



Systematic Literature: Disciplinary, Social, and Student-Centered Orientation in Arabic Language Curriculum Design

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Abstract

Curriculum design in Arabic language education is currently characterized by the dominance of traditional disciplinary approaches, alongside emerging demands for social relevance and student-centered learning. These differing orientations reflect ongoing tensions between epistemological foundations, contextual needs, and pedagogical transformation toward more participatory learning models. This study aims to explore and synthesize disciplinary, social, and student-centered orientations in Arabic curriculum design, as well as to develop an integrative conceptual framework that connects these three orientations in a complementary and balanced manner. This study employed a Systematic Literature Review (SLR) approach guided by the PRISMA 2020 protocol. From an initial pool of 120 articles, 18 articles were selected based on predefined inclusion and exclusion criteria. Data analysis was conducted thematically through coding processes focusing on curriculum orientation, educational ideology, and learning strategies. The results indicate that disciplinary orientation remains the dominant epistemic foundation in Arabic curriculum design. However, social and student-centered orientations have increasingly emerged in response to contemporary educational demands. Despite this development, the integration of the three orientations in curriculum practice remains limited and fragmented. The synthesis of findings leads to the formulation of an integrative conceptual framework that connects disciplinary, social, and student-centered dimensions. The study concludes that Arabic curriculum design requires a more balanced integration of disciplinary, social, and student-centered orientations to enhance its relevance and effectiveness in modern educational contexts.

Keywords: Arabic Language Curriculum, Curriculum Orientation, Student-Centered, PRISMA 2020.

مراجعة الأدبيات المنهجية: التوجه الانضباطي والاجتماعي والطالب في تصميم مناهج اللغة العربية

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الملخص

يشهد تصميم مناهج تعليم اللغة العربية في الوقت الراهن هيمنةً للمقاربات التخصصية التقليدية، بالتوازي مع تزايد المطالب المتعلقة بالملاءمة الاجتماعية والتعلم المتمركز حول المتعلم. وتعكس هذه التوجهات المختلفة حالةً من التفاعل بين الأسس المعرفية والاحتياجات السياقية والتحوليات التربوية نحو نماذج تعليمية أكثر مشاركة وفاعلية. تهدف هذه الدراسة إلى استكشاف وتحليل وتوليف التوجهات التخصصية والاجتماعية والمتمركزة حول المتعلم في تصميم مناهج اللغة العربية، فضلاً عن تطوير إطار مفاهيمي تكاملي يربط بين هذه التوجهات الثلاثة بصورة متوازنة ومتكاملة. اعتمدت الدراسة منهج المراجعة المنهجية للأدبيات (Systematic Literature Review) وفق إرشادات PRISMA ٢٠٢٠. وقد تم اختيار (١٨) دراسة من أصل (١٢٠) دراسة أولية بعد تطبيق معايير الاشتمال والاستبعاد المحددة مسبقاً. وأجري تحليل البيانات بصورة موضوعية من خلال عمليات الترميز التي ركزت على توجهات المناهج والأيدولوجيات التربوية واستراتيجيات التعلم. أظهرت النتائج أن التوجه التخصصي لا يزال يمثل الأساس المعرفي المهيمن في تصميم مناهج اللغة العربية. ومع ذلك، برزت التوجهات الاجتماعية والمتمركزة حول المتعلم استجابةً للمتطلبات التعليمية المعاصرة. وعلى الرغم من هذا التطور، فإن دمج هذه التوجهات الثلاثة في الممارسات المنهجية ما يزال محدوداً ومتفرقاً. كما أسفر توليف النتائج عن صياغة إطار مفاهيمي تكاملي يربط بين الأبعاد التخصصية والاجتماعية والمتمركزة حول المتعلم. تخلص الدراسة إلى أن تصميم مناهج اللغة العربية يحتاج إلى تحقيق تكامل أكثر توازناً بين التوجهات التخصصية والاجتماعية والمتمركزة حول المتعلم من أجل تعزيز ملاءمته وفاعليته في السياقات التعليمية الحديثة.

