorption and retention rate of students on a second language must be at their maximum on minimal time and resources spent on the curriculum objectives. Learning materials in the Arabic curriculum should also be arranged based on the most fundamental skill priorities and learning objectives.

Efficiency is also seen in the selection of appropriate methods and media for each learning. For example, the use of digital media, teachers can get a lot of authentic Arabic language materials digitally and are not limited to textbooks. In addition, this media supports student participation and accelerates the achievement of language skills through interactive exercises. Furthermore, an efficient curriculum must also pay attention to students' learning burdens that are not excessive. In this case, a curriculum that is too dense also results in the dynamics of student development and, therefore, the learning outcomes they obtain are not at an adequate level. The curriculum should be arranged in a balanced way on theory and practice, cognitive and affective, and independent and collaborative learning. The last principle that emerged from this study is the existence of continuous evaluation. Evaluation is not really an activity to end without getting bored with learning, more of a part of the learning process. Evaluation should be carried out with two aspects, fulfilled formatively and summatively, to add to providing useful feedback for teachers and students in the lesson.

This continuous evaluation gives teachers the freedom to adjust learning according to student development at that time. In addition, the evaluation must show a mixture of various languages. Namely in terms of assessment which is not only in the form of answering but also orally, in writing, or understanding texts both orally and in writing. Evaluation must be relevant to the context and learning objectives involved. For example, if the goal is effective communication learning outcomes, then evaluation can be in the form of presentations. Therefore, evaluation in this sense does not only measure outcomes, but also encourages a deeper and more sustainable learning process. Overall, the results of this study strongly confirm that principles such as relevance, continuity, flexibility, integration of skills, efficiency, and continuous evaluation are fundamental aspects that are important in developing the Arabic curriculum as a school subject. If these principles are applied consistently and flexibly, the resulting framework will not only be contextually and operationally effective, but will also provide students with multidimensional and practical language competencies.

Discussion

The principles of curriculum development in this case are associated with consideration of the scope and sequence related to the pedagogical and contextual framework of the students involved. A stronger foundation of thinking is needed for the design of subject-based curriculum to achieve meaningful, orderly, developmentally appropriate, and modern learning. Fundamentals of thinking such as relevance, continuity, skill integration, and flexibility serve as guides within the framework of the design process (Syahbana et al., 2024).

The relevance in teaching Arabic is maximal at the advanced level and above. Referring to the Dewey school, the further students reach out to lessons and practices in life, the further they are disconnected in their life experiences. The curve of students in high school, for example, is more positive, conversational speaking is not formal, social, informal or -in style. In addition to practical, rationalist philosophy, psychological and sociological approaches are also needed. Arabic is not limited to the dictation of lessons that go around in circles, but rather a language that is necessary lived in the context of Arab culture which then allows the ancestors of the students to empathize culturally with the norms of existing world society (Damanik et al., 2023).

Blended learning in teaching Arabic must pay attention to the integration of the four language skills, namely listening, speaking, reading, and writing. These skills do not stand alone; they are interrelated in the communication process. For example, speaking skills are better enhanced by good listening skills and writing comes from the ability to read various texts. This integration helps foster an authentic learning environment, where students are required to use the language in real and diverse contexts (Toha & Ainin, 2023). Students should not master one skill in isolation; they should be taught to

develop all aspects of language in one integrated lesson. The structure of the curriculum should take into account the level of understanding of the students. For beginners, the main objectives are to recognize the alphabet, basic vocabulary, and construct simple sentences. At the intermediate level, the curriculum introduces descriptive texts and basic grammar in addition to functional dialogues. At the advanced level, students are introduced to authentic texts such as articles, religious discourses, or classical literature. This structure helps to meet the objectives of continuity, cohesiveness, and enhancement of students' cognitive abilities. (Putra & Hartati, 2014).

Literature as an approach in teaching Arabic has a unique medicine. Through poetry and prose, students not only learn reading and writing skills, but also Arabic cultural arts. Literary texts have aesthetics, symbolism and psychological emotions that help students' supraculturalism towards the moral, social, and even spiritual supervalues of Arab society (Carter & Long, 1991). In this strategy, students can participate in activities such as poetry reading, discussions, writing reflections, or dramas of texts that have been studied. These activities increase Arabic language culture among students, as well as their desire to express themselves more authentically in the language being studied. The impact of this strategy in teaching Arabic is enormous. The presence of teachers is required to think about challenging activities, in accordance with the context, and encourage students to work together. The source of the material is not only limited to various textbooks, but also to authentic materials such as videos, news articles, and even literary works. Supervision in the implementation of learning needs to be adjusted to the character of the students coupled with technological advances. In terms of benefits, the existence of this public policy has been accepted in all areas of learning: cognitive, affective, and psychomotor. With this approach, students gain language skills, but also cultural skills and sensitivity are gained from meaningful student interactions in learning. (Manan & Nasri, 2024).

Arabic teaching needs to pay attention to the development of language competence and content mastery at the same time. This is referred to as Content and Language Integrated Learning (CLIL), where language is used as a teaching tool for materials in various fields. As an illustration, a student can learn Arabic on top of Islamic history, scholarly biographies, and environmental discourse. With this method, students gain language skills as well as an understanding of the themes studied (Fitriani, 2021). CLIL is very dependent on the choice of themes used and the relevance of the theme. A proposed theme must be close to the reality experienced by students, so that it can increase their emotional and intellectual motivation in moving.

This causes learning to be more dynamic and not mechanical. Students feel that what they learn in class is very useful and can be directly applied in everyday life, both in informal communication and scientific discussions. (Imanina, 2020). This discussion shows us that the development of a subject-based Arabic curriculum does not only

emphasize the impacts obtained academically, but also from the affective and socio-cultural. The principles in curriculum development must be internalized integratively so that the learning process not only produces students who are proficient in the language, but also have critical thinking skills, uphold cultural differences, and are lifelong learners. Thus, in Arabic, it is not only used as a lesson, but is used to build character education and broad international understanding.

Conclusion

This study shows that, in line with the principles of relevance, continuity, flexibility, integration of language skills, efficiency, and continuous evaluation, the development of Arabic language subjects pays attention to the curriculum and basic management principles. Planning a curriculum with the above principles is adapted to the social and cultural context of students, as well as communicating and competing globally, contemporary as students, to encourage the formation of communicative, pragmatic-applicative baples competencies. The effective-efficient principle of implementing a system structured around students-centered learning during the Arabic language teaching process will have a positive impact both on online and offline learning, especially in Arabic language learning. Furthermore, the integration of the Content and Language Integrated Learning approach in the Arabic language curriculum emphasizes cross-content teaching that empowers language skills and thematic knowledge. Curriculum development with Arabic literature, poetry, and prose has been shown to improve students' cultural understanding and effectiveness of expression. Thus, the results of this study clearly show that an adaptive and innovative curriculum design for teaching Arabic for, including in secondary education, can be adopted.

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