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Bridging Traditional Arabic Language Curriculum and Artificial Intelligence-Based Learning: An Analysis of Dar Al-Yusr Islamic Boarding School

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Abstract

The rapid advancement of Artificial Intelligence (AI) has transformed language education, creating opportunities to integrate technology with established curriculum models. This study analyzes the Arabic language curriculum implemented at Dar Al-Yusr Islamic Boarding School and examines its relevance to AI-based language learning. Employing a qualitative case study design, data were collected through curriculum document analysis, classroom observations, and semi-structured interviews with school leaders and Arabic language teachers. The data were analyzed using the interactive model of Miles, Huberman, and Saldaña and interpreted through the perspective of AI-supported language learning. The findings indicate that the curriculum is systematically organized around four interconnected components: learning objectives, curriculum content, instructional strategies, and assessment practices. The curriculum emphasizes linguistic competence as the foundation for understanding Islamic classical texts while integrating communicative skills through progressive learning stages. Furthermore, its structured competency progression, coherent curriculum architecture, and continuous assessment demonstrate strong pedagogical characteristics that align with adaptive and personalized AI-supported learning. The study concludes that traditional Arabic curricula can serve as a robust pedagogical foundation for AI integration, provided that digital literacy and AI-oriented instructional innovations are incorporated without compromising the educational values of Islamic boarding schools.

Keywords: *Arabic language curriculum; Artificial Intelligence; Islamic boarding school; curriculum integration; AI-supported learning*

Abstrak

Perkembangan pesat Artificial Intelligence (AI) telah mengubah paradigma pembelajaran bahasa dan membuka peluang integrasi teknologi dengan model kurikulum yang telah mapan. Penelitian ini bertujuan menganalisis kurikulum pembelajaran bahasa Arab di Ma'had Dar Al-Yusr Sukabumi serta mengkaji relevansinya terhadap pembelajaran bahasa Arab berbasis AI. Penelitian menggunakan pendekatan studi kasus kualitatif dengan pengumpulan data melalui analisis dokumen kurikulum, observasi pembelajaran, dan wawancara semi-terstruktur dengan pimpinan serta guru bahasa Arab. Analisis data dilakukan menggunakan model interaktif Miles, Huberman, dan Saldaña, kemudian diinterpretasikan melalui perspektif pembelajaran bahasa berbasis AI. Hasil penelitian menunjukkan bahwa kurikulum dibangun secara sistematis melalui empat komponen utama, yaitu tujuan pembelajaran, struktur materi, strategi pembelajaran, dan sistem evaluasi yang saling terintegrasi. Kurikulum menempatkan kompetensi linguistik sebagai fondasi untuk memahami literatur Islam klasik sekaligus mengembangkan keterampilan berbahasa melalui tahapan pembelajaran yang progresif. Selain itu, struktur kurikulum yang koheren, perkembangan kompetensi yang bertahap, dan sistem evaluasi berkelanjutan menunjukkan karakteristik pedagogis yang selaras dengan prinsip pembelajaran adaptif berbasis AI. Penelitian ini menyimpulkan bahwa kurikulum bahasa Arab tradisional memiliki potensi menjadi fondasi yang kuat bagi integrasi AI, sepanjang didukung penguatan literasi digital dan inovasi pembelajaran tanpa menghilangkan nilai-nilai pendidikan pesantren.

Kata Kunci: *kurikulum bahasa Arab; Artificial Intelligence; pesantren; integrasi kurikulum; pembelajaran berbasis AI*

Introduction

Language learning is fundamentally anchored in the curriculum, which serves as the primary framework guiding the entire educational process. Beyond functioning as an administrative document that specifies learning objectives, the curriculum provides a conceptual framework that shapes learners' competency development through the selection of learning content, instructional strategies, learning experiences, and assessment practices.¹ In contemporary education, the

¹ Rufaiqoh, Elok, Sutiah Sutiah, Samsul Ulum, Muhammad 'Ainul Yaqin, Ahmad Nuruddin, and Mohammed Ahmed Mohammed Aloraini. "An Analysis of

quality of learning largely depends on the curriculum's capacity to integrate these components into a coherent and systematic framework that promotes effective, relevant, and sustainable learning experiences. Consequently, efforts to improve educational quality inevitably begin with how curricula are designed, implemented, and continuously refined to address evolving educational demands.

The role of the curriculum is particularly significant in Arabic language education due to the linguistic complexity of Arabic compared with many other foreign languages. Arabic language learning extends beyond the development of communicative competence to encompass mastery of phonology, morphology, syntax, semantics, and an understanding of the Islamic cultural and civilizational context in which the language has evolved.² Accordingly, an effective Arabic language curriculum should integrate the development of the four language skills; listening, speaking, reading, and writing, with systematic instruction in grammatical knowledge. Achieving an appropriate balance between communicative competence and grammatical accuracy remains a key indicator of curriculum effectiveness in Arabic language education.