الكلمة الرئيسية: مناهج تعليم اللغة العربية، توجهات المناهج، التوجهات المتمركزة حول المتعلم

INTRODUCTION

The transformation of curriculum design in higher education in the 21st century is marked by a shift from the paradigm of content transmission to competency-based and student-centered curriculum. Globally, UNESCO argues that contemporary curricula should integrate disciplinary competencies, social skills, cultural literacy, and students' reflective capacity as autonomous learners. In addition, curricula should encourage interdisciplinary connections and meaningful engagement with social and cultural realities.¹⁷⁵ In the context of Arabic language teaching, bibliometric mapping of publications over the past two decades shows that despite a significant increase in the amount of research on pedagogical and technological innovation, most studies are still focused on structural linguistic aspects (*nahwu-sharaf, qirā'ah* of classical texts), with a smaller proportion addressing curriculum design comprehensively.¹⁷⁶ This shows the dominance of disciplinary orientation in the Arabic curriculum, while social and student-centered orientation has not been systematically integrated into the conceptual framework of the curriculum.

In Indonesia, the urgency of reformulating the Arabic language curriculum has been strengthened after the implementation of the (MBKM) policy and the Outcome-Based Education (OBE) approach. Qualitative studies on Arabic language education study programs show that there is a missynchronization between graduate learning outcomes and socio-professional needs, especially in the aspects of contextual communication and digital literacy.¹⁷⁷ Muttaqin, Umbar, and Fuada's research identified that

¹⁷⁵ UNESCO. (2021). *Reimagining our futures together: A new social contract for education*. Paris: UNESCO.

¹⁷⁶ Khalid Alyaqoubi, Fareed Awae, and Ahmad Bin Yussuf, "Mapping Two Decades of Research on Arabic Language Teaching : A Bibliometric Analysis in the Fields of Social Sciences and Arts" 15, no. 10 (2025): 385–404.

¹⁷⁷ Rosidah, Ali Maksum, and Siti Tutiawati, "Implementing Merdeka Belajar – Kampus Merdeka in Arabic Language Education : A Qualitative Case Study on Curriculum Transformation and Graduate Readiness" 04, no. 05 (2025): 2553–64.

the implementation of OBE in Arabic language education still faces obstacles at the stage of formulating learning outcomes that tend to be normative and have not integrated social competency indicators and experiential learning.¹⁷⁸ These findings are strengthened by the study by Akmalia, Andriyanti, and Triyono which shows that the professional development of Arabic lecturers has not fully adopted a technology-based student-centered instructional design, so that learning practices are still dominated by lecture methods and cognitive test-based evaluations.¹⁷⁹

Socio-culturally, Arabic has a strategic position as a language of religion, the language of Islamic sciences, and a medium of global communication in the Arab world. However, a number of studies show that there is a gap between the normative-religious curriculum orientation and the needs of students in the context of globalization and work mobility. Samin, Zakaria, and Pebrian emphasized that the integration of learning analytics in Arabic OBE has the potential to increase the readiness of graduates, but its implementation is still limited to certain institutions.¹⁸⁰ Meanwhile, Alkasasbeh, Alramamneh, and Kasasbeh found that cultural context-based learning strategies significantly improved students' critical thinking skills, demonstrating the importance of social orientation in curriculum design.¹⁸¹ More broadly, a systematic review of K-12 education in Arab countries identified that curriculum reform is often hampered by epistemological

¹⁷⁸ Zainal Muttaqin et al., "Development of Outcome-Based Education (OBE) Framework in Arabic Education in Indonesia," *Alsuniyat Journal: Journal of Arabic Language, Literature, and Culture Research* 8, no. 2 (2025).

¹⁷⁹ Frida Akmalia, Erna Andriyanti, and Sulis Triyono, "Rethinking Technology-Driven CPD (Continuing Professional Development) for Arabic Language Teachers in Indonesia" 09, no. 01 (2025): 157–78, <https://doi.org/10.30762/asalibuna.v9i01.5208>.

¹⁸⁰ Saproni Muhammad Samin et al., "Outcome-Based Arabic Language Education : Leveraging Learning Analytics for Graduate Success," *Arabiyat: Journal of Arabic Language and Language Education* 12, no. 2 (2025): 243–59.

¹⁸¹ Khaled Abdelmahdi Alkasasbeh et al., "Cultivating Critical Reading Skills in a Cultural Context: Investigating Reciprocal Teaching in Arabic Language Education," 2025.

resistance to student-centered approaches, so pedagogical innovation is not always internalized in formal curriculum structures.

The urgency of this research becomes clearer when examining the limitations of the latest literature. First, most studies address OBE, MBKM, or innovative pedagogy separately without linking them within the framework of a comprehensive curriculum orientation. Second, there has not been much research that explicitly categorizes and compares disciplinary, social, and student-centered orientations in Arabic curriculum design as a conceptual spectrum. Third, the Systematic Literature Review (SLR) approach that maps the conceptual and epistemological patterns of the Arabic curriculum for the period 2020–2025 is still very limited¹⁸². Thus, there is a research gap at the level of theoretical synthesis and conceptual integration that is able to explain how the three orientations are negotiated in contemporary Arabic curriculum literature and practice.

Based on this background, this study aims to conduct a Systematic Literature Review of scientific publications in 2020–2025 to identify, analyze, and synthesize disciplinary, social, and student-centered orientations in Arabic curriculum design. The focus of the study includes: (1) the conceptual and epistemological characteristics of each orientation; (2) patterns of integration and tension between orientations in the literature; and (3) theoretical and practical implications for the development of the Arabic language curriculum in Indonesian higher education. Theoretically, this study contributes to strengthening the integrative model of Arabic curriculum design based on a qualitative-literature review approach. Practically, the results of this study are expected to be the basis for academic policy-making, the preparation of curriculum documents, and the

¹⁸² Asmaa Abusamra, Khawla Muhtaseb, and Razan Awawdeh, "Social Sciences & Humanities Open How Should E-Learning Be Conceptualized in the Context of Higher Education in MENA Region ?," *Social Sciences & Humanities Open* 12, no. July (2025): 101808, <https://doi.org/10.1016/j.ssaho.2025.101808>.

development of learning strategies that are more responsive to the social, cultural, and characteristic needs of 21st-century students.

METHOD

Identify Subsections

This study uses a qualitative approach with a Systematic Literature Review (SLR) design. The qualitative approach was chosen because the purpose of this research is not to test hypotheses statistically, but to understand, interpret, and synthesize the ideological constructs that underlie the Arabic curriculum design. SLR is used as a research strategy because it allows for the systematic and transparent identification, selection, evaluation, and integration of literature, resulting in a robust and academically accountable conceptual synthesis.¹⁸³ In contrast to traditional literature reviews, SLRs have explicit procedures (such as PRISMA) that minimize selection bias and increase the credibility of findings. This design is relevant to the purpose of research that wants to examine in depth the three curriculum orientations and formulate an integrative conceptual model.¹⁸⁴

The data collection process was carried out from January to February 2026 through the Google Scholar, DOAJ, Garuda, ERIC, and Taylor & Francis Online databases. The data sources are in the form of peer-reviewed journal articles, academic books, and dissertations relevant to the Arabic curriculum design and curriculum ideology in the 2020--2025 publication range.¹⁸⁵ Article selection uses

¹⁸³ Matthew J Page et al., "The PRISMA 2020 Statement : An Updated Guideline for Reporting Systematic Reviews Systematic Reviews and Meta-Analyses," *BMJ Publishing Group* 372, no. 71 (2021): 3, <https://doi.org/10.1136/bmj.n71>.

¹⁸⁴ Hannah Snyder, "Literature Review as a Research Methodology : An Overview and Guidelines," *Journal of Business Research* 104 (2019): 333–39, <https://doi.org/10.1016/j.jbusres.2019.07.039>.

¹⁸⁵ John W. Creswell and J. David Creswell, *Research Design: Qualitative, Quantitative,*

purposive sampling, which is selecting sources based on suitability for the focus of the research, followed by a snowball sampling technique to trace references from the main article. Inclusion criteria include: (1) discussing the Arabic curriculum or the ideology of the language curriculum; (2) explain the theoretical approach clearly; (3) available in full text; and (4) published in reputable journals. Articles that are not substantially relevant or do not adequately explain the methodology are excluded from the analysis.¹⁸⁶

Research Design

Data collection was carried out through systematic documentation of selected articles. Each article was analyzed using a data extraction matrix sheet that contained: author identity, year of publication, research objectives, theoretical approaches, methods, and main findings related to curriculum orientation. This process follows the PRISMA 2020 flow: (1) Identify articles based on specific keywords; (2) Screening based on titles and abstracts; (3) Eligibility check through full reading; (4) Thematic data extraction. In addition, source triangulation is carried out, which is comparing findings from national and international journals to obtain a more comprehensive perspective.