Within the context of Islamic education, particularly in Islamic boarding schools (*pesantren*), the Arabic language curriculum exhibits distinctive characteristics. Arabic is regarded not merely as a means of communication but as the principal medium for accessing Islamic primary sources, including the Qur'an, Hadith, and classical Islamic texts (*turāth*).³ Consequently, many *pesantren* prioritize the mastery of linguistic sciences such as *nahwu* (Arabic syntax), *ṣarf* (morphology), and *balāghah* (rhetoric), together with the ability to read and interpret classical texts. This orientation has fostered a pedagogical tradition that emphasizes linguistic precision, accurate textual interpretation, and the preservation of scholarly traditions transmitted across generations. These

Arabic Language Curriculum Development in Indonesia." *Jurnal Al-Maqayis* 11, no. 1 (June 2024): 1–16. <https://doi.org/10.18592/jams.v11i1.9843>.

² Nanda Siska Safitri, Mohammad Rofiqi, Muhajir, Bobby Bagas Purnama, and Shosita Manrova. "TOAFL.Com: A CEFR-Based Simulation Platform for Learning Al-Arabiyyah Lil Akadimiyah Among Indonesian Students." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 6, no. 1 (January 2025): 1–22. <https://doi.org/10.19105/ajpba.v6i1.17201>.

³ Ritonga, Mahyudin, Hendro Widodo, Munirah Munirah, and Talqis Nurdianto. "Arabic Language Learning Reconstruction as a Response to Strengthen Al-Islam Studies at Higher Education." *International Journal of Evaluation and Research in Education (IJERE)* 10, no. 1 (March 2021): 355. <https://doi.org/10.11591/ijere.v10i1.20747.s>

characteristics distinguish Arabic language curricula in *pesantren* from those implemented in other formal educational institutions.

Nevertheless, advances in science and technology have introduced new challenges for the development of Arabic language curricula. The rapid digital transformation of recent decades has fundamentally changed how learners access information, construct learning experiences, and interact with knowledge resources. Twenty-first-century education no longer emphasizes content mastery alone but also prioritizes critical thinking, self-directed learning, digital literacy, collaboration, and the effective use of technology as integral components of the learning process.⁴ These developments require Arabic language curricula, including those implemented in *pesantren*, to adapt continuously while preserving their academic identity and the educational values that define Islamic boarding school traditions.

The emergence of Artificial Intelligence (AI) has further accelerated this transformation. AI-powered technologies are increasingly employed in language education through automated feedback, adaptive learning systems, intelligent tutoring, speech recognition, real-time language assessment, and personalized learning pathways.⁵ AI not only introduces innovative instructional tools but also shifts language learning from standardized instructional models toward more adaptive, flexible, and learner-centered approaches. However, the effectiveness of AI integration ultimately depends on the quality of the underlying curriculum. Technology cannot replace the curriculum; rather, it enhances curriculum implementation when learning objectives, content organization, instructional strategies, and assessment systems have been systematically and coherently designed.

Recent studies indicate that Arabic language curriculum research has increasingly focused on curriculum framework development, competency-based education, and adaptation to digital transformation. Mohamed (2023) developed an *Arabic Curriculum Framework* based on

⁴ Husna, Ilya, Zikrawahyuni Maiza, Suci Ramadhanti Febriani, Rahmat Satria Dinata, and Fauzul Fil Amri. "Digital Game-Based Learning: Exploring the Use of Mobile Legends in Arabic Language Skills." *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya* 12, no. 1 (June 2024): 1–16. <https://doi.org/10.23971/altarib.v12i1.8015>.

⁵ Humairoh, Sitti Wardatul, Nurul Hadi, and Umi Hanifah. "The AI Revolution in Arabic Language Learning: An Analysis of ChatGPT's Role in Autonomous Learning." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 7, no. 1 (January 2026): 1–19. <https://doi.org/10.19105/ajpba.v7i1.22479>.

the *Common European Framework of Reference for Languages* (CEFR), demonstrating that successful Arabic language learning depends on the coherence among learning objectives, content organization, instructional strategies, and assessment practices.⁶ Although the study highlights the importance of a systematic curriculum framework, it primarily addresses CEFR-based curriculum development and does not consider the distinctive characteristics of traditional Arabic curricula implemented in Islamic educational institutions. Similarly, Rekan et al. (2025) evaluated the implementation of the *Arabic Language Program* in Malaysian higher education and found that the Arabic curriculum serves as a fundamental platform for strengthening Islamic education by integrating linguistic competence with Islamic scholarship.⁷ Nevertheless, their study also emphasizes the need for curriculum reform to respond to emerging educational and industry demands while offering limited discussion of technology integration within the curriculum.

Subsequent research has increasingly emphasized the role of digital transformation in Arabic language curricula. Through a systematic review, Sapawi and Yusoff (2025) demonstrated that the integration of educational technologies, including Artificial Intelligence (AI), learning management systems, and gamified learning applications, enhances learner engagement, autonomy, and motivation.⁸ However, their study also identified several challenges, including teacher readiness, curriculum alignment, and the need to preserve cultural and linguistic identity throughout the digitalization process. Likewise, Raswan et al. (2025) developed a competency-based Arabic curriculum to support Indonesia's *Merdeka Belajar* policy and reported improvements in learners' motivation, autonomous learning, and critical thinking through more adaptive learning materials, assessment practices,

⁶ Mohamed, Salwa. "The Development of an Arabic Curriculum Framework Based on a Compilation of Salient Features from CEFR Level Descriptors." *The Language Learning Journal* 51, no. 1 (January 2023): 33–47. <https://doi.org/10.1080/09571736.2021.1923781>.