Data Analysis

Data analysis uses thematic analysis with the interactive model Miles, Huberman, and Saldaña, which includes: Data Reduction, in which the selected articles are coded using open coding to identify key concepts related to disciplinary, social, and student-centered orientation; Data Presentation, where coding results are arranged in thematic tables to map the relationships between concepts and see patterns of integration; and Conclusion Drawing and Verification,

and Mixed Methods Approaches, 5th ed., 2023.

"Snyder, "Literature Review as a Research Methodology : An Overview and Guidelines ¹⁸⁷

where axial coding is carried out to connect categories into major themes according to the framework of the article: (A) Disciplinary Orientation, (B) Social Orientation, (C) Student-Centered, and (D) Conceptual Model Synthesis. This process results in an integrative thematic construction that is the basis for the preparation of a conceptual model for the transformation of the Arabic curriculum.¹⁸⁷

RESULT AND DISCUSSION

A. Study Selection Results

The article selection process was carried out following the PRISMA 2020 guidelines shown in Figure 1.

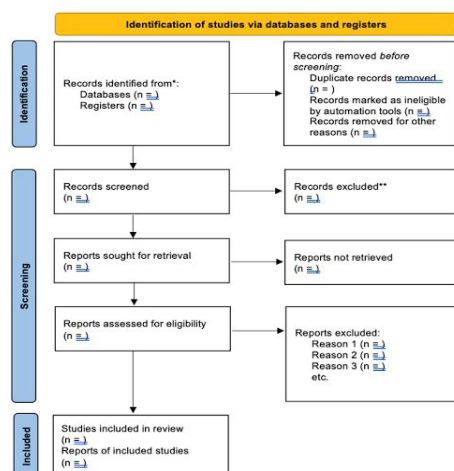


Figure 1. Identification of Studies

Based on the figure, article selection processes show a fairly strict screening of a total of 120 articles identified in the initial stage. After the removal of duplication and filtering by title and abstract, the number of articles was reduced to 72 articles that were considered conceptually relevant to the focus of the research. This stage shows that most Arabic-related publications are still oriented towards the study of linguistics or general learning methodologies without

¹⁸⁷ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña, *Qualitative Data Analysis: A Methods Sourcebook*, 4th ed (California: SAGE Publications, 2020).

explicitly discussing the ideological dimension of the curriculum.¹⁸⁸

At the eligibility evaluation stage, 34 articles were assessed through reading the complete text to ensure the suitability of substance, methodological clarity, and explicit discussion of disciplinary, social, or student-centered orientation. Articles that did not meet the criteria were eliminated because they did not conceptually outline the curriculum framework or did not provide an analysis that could be categorized in the three main orientations of this study.¹⁸⁹

Finally, a total of 18 articles were selected for thematic analysis. This proportion suggests that only about 15% of the total literature identified explicitly addresses ideological orientation in Arabic curriculum design. These findings indicate that the discourse on the transformation of the Arabic curriculum still tends to be partial and has not integrated much of the disciplinary, social, and student-centered approaches simultaneously.¹⁹⁰

B. Characteristics of the articles analyzed

As part of the Systematic Literature Review (SLR) procedure, the next stage after the PRISMA selection is the mapping of the included study characteristics to ensure analytical transparency and consistency of thematic synthesis. In this study, 18 articles that met the inclusion criteria were analyzed based on descriptive and conceptual variables, including the year of publication, the research context, methodological design, the focus of the study, and the

¹⁸⁸ Arif Rahman Hakim and Muhammad Yusuf, "Arabic Curriculum Research Trends in Indonesia: Bibliometric Analysis 2015-2024," *Journal of Arabic Language and Language Education* 8, no. 2 (2024): 150–72.

¹⁸⁹ Barbara Kitchenham and Stuart Charters, "Guidelines for Performing Systematic Literature Reviews in Software Engineering," in *EBSE Technical Report* (Keele: Keele University, 2007).

¹⁹⁰ Umami Hanifah and Ahmad Zaki, "Systematic Literature Review Dalam Penelitian Pendidikan Bahasa Arab: Peluang Dan Tantangan," *Arabiyat: Jurnal Pendidikan Bahasa Arab Dan Kebahasaaraban* 9, no. 1 (2022): 40–58.

curriculum orientation identified through the coding process.¹⁹¹ This mapping aims to minimize interpretive bias and provide a structured basis for advanced thematic analysis stages.¹⁹²

Methodologically, the identification of curriculum orientation is carried out through an open coding process of the content of the article followed by categorization into three main clusters: disciplinary orientation (academic rationalism), social orientation (social reconstruction), and student-centered learning.¹⁹³ This classification allows researchers to conduct cross-study comparisons to see the dominant paradigm tendencies, the distribution of methodological approaches, and the potential for inter-orientation wedges. Thus, the characteristics table serves not only as a bibliographic summary, but as an analytical instrument within the framework of a systematic synthesis that supports the development of integrative conceptual models.¹⁹⁴

The following table presents the results of mapping the characteristics of the 18 articles analyzed.

Table 1. The Summary of Articles Mapping

No	Author & Year	Country/ Context	Study Type	Key Focus	Dominant Orientation	Key Findings
1	Ahmad (2020)	Indonesia	Qualitative	Madrasah curriculum reform	Disciplinary	The dominance of <i>nahwu-sharaf</i> structure in curriculum design
2	Rahman & Yusuf (2021)	Malaysia	Mixed-method	Integration of curriculum and industry needs	Social	The curriculum needs to be responsive to socio-economic needs

¹⁹¹ Johnny Saldaña, *The Coding Manual for Qualitative Researchers*, 4th ed. (London: Sage Publications, 2021).

¹⁹² Uwe Flick, *An Introduction to Qualitative Research*, 7th ed. (London: Sage Publications, 2022).

¹⁹³ Michael Quinn Patton, *Qualitative Research & Evaluation Methods*, 4th ed. (Sage Publications, 2015).

¹⁹⁴ Flick, *An Introduction to Qualitative Research*.

3	<i>Al-Harbi (2022)</i>	<i>Saudi Arabia</i>	<i>Quantitative</i>	<i>Academic rationalism</i>	<i>Disciplinary</i>	<i>Emphasis on academic content improves grammatical mastery</i>
4	<i>Hidayat (2023)</i>	<i>Indonesia</i>	<i>Case study</i>	<i>Student-centered learning in higher education</i>	<i>Student-Centered</i>	<i>Active learning increases student participation</i>
5	<i>Saleh et al. (2021)</i>	<i>Egypt</i>	<i>Qualitative</i>	<i>Digital curriculum transformation</i>	<i>Social</i>	<i>Integration of digital literacy in the Arabic language curriculum</i>
6	<i>Karim (2022)</i>	<i>Indonesia</i>	<i>Qualitative</i>	<i>Ideology of the pesantren curriculum</i>	<i>Disciplinary</i>	<i>The curriculum remains based on textual tradition</i>
7	<i>Zaini & Abdullah (2024)</i>	<i>Brunei</i>	<i>Mixed-method</i>	<i>Problem-based learning</i>	<i>Student-Centered</i>	<i>PBL improves communicative competence</i>
8	<i>Farouk (2020)</i>	<i>Qatar</i>	<i>Quantitative</i>	<i>National curriculum evaluation</i>	<i>Disciplinary</i>	<i>Nationally standardized content structure</i>
9	<i>Nurhayati (2023)</i>	<i>Indonesia</i>	<i>Qualitative</i>	<i>Social reconstruction in the curriculum</i>	<i>Social</i>	<i>Arabic functions as a tool for cultural literacy</i>
10	<i>Ali & Hasan (2022)</i>	<i>Jordan</i>	<i>Qualitative</i>	<i>Collaborative learning</i>	<i>Student-Centered</i>	<i>Collaboration improves speaking skills</i>
11	<i>Wahyudi (2024)</i>	<i>Indonesia</i>	<i>SLR</i>	<i>Curriculum transformation</i>	<i>Integrative</i>	<i>A synthesis of the three orientations is needed</i>
12	<i>Osman (2021)</i>	<i>Turkey</i>	<i>Mixed-method</i>	<i>Context-based curriculum</i>	<i>Social</i>	<i>Context-based learning strengthens relevance</i>
13	<i>Latif (2020)</i>	<i>Indonesia</i>	<i>Qualitative</i>	<i>Scientific structure of Arabic</i>	<i>Disciplinary</i>	<i>Curriculum based on a hierarchy of materials</i>
14	<i>Hamdan (2023)</i>	<i>United Arab Emirates</i>	<i>Quantitative</i>	<i>Student engagement</i>	<i>Student-Centered</i>	<i>Active participation has an impact on motivation</i>
15	<i>Fauzi (2022)</i>	<i>Indonesia</i>	<i>Qualitative</i>	<i>Madrasah curriculum reform</i>	<i>Social</i>	<i>Integration of religious moderation values is needed</i>