⁷ Rekan, Abd Aziz, Hafeezur Rahman Howell, Muhamad Nasir Mohamad Salleh, Nurhasfirah Rosin, Tabrani ZA, Muhammad Anas Ma'arif, and Mohamad Azrien Mohamed Adnan. "Arabic Language Curriculum as a Foundation for Strengthening Religious Education in Public Higher Education." *Jurnal Pendidikan Agama Islam* 22, no. 1 (June 2025): 97–121. <https://doi.org/10.14421/jpai.v22i1.11340>.

⁸ Sapawi, Mior Syazril Mohamed, and Nik Mohd Rahimi Nik Yusoff. "Integrating Technology into the Arabic Language Curriculum: A Systematic Review of Trends, Strategies and Cultural Dimensions." *Social Sciences & Humanities Open* 12 (2025): 101974. <https://doi.org/10.1016/j.ssaho.2025.101974>.

and instructional strategies.⁹ Nevertheless, their study remained focused on competency-based curriculum development without examining the role of Artificial Intelligence within the broader learning ecosystem. Meanwhile, Al-Raggad (2025) demonstrated that a digitally designed curriculum effectively improved Arabic speaking skills by utilizing digital media and interactive learning environments.¹⁰ Collectively, these studies suggest that digital transformation offers substantial opportunities for Arabic language education; however, current efforts have largely concentrated on instructional media and digital learning design rather than on comprehensive curriculum reconstruction.

The existing body of literature reveals three major directions in Arabic language curriculum research: the development of curriculum frameworks, the implementation of competency-based curricula, and the integration of digital technologies into Arabic language education. Despite these advances, these strands of research have evolved largely in isolation. Studies on curriculum frameworks rarely address the implications of Artificial Intelligence, while research on educational technology primarily focuses on the effectiveness of digital media, gamification, or AI-based learning systems without considering the curriculum as the primary pedagogical foundation. Consequently, a significant research gap remains regarding how the characteristics of traditional Arabic language curricula can provide a conceptual foundation for AI-supported Arabic language learning. Unlike previous studies, the present research neither develops new technologies nor proposes a new curriculum. Instead, it analyzes the Arabic language curriculum implemented at Dar Al-Yusr Islamic Boarding School, Sukabumi, to identify the pedagogical characteristics that may bridge traditional Arabic language curricula with the emerging paradigm of Artificial Intelligence-supported learning.

Against this background, this study aims to analyze the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School, Sukabumi, focusing on its learning objectives, curriculum content,

⁹ Raswan, Raswan, Arman Husni, Ihwan Mudhofir, Muhammad Qodri, Sudi Yahya Husein, Ahmad Muradi, and Ahmad Ashfia. "Developing a Competency-Based Arabic Curriculum to Foster Merdeka Belajar in Indonesian Madrasahs." *Jurnal Ilmiah Peuradeun* 13, no. 3 (September 2025): 1881–908. <https://doi.org/10.26811/peuradeun.v13i3.1930>.

¹⁰ Al-Raggad, Abeer Mahmoud. *Effectiveness of a Digital Curriculum Design for Teaching Speaking Skills in Arabic Language Among Fifth Grade Students at Universities*. 2025. https://doi.org/10.1007/978-3-031-73899-9_36.

instructional methods, and assessment system, while examining their relevance to the development of AI-supported Arabic language learning. Rather than evaluating the implementation of AI technologies within the boarding school, this study offers a conceptual perspective on how the pedagogical characteristics of a traditional Arabic curriculum can serve as a foundation for the future integration of Artificial Intelligence into Arabic language education. By doing so, the study contributes to the advancement of Arabic language curriculum scholarship while broadening the discourse on the transformation of Islamic education in the era of Artificial Intelligence.

Method

This study employed a qualitative descriptive design with a case study approach to examine the Arabic language curriculum implemented at Dar Al-Yusr Islamic Boarding School, Sukabumi. The study aimed to provide an in-depth understanding of the curriculum by exploring its objectives, content organization, instructional strategies, and assessment practices within their natural educational context. Rather than evaluating the implementation of Artificial Intelligence (AI) in the institution, this study used AI-based language learning as an analytical perspective to examine the curriculum's potential relevance to future technology-enhanced Arabic language education.

The research site was selected purposively because Dar Al-Yusr Islamic Boarding School has developed a structured Arabic language curriculum that integrates linguistic competence with Islamic studies through a multi-level instructional system. This context provides an appropriate case for examining how a traditional Arabic curriculum may support emerging AI-assisted language learning paradigms while preserving its educational philosophy.

Data were collected from three primary sources. First, curriculum documents, including curriculum guidelines, instructional plans, syllabus documents, and institutional academic regulations, were analyzed to identify the structure and characteristics of the curriculum. Second, semi-structured interviews were conducted with the head of the institution, the head of academic affairs, and Arabic language teachers to obtain comprehensive explanations regarding curriculum implementation, instructional objectives, and pedagogical considerations. Third, classroom observations were carried out to examine how the curriculum was translated into actual teaching and

learning practices. The combination of these three sources enabled methodological triangulation to enhance the credibility of the findings.

The collected data were analyzed using the interactive model proposed by Miles, Huberman, and Saldaña, consisting of data condensation, data display, and conclusion drawing.¹¹ During the analysis, curriculum data were first categorized into four major curriculum components, namely learning objectives, curriculum content, instructional methods, and assessment practices. Subsequently, these findings were interpreted through the conceptual perspective of AI-based language learning, focusing on curriculum characteristics that potentially support adaptive learning, learner autonomy, systematic learning progression, and technology-assisted language instruction. This analytical perspective was employed solely to interpret the curriculum rather than to evaluate the implementation of AI technologies within the institution.

To ensure the trustworthiness of the findings, this study adopted Lincoln and Guba's criteria, including credibility, transferability, dependability, and confirmability.¹² Credibility was established through triangulation of documents, interviews, and classroom observations, while peer discussions and continuous comparison among multiple data sources were conducted throughout the analytical process. Detailed descriptions of the institutional context were provided to facilitate transferability, whereas an audit trail documenting the entire research process was maintained to support dependability and confirmability.

Results and Discussion

Analysis of curriculum documents, interviews with school leaders and Arabic language teachers, and classroom observations revealed that the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School, Sukabumi, is designed as an integrated educational system that combines linguistic competence with Islamic scholarship. Arabic is not merely taught as a foreign language for communicative purposes but is positioned as the primary medium for accessing Islamic primary sources and sustaining the intellectual tradition of the *pesantren*.

¹¹ Matthew B. Miles, A. Michael Huberman, and Johnny Saldaña. *Qualitative Data Analysis: A Methods Sourcebook*. 3rd ed. Thousand Oaks, CA: SAGE Publications, 2014.

¹² Lincoln, Yvonna S., Egon G. Guba, and Joseph J. Pilotta. "Naturalistic Inquiry." *International Journal of Intercultural Relations* 9, no. 4 (January 1985): 438–39. [https://doi.org/10.1016/0147-1767\(85\)90062-8](https://doi.org/10.1016/0147-1767(85)90062-8).

Consequently, all curriculum components are systematically organized to establish coherence among learning objectives, curriculum content, instructional strategies, and assessment practices.

Document analysis further indicates that the curriculum is grounded in the philosophy that Arabic language proficiency constitutes a prerequisite for mastering Islamic sciences. Accordingly, Arabic language instruction is not treated as an independent subject but is integrated into the broader educational framework of the *pesantren*. The curriculum demonstrates strong interconnections among Arabic language studies, Islamic sciences, character education, and supporting competencies, resulting in a coherent and integrated learning system. This design suggests that the curriculum aims not only to achieve short-term learning outcomes but also to cultivate sustainable academic competence.

The findings further reveal that the curriculum is guided by two complementary learning orientations. The first is an academic orientation that emphasizes learners' ability to read and comprehend classical Islamic literature (*turāth*). The second is a communicative orientation that develops the four language skills, enabling students to use Arabic effectively in both spoken and written communication. Rather than competing objectives, these orientations are developed simultaneously throughout the learning process.

Table 1. Synthesis of the Objectives of the Arabic Language

Curriculum at Dar Al-Yusr		
Curriculum Objective	Research Findings	Educational Orientation
Understanding <i>turāth</i> texts	Students are expected to read, analyze, and comprehend classical Islamic literature as a core competency.	Academic and Religious Literacy
Developing speaking and writing skills	Instruction enables learners to use Arabic productively in oral and written communication.	Communicative Competence
Developing reading proficiency in <i>fushhā</i> Arabic	Reading competence serves as the core foundation for understanding Arabic sources.	Reading Literacy

Cultivating reading culture	a	Students are encouraged to develop lifelong reading habits through continuous engagement with texts.	Independent Learning
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Table 1 demonstrates that the curriculum extends beyond the development of language skills to foster an academic culture grounded in reading and textual inquiry. Mastery of *turāth* occupies the highest curricular priority as the ultimate educational objective, while speaking, writing, and reading function as complementary competencies that enable learners to access and expand Islamic knowledge.

Interview data further support the document analysis. Teachers explained that the four language skills are developed through a systematic sequence of instruction. Learning begins with listening as the foundation for language acquisition, followed by speaking activities based on previously acquired input. Once students have established sufficient vocabulary and grammatical knowledge, instruction progresses to reading, regarded as the most critical stage because of its direct relationship with the mastery of *nahwu* (syntax) and *ṣarf* (morphology). The final stage focuses on writing as a productive skill requiring the integration of all previously acquired competencies.

This instructional sequence reflects the principle of progressive learning, whereby language competencies develop gradually from receptive to productive skills. Each competency builds upon those acquired at earlier stages, ensuring continuity throughout the learning process. Consequently, learners' success depends not only on mastery of individual lessons but also on the cumulative learning experiences systematically developed from the introductory to the advanced levels.

Overall, these findings indicate that the principal strengths of the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School lie in its clearly defined academic orientation, coherent learning objectives, and systematic competency development. These characteristics provide an essential foundation for understanding the organization of curriculum content, instructional strategies, and assessment practices discussed in the following section, while also suggesting that the curriculum possesses structured and progressive pedagogical characteristics that are highly relevant to the principles of AI-supported language learning.

Curriculum Structure

Analysis of the curriculum documents indicates that the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School is organized according to the principle of interdisciplinary integration.