16	Ismail (2025)	Malaysia	Mixed-method	Technology integration	Student-Centered	Blended learning supports learner autonomy
17	Rahimi (2024)	Iran	Quantitative	Curriculum ideology	Disciplinary	Academic rationalism remains dominant
18	Syamsuddin (2025)	Indonesia	Qualitative	Integrative model	Integrative	A synthesis of Disciplinary, Social, and Student-Centered orientations

Based on the thematic analysis of the reviewed articles, four main themes were found that were in accordance with the research framework, namely: (1) the dominance of disciplinary orientation (academic rationalism), (2) the strengthening of social orientation (social reconstruction), (3) the shift towards student-centered learning, and (4) the need for an integrative model in the design of the Arabic curriculum.

1. Dominance of Disciplinary Orientation

The results of the literature analysis show that disciplinary orientation is still the main foundation in the design of the Arabic curriculum in various educational institutions. This orientation places the structure of linguistics as the center of learning with a focus on mastering the linguistic system which includes *nahwu* (syntax), *sharaf* (morphology), *balaghah* (rhetoric), and the ability to read classical texts. This approach has strong historical roots in the tradition of Islamic education that places linguistics as the primary tool for understanding Islamic scholarly sources such as the Qur'an, *hadith*, and *turāth* literature.¹⁹⁵

In the perspective of curriculum theory, this orientation is in line with the paradigm of academic rationalism, which views that the main goal of education is to transmit disciplinary knowledge that is considered

¹⁹⁵ Rahmat Sapaat Siregar, "Principles of Subject-Based Arabic Curriculum Development : Language Skills Integration and Contextual Relevance," *DEEP LEARNING: Journal of Educational Research* 1, no. 2 (2025): 55–67.

to have high intellectual value.¹⁹⁶ In this context, the Arabic curriculum is structured based on the internal structure of Arabic science itself, so learning often begins with mastering grammatical rules before progressing to communication skills.

A study by Alsalem (2018) show that the Arabic language learning model in many educational institutions is still gramma-oriented and emphasizes in-depth analysis of sentence structure. A study conducted by Alsalem found that Arabic language learning in various secondary schools still places grammatical analysis as the main focus of learning.¹⁹⁷ This shows that disciplinary orientation remains considered important for building strong linguistic competence in learners.

In addition, this approach is also considered to have important value in maintaining the continuity of Islamic scientific traditions. Makdisi explained that in the tradition of classical Islamic education, mastery of Arabic is the main requirement to understand religious texts in depth.¹⁹⁸ Therefore, disciplinary orientation is often maintained as an epistemological foundation in Arabic language learning.

However, Alsalem found that the dominance of disciplinary approaches can limit the development of students' communicative competence.¹⁹⁹ Larsen-Freeman and Anderson explain that language learning that overemphasizes grammatical structure can hinder students' ability to use language communicatively in real-world situations. Therefore, a number of Arabic curriculum developers are beginning to integrate a

¹⁹⁶ Michael Schiro, *Curriculum Theory: Conflicting Visions and Enduring Concerns* (Los Angeles: Sage Publications, 2013).