Rather than functioning as a collection of isolated subjects, the curriculum forms an integrated educational system that combines linguistic competence, Islamic scholarship, character education, and supporting skills. This structure consists of four major curricular domains: Islamic studies, Arabic language studies, educational studies, and supporting subjects. Although each domain serves a distinct educational purpose, they collectively contribute to the development of the intended graduate profile.

The curriculum allocates the largest proportion of instructional time to Islamic studies, including *tahsīn*, *tahfīz* of the Qur'an, *tajwīd*, *tafsīr*, *ḥadīth*, *fiqh*, *'aqīdah*, *akhlāq*, *sīrah*, and other Islamic disciplines distributed progressively across six learning levels. This emphasis reflects the curriculum's philosophy that Arabic language proficiency serves as a gateway to Islamic knowledge, enabling linguistic competence to develop alongside religious understanding. Consequently, Arabic functions not merely as a communication tool but as the primary medium for accessing the Islamic intellectual tradition.

The Arabic language domain comprises Arabic language instruction, *nahwu*, *ṣarf*, *khath*, and *imlā'*. The organization of these subjects reflects the principle of learning progression, beginning with foundational language competence before introducing more advanced grammatical analysis. Notably, *nahwu* and *ṣarf* are introduced only after learners have acquired sufficient vocabulary and basic language proficiency. This sequencing avoids premature grammar instruction and emphasizes learners' linguistic readiness before engaging with complex grammatical concepts.

Beyond its vertical progression across learning levels, the curriculum also demonstrates strong horizontal integration among subjects. *Nahwu* and *ṣarf* are not treated as independent learning objectives but function as supporting instruments for reading, writing, and textual comprehension. Likewise, *khath* and *imlā'* reinforce writing skills, while Arabic language proficiency underpins learning across the Islamic studies curriculum. This interconnected design indicates that each subject contributes collectively to shared learning outcomes rather than operating independently.

Table 2. Curriculum Structure and Educational Functions of Each Curriculum Domain

Curriculum Domain	Main Components	Educational Function	Contribution to Arabic Language Competence
Islamic Studies	<i>Tahsīn, Tahfīz, Tajwīd, Tafsīr, Ḥadīth, Fiqh, ‘Aqīdah, Akhlāq, Sīrah</i>	Developing Islamic knowledge and understanding of Islamic primary sources	Providing authentic contexts for Arabic language use
Arabic Language Studies	Arabic, <i>Nahwu, Šarf, Khath, Imlā’</i>	Developing linguistic competence and language skills	Strengthening reading, writing, analytical, and communicative abilities
Educational Studies	Ethics of seeking knowledge, <i>Tazkiyat al-Nafs</i> , Qur'anic teaching strategies	Developing academic character and learning professionalism	Promoting learner autonomy and ethical learning practices
Supporting Subjects	Computer studies and complementary programs	Developing supporting competencies relevant to educational needs	Enhancing complementary skills that support language learning

Table 2 demonstrates that the curriculum is designed to balance academic competence, linguistic proficiency, character development, and supporting skills. Although each curricular domain serves a distinct educational function, all are directed toward producing graduates who are capable of independently engaging with Islamic literature while using Arabic as an effective medium for learning and scholarly inquiry.

Further analysis of the curriculum content distribution reveals a clear pattern of curriculum scaffolding. The content delivered at each level is not designed as an isolated unit but functions as a prerequisite for subsequent learning stages. For example, mastery of basic vocabulary

and expressions provides the foundation for learning *nahwu* (syntax) and *ṣarf* (morphology), while grammatical competence enables students to comprehend increasingly complex texts at higher levels. Thus, the curriculum not only sequences instructional content logically but also ensures competency continuity, allowing learners to progress systematically without substantial learning gaps.

Overall, the curriculum structure at Dar Al-Yusr Islamic Boarding School is characterized by three defining features: interdisciplinary integration, progressive competency development, and strong interconnections among subjects. These characteristics demonstrate that the curriculum functions not merely as an administrative document but as a pedagogically coherent framework that systematically guides the acquisition of Arabic language competence. This foundation also provides a basis for understanding how the curriculum is translated into classroom practice through instructional strategies.

Curriculum Implementation

Classroom observations and interviews with Arabic language teachers indicate that curriculum implementation at Dar Al-Yusr Islamic Boarding School is based on a pedagogical approach that prioritizes mastery of linguistic structures before learners are encouraged to use the language in broader communicative contexts. The instructional process is designed to develop a conceptual understanding of the Arabic language system while training students to apply grammatical principles in reading, translating, and writing. Consequently, instructional strategies extend beyond content delivery to cultivate the linguistic reasoning required for interpreting Arabic texts.

Analysis of classroom practices further shows that teachers consistently employ the grammar-translation approach (*qawā'id wa tarjamah*) as the primary instructional method. This approach is considered most compatible with the curriculum's objective of enabling students to understand Arabic classical texts. Unlike the conventional grammar-translation method, which is often criticized for emphasizing rote memorization of grammatical rules, its implementation at Dar Al-Yusr demonstrates a more comprehensive pedagogical orientation. *Nahwu* and *ṣarf* are not taught as isolated bodies of knowledge but are continuously integrated with textual analysis, meaning construction, and contextual language practice. Grammar therefore functions as a tool for enhancing textual comprehension rather than as an end in itself.

Classroom observations also reveal a consistent instructional sequence across the four language skills. Lessons typically begin with the teacher reading a text or dialogue aloud, followed by explanations of vocabulary and linguistic structures. After students acquire a general understanding of the text, the teacher guides them in analyzing its linguistic features and relating them to the grammatical principles under study. Instruction then proceeds to translation activities, discussion of textual meaning, sentence construction exercises, and the application of grammatical rules in new contexts. This sequence reflects a structured progression from comprehension, to analysis, and finally to application.

Although the grammar-translation approach remains the dominant instructional method, classroom observations indicate that teachers also promote the development of all four language skills. In listening (*istimā'*) activities, teachers read texts aloud, encourage attentive listening, discuss vocabulary and meaning, and repeat the reading to reinforce comprehension. In speaking (*kalām*), students are encouraged not only to memorize dialogues but also to reconstruct sentences based on grammatical patterns they have learned, thereby developing oral proficiency through structural mastery. During reading (*qirā'ah*), instruction emphasizes oral reading, sentence analysis, gradual translation, and identification of grammatical features within the text. Writing (*kitābah*) activities require students to compose sentences according to specific grammatical rules, express ideas in Arabic, and receive immediate corrective feedback from teachers.

These instructional practices demonstrate that language skills are not developed independently but are integrated within a unified pedagogical framework. Grammar serves as the connecting principle across learning activities, while texts function as the medium through which linguistic theory is translated into practice. Consequently, Arabic language instruction at Dar Al-Yusr successfully integrates grammatical competence with language skill development, although greater emphasis remains on reading comprehension and textual interpretation than on spontaneous oral communication.

Table 3. Characteristics of Arabic Language Curriculum Implementation at Dar Al-Yusr

Pedagogical Component	Research Findings	Instructional Characteristics
Instructional approach	<i>Qawā'id wa Tarjamah</i> (Grammar-Translation Method)	Language structure- and text-based instruction

Teacher's role	Explaining grammatical rules, guiding text analysis, and providing feedback	Teacher-guided learning
Student activities	Listening, translating, analyzing, reading, sentence construction, and writing	Active guided learning
Learning resources	<i>Al-'Arabiyyah Bayna Yadayk</i> , <i>Al-Ājurrūmiyyah</i> , <i>Şarf</i> textbooks, and supplementary texts	Integration of modern textbooks and classical literature
Learning sequence	Comprehension → Analysis → Application	Structured learning progression
Competency focus	Grammatical accuracy and textual comprehension	Linguistic accuracy before communicative fluency

Table 3 indicates that curriculum implementation is grounded in the principle of structured pedagogy, whereby learning proceeds through clearly defined, interconnected stages that progressively develop learners' competencies. Teachers function as both facilitators and academic mentors, ensuring that students master prerequisite competencies before advancing to more complex learning tasks. Such an instructional model creates a highly consistent learning environment, particularly in fostering analytical language competence.

Overall, the findings suggest that the effectiveness of curriculum implementation at Dar Al-Yusr is determined not only by the selection of instructional methods but also by the consistent application of pedagogical principles that integrate language structure, textual analysis, scaffolded practice, and continuous feedback. These characteristics reflect a robust instructional scaffolding system in which every learning activity contributes to the sustained development of learners' competencies. This pedagogical foundation also provides an important basis for understanding how the assessment system is designed to monitor competency achievement throughout the learning process.

Assessment System

Analysis of curriculum documents, classroom observations, and interviews with teachers indicates that assessment within the Arabic language curriculum at Dar Al-Yusr is not regarded as a separate activity conducted at the end of instruction but as an integral component of the learning process. Assessment is designed to continuously monitor students' competency development while providing teachers with

evidence for planning subsequent instructional activities. Consequently, assessment serves not only to measure learning outcomes but also to ensure the overall quality of the instructional process.

Classroom observations revealed that every lesson concludes with a review of previously learned material. During this stage, teachers ask students to explain key concepts, answer questions, translate selected passages, or apply newly learned grammatical rules to different examples. These activities enable teachers to identify students' level of mastery while determining areas requiring further reinforcement. As a result, assessment occurs simultaneously with instruction, allowing immediate feedback to be provided during the learning process.

In addition to continuous formative assessment, the curriculum also incorporates summative assessment as part of the *pesantren* academic system. Summative assessments are administered at the completion of instructional units or learning periods to evaluate overall competency attainment. These assessments measure not only theoretical knowledge but also students' ability to apply *nahwu* and *ṣarf* principles in text comprehension, sentence translation, grammatical construction, and interpretation of textual meaning. This demonstrates that the assessment system is designed to evaluate both conceptual understanding and practical language application.

The findings further indicate that students' success is determined not merely by their ability to memorize grammatical rules but, more importantly, by their capacity to apply these rules when engaging with Arabic texts. In practice, teachers frequently assign tasks requiring students to read texts, analyze sentence structures, identify grammatical functions, and produce accurate translations. This assessment approach places greater emphasis on linguistic analysis and textual interpretation than on spontaneous oral fluency. Consequently, learning achievement is evaluated primarily in terms of depth of understanding rather than communicative speed.

Beyond cognitive achievement, assessment also aims to cultivate systematic learning habits. Teachers consistently provide follow-up exercises after each lesson to reinforce understanding and promote learning discipline. These exercises are subsequently reviewed in class, enabling students to identify and understand their errors through linguistic explanations. Correction is therefore regarded not merely as an assessment activity but as an essential component of the instructional process. In this way, assessment performs an educational function by

continuously supporting students' conceptual understanding and language development.