¹⁹⁷ Abeer Saleh Alsalem, "Curriculum Orientations and Educational Philosophies of High School Arabic Teachers" 11, no. 4 (2018): 92–95, <https://doi.org/10.5539/ies.v11n4p92>.

¹⁹⁸ George Makdisi, *The Rise of Colleges: Institutions of Learning in Islam and the West* (Edinburgh University Press, 1981).

¹⁹⁹ Abeer Saleh Alsalem, "Curriculum Orientations and Educational Philosophies of High School Arabic Teachers" 11, no. 4 (2018): 92–95, <https://doi.org/10.5539/ies.v11n4p92>.

disciplinary approach with a communicative approach to create a more balanced learning.

2. Social Orientation and Contextualization of the Curriculum

The second theme that emerged was the strengthening of social orientation or social reconstruction in the Arabic curriculum. This approach views the curriculum as a tool to respond to and reconstruct social realities. Language is no longer taught solely as a sound symbol system, but rather as a tool for solving social problems and participating in society.

a. Relevance to the Problem Based Learning Model

These findings are strengthened by research that shows the relevance of the social reconstruction curriculum with the Problem Based Learning (PBL) model in Arabic language learning. Research conducted by Nasution and his colleagues reveals that the social reconstruction approach in the Arabic curriculum encourages learners to use language as a tool to solve social problems relevant to their lives.³ This model encourages students to use Arabic as a tool to dialogue, negotiate, and seek solutions to issues that are close to their lives.

b. Actualization of Islamic Values and Social Sensitivity

In the era of globalization, strengthening this social orientation has become very relevant. Graduates of the Arabic study program are required not only to be linguistically fluent, but also sensitive to issues of Islam, Indonesianness, and global humanity. The curriculum needs to be designed so that students are able to actualize moderate Islamic values and contribute to solving socio-cultural problems. This is in line with Muradi's findings which emphasized that the purpose of learning Arabic in Islamic universities is not only linguistic mastery, but also the formation of students' character and social sensitivity.²⁰⁰

²⁰⁰ Sahkholid Nasution, Muhammad Roihan, and M. Yusuf, "Rekonstruksi Sosial

3. The Shift Towards Student-Centered Learning

The third theme that is no less important is the paradigm shift from teacher-centered learning to student-centered learning (SCL). This shift is the impact of the adoption of national education policies such as the Independent Curriculum.

a. *Implementation of Project-Based Learning and Other Innovative Models*

The implementation of the Independent Curriculum explicitly encourages innovative and student-centered learning strategies. Hemawan and his colleagues in their study on the implementation of the Independent Curriculum in Arabic language learning found that the Project-Based Learning (PjBL) model is one of the main approaches implemented through various language projects. The main supporting factors are the enthusiasm of students and the role of teachers as facilitators.

b. *Strengthening Differentiated Learning*

Within the framework of the Independent Curriculum, differentiated learning is the key to accommodating the diverse learning needs of students. Mufidah and her colleagues identified that the application of differentiated learning in the context of Arabic allows teachers to tailor content, processes, products, and learning environments based on learners' readiness, interests, and learning profiles. This approach ensures that each student gets a learning experience that matches his or her characteristics.²⁰¹

4. Need for Integrative Models

The fourth theme of the previous findings is the urgent need for an integrative model in the design of the Arabic curriculum. This integrative model is understood in several layers.

Dalam Pembelajaran Bahasa Arab Di Madrasah Aliyah," *Arabi: Journal of Arabic Studies* 6, no. 2 (2021): 187–200.