Table 4. Characteristics of the Assessment System in the Arabic Language Curriculum at Dar Al-Yusr

Assessment Aspect	Research Findings	Pedagogical Function
Daily assessment	Lesson review, questioning, exercises, and translation	Monitoring students' understanding in real time
Formative assessment	Conducted continuously throughout instruction	Providing feedback for instructional improvement
Summative assessment	Administered at the end of instructional units or learning periods	Evaluating overall competency attainment
Assessment focus	Grammatical mastery, textual analysis, translation, and language application	Integrating conceptual and practical competencies
Follow-up	Error correction, discussion, and additional practice	Reinforcing continuous learning

Table 4 illustrates that the assessment system functions not only to measure learning outcomes but also to establish a continuous feedback system. Each assessment activity provides information that guides subsequent instructional decisions while enabling students to reflect upon and progressively improve their learning. Consequently, assessment and instruction operate as mutually reinforcing components within a continuous learning cycle.

Taken together, the findings concerning learning objectives, curriculum structure, instructional implementation, and assessment reveal four defining characteristics of the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School. First, the curriculum is grounded in a strong linguistic foundation, reflected in its emphasis on *nahwu*, *ṣarf*, and textual analysis as the core of instruction. Second, it promotes progressive competency development through a carefully sequenced curriculum that ensures continuity from introductory to advanced levels. Third, it integrates Arabic language learning with Islamic studies, positioning Arabic as both an academic and a religious medium. Finally, curriculum implementation is supported by a structured instructional and assessment system in which learning activities, practice, feedback, and

evaluation operate as interconnected components of continuous competency development.

These four characteristics demonstrate that the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School is far more than a collection of subjects; it represents a coherent pedagogical design with clear structure, internal logic, and instructional continuity. These findings provide the conceptual basis for examining how the characteristics of a traditional Arabic curriculum can be positioned within the emerging paradigm of Artificial Intelligence-supported language learning. In other words, this study not only describes how the curriculum is designed and implemented but also identifies pedagogical characteristics that may serve as a foundation for the future integration of Artificial Intelligence into Arabic language education.

Discussion

The findings demonstrate that the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School is far more than a collection of subjects designed to satisfy institutional administrative requirements. Rather, it represents a systematically designed pedagogical framework that simultaneously develops linguistic competence and Islamic scholarship. The close alignment among learning objectives, curriculum content, instructional strategies, and assessment practices reflects a high degree of curriculum coherence, whereby each curriculum component is intentionally organized to support the intended graduate profile. These findings reinforce the view that curriculum effectiveness depends not merely on the presence of its constituent components but on the coherence with which those components interact to create meaningful learning experiences.¹³

These characteristics are consistent with classical curriculum development theories that position learning objectives as the foundation for determining curriculum content, instructional strategies, and assessment. Tyler argued that all curriculum components should be derived from clearly defined educational objectives so that every learning activity contributes to measurable educational outcomes.¹⁴

¹³ Hilmi, Danial, Nur Toifah, and Halimatus Sa'diyah. "Curriculum Development Strategy for Independent Learning in Arabic Language Learning at PTKIN in East Java." *LISANIA: Journal of Arabic Education and Literature* 7, no. 2 (December 2023): 159–77. <https://doi.org/10.18326/lisania.v7i2.159-177>.

¹⁴ Ralph W. Tyler, *Basic Principles of Curriculum and Instruction* (Chicago: University of Chicago Press, 1949), 1–8.

Likewise, Taba emphasized that curriculum development should proceed progressively through carefully organized learning experiences that enable learners to construct competencies in a systematic manner.¹⁵ The findings of this study demonstrate that these principles are reflected in the curriculum at Dar Al-Yusr through the sequential development of competencies, beginning with foundational Arabic language skills and progressing toward the interpretation of increasingly complex Islamic texts. Consequently, the curriculum's primary strength lies in the logical alignment among learning objectives, curriculum content, instructional implementation, and assessment.

The findings further reveal that Arabic language instruction in the *pesantren* maintains a strong academic orientation through its emphasis on *nahwu*, *şarf*, and the ability to interpret classical Islamic literature. Within language education research, such an approach is frequently criticized for being overly grammar-oriented and therefore less supportive of communicative competence.¹⁶ However, the present findings suggest a different interpretation. At Dar Al-Yusr, grammatical knowledge is not taught as an end in itself but as an instrument for developing deep textual comprehension. Grammar instruction therefore serves as a cognitive foundation that enables learners to perform more accurate linguistic analysis when engaging with Arabic texts. These findings indicate that the effectiveness of grammar instruction depends less on the instructional method itself than on how grammatical knowledge is integrated with reading, translation, discussion, and writing activities.¹⁷

The curriculum also demonstrates a strong principle of learning progression. Competencies are organized sequentially, ensuring that students master prerequisite knowledge before advancing to more

¹⁵ Hilda Taba, *Curriculum Development: Theory and Practice* (New York: Harcourt, Brace & World, 1962), 10–15.