²⁰¹ Ahmad Fauzi and Siti Aisyah, "Efektivitas Pembelajaran Bahasa Arab Berbasis Pendekatan Realitas Sosial Di Ma'had Al Jamiah," *Arabiyat: Jurnal Pendidikan Bahasa Arab* 9, no. 2 (2022): 145–60.

a. *Philosophical and Scientific Integration*

As already mentioned, learning Arabic requires a synthesis between various approaches. Hermawan in his study of the philosophy of Arabic language learning emphasizes that the integration between empirical (direct experience), rationalist (mastery of rules), and pragmatic (practical usability) approaches will create a pedagogy that is rich and responsive to context.⁷

b. *The Integration of Fusha and 'Amiyah in the Context of the Arab Diglosia*

One of the biggest challenges in learning Arabic is the reality of diglossia. Research conducted by Taufiqurrahman and his colleagues highlights the importance of considering Arabic variations (*fusha* and *'amiyah*) in the development of Arabic as a foreign language curriculum. Their study emphasizes the need for an integrative approach that introduces both varieties of language proportionally so that learners are prepared to face the realities of communication in the Arab world.²⁰²

c. *Integration of Islamic Values and Language Skills*

The integration of Islamic values in Arabic language learning is a characteristic of Islamic education in Indonesia. Asy'ari and his colleagues in their study on the integration of Islamic values in Arabic learning found that the integration of moral and Islamic values in Arabic teaching materials not only improves linguistic competence but also shapes the character of students. This holistic approach is in line with the Islamic education paradigm which emphasizes the balance between academic competence and moral formation.²⁰³

²⁰² Taufiqurrahman, Muhib Abdul Wahab, and N. L. Hamidah, "Diglosia Bahasa Arab Dan Implikasinya Terhadap Pengembangan Kurikulum Bahasa Arab Di Indonesia," *Lisanan Arabiya: Jurnal Pendidikan Bahasa Arab* 6, no. 1 (2022): 23–42.

²⁰³ Mohammad Zaka Al Farisi, Mujahid Asy'ari, and Hamdan Hasan, "Integrasi Nilai-Nilai Islam Dalam Pembelajaran Bahasa Arab Di Pondok Pesantren," *Jurnal Pendidikan Agama Islam* 19, no. 1 (2022): 87–102.

d. Integration of Technology in Arabic Language Learning

In the digital era, technological integration is a necessity in the design of the Arabic curriculum. Research conducted by Zulkifli and Ningsih shows that the use of digital media and online learning platforms in Arabic teaching is able to increase the motivation and learning outcomes of students, especially among the digital native generation.²⁰⁴

Thus, these four themes do not stand alone. The dominance of disciplinary orientation, which was then criticized, gave birth to the strengthening of social orientation. Both, in turn, drive a shift toward student-centered learning that requires a more flexible approach. At the heart of all these dynamics is the realization that the Arabic curriculum of the future must be integrative able to bridge theory and practice, texts and contexts, standard and colloquial language, and Islamic values and communicative skills.

CONCLUSION

This study confirms that disciplinary orientation is still the dominant paradigm in Arabic curriculum design, firmly rooted in the tradition of *turats* and mastery of grammatical structures. However, this dominance has the potential to hinder the development of communicative competence if it is not balanced by other orientations. On the other hand, there has been a strengthening of social orientation in response to globalization and social change, although its implementation is still partial and not yet systemically structured. The shift towards student-centered learning also occurred in line with constructivism theory and the Independent Curriculum policy, but it was still constrained by academic culture obstacles and teachers' pedagogical readiness. As a synthesis, this research offers an integrative model that synergizes the three orientations dialectically, including

²⁰⁴ Muhammad Zulkifli and Rahma Ningsih, "The Integration of Digital Technology in Arabic Language Learning in the Era of Society 5.0," *Arabiyat: Journal of Arabic Language and Language Education* 10, no. 1 (2023): 112–26.

philosophical, linguistic (fusha and 'amiyah) integration, Islamic values, and digital technology.

Based on these findings, several suggestions can be proposed. Curriculum developers need to design designs that integrate structural and communicative competencies systemically. Arabic lecturers and teachers need to transform into learning facilitators through continuous training based on student-centered learning and the use of digital technology. Policymakers need to provide consistent institutional support through curriculum policies, the provision of integrative teaching materials, and evaluation systems that support the implementation of integrative models. Researchers are then recommended to conduct field empirical studies based on case studies or action research in madrasas, Islamic boarding schools, and universities to test the effectiveness of integrative models and identify contextual adaptation strategies in their implementation. Curriculum transformation is essentially an epistemological and pedagogical paradigm transformation that requires systemic commitment from all stakeholders.

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