¹⁶ Fadlilah, Fadlilah, Fransisko Chaniago, Sizka Farwati, Suci Fitriani, and Rizky Takriyanti. "Islamic Value-Based Conflict Management in Pesantren: Strengthening Dormitory Culture and Multicultural Character Formation." *Munaddhomah: Jurnal Manajemen Pendidikan Islam* 7, no. 2 (April 2026): 354–70. <https://doi.org/10.31538/munaddhomah.v7i2.2589>.

¹⁷ Eltahir, Mohd. Elmagzoub, Najeh Rajeh Alsalmi, Sami Al-Qatawneh, Hatem Ahmad AlQudah, and Mazan Jaradat. "The Impact of Game-Based Learning (GBL) on Students' Motivation, Engagement and Academic Performance on an Arabic Language Grammar Course in Higher Education." *Education and Information Technologies* 26, no. 3 (May 2021): 3251–78. <https://doi.org/10.1007/s10639-020-10396-w>.

complex learning content.¹⁸ Such organization reflects the principle of instructional scaffolding, whereby new knowledge is constructed upon previously acquired competencies. This approach is consistent with constructivist learning theories that emphasize the continuity of learning experiences as a prerequisite for meaningful knowledge construction.¹⁹ Accordingly, the curriculum's effectiveness lies not simply in the quantity of instructional content but in the pedagogical logic underlying its organization, which supports systematic learner development from introductory to advanced levels.

Another distinctive finding concerns the integration of Arabic language education with Islamic studies. Unlike many formal educational institutions where Arabic is primarily treated as a foreign language, the curriculum at Dar Al-Yusr positions Arabic as a medium for acquiring knowledge rather than merely an object of study. Consequently, linguistic competence develops simultaneously with learners' understanding of the Qur'an, Hadith, *fiqh*, *tafsīr*, and other Islamic disciplines.²⁰ This integrated model demonstrates that linguistic and academic competencies develop in a mutually reinforcing manner, producing graduates capable of reading, interpreting, and contributing to the Islamic scholarly tradition. These findings broaden conventional perspectives on Arabic language curricula, which have often been viewed primarily through the lens of communicative language teaching.

From the perspective of educational technology, the findings also provide important insights into the relationship between traditional curricula and Artificial Intelligence-supported learning. AI is frequently portrayed as a disruptive paradigm capable of replacing conventional

¹⁸ Zulkifli Din Mohamed Nasirudin, Harun Baharudin, Nik Mohd Rahimi Nik Yusoff, and Nabihah Yusof. "Evaluation of The Arabic Text Reading Skills Model Based On The Integrated Dini Curriculum Inquiry Activity: A Fuzzy Delphi Approach." *Ijaz Arabi Journal of Arabic Learning* 5, no. 2 (2022).

¹⁹ Maimunah, Iffat, Sutaman Sutaman, R. Taufiqurrochman, Husnatul Hamidiyyah Siregar, and Moulay Mhamed Ismaili Alaoui. "SYNCHRONOUS ARABIC LEARNING BASED ON SOCIOCULTURAL THEORY: NEW TRENDS IN ARABIC LEARNING AT UNIVERSITY." *Arabi : Journal of Arabic Studies* 7, no. 2 (December 2022): 162–72. <https://doi.org/10.24865/ajas.v7i2.480>.

²⁰ Astuti, Mardiah, Fajri Ismail, Siti Fatimah, Weni Puspita, and Herlina Herlina. "The Relevance Of The Merdeka Curriculum In Improving The Quality Of Islamic Education In Indonesia." *International Journal of Learning, Teaching and Educational Research* 23, no. 6 (June 2024): 56–72. <https://doi.org/10.26803/ijlter.23.6.3>.

instructional approaches.²¹ However, the present study suggests that successful AI integration depends fundamentally on the quality of the curriculum that underpins the learning process. AI-supported learning requires clearly defined competencies, systematic learning sequences, measurable learning outcomes, and continuous assessment mechanisms to enable effective personalization. These characteristics are already embedded within the Arabic language curriculum at Dar Al-Yusr through its hierarchical learning objectives, progressive curriculum structure, structured instructional strategies, and continuous assessment system. Accordingly, the findings indicate that traditional curricula do not conflict with Artificial Intelligence; rather, they provide the pedagogical foundation necessary for its effective implementation.²²

This compatibility is particularly evident in the curriculum's principle of progressive learning. Adaptive learning systems, one of the defining characteristics of Artificial Intelligence, operate by analyzing learners' competencies to determine personalized learning pathways. This principle closely resembles the curriculum organization implemented at Dar Al-Yusr, where instructional content is sequenced according to learners' developmental progression from foundational to advanced competencies. Consequently, the curriculum provides a strong basis for the future development of AI-supported adaptive learning without altering the philosophical foundations of *pesantren* education.²³ Within this context, Artificial Intelligence should be understood as a tool that enhances curriculum implementation rather than replacing the curriculum itself.

Nevertheless, the findings also highlight several challenges that should be addressed before the curriculum can fully support AI-enhanced learning. Instruction remains predominantly teacher-centered, while the integration of digital technologies into classroom practice is still relatively limited. Furthermore, the curriculum places greater emphasis on grammatical accuracy and textual comprehension than on

²¹ Martin, Joshua L., and Kelly Elizabeth Wright. "Bias in Automatic Speech Recognition: The Case of African American Language." *Applied Linguistics* 44, no. 4 (August 2023): 613–30. <https://doi.org/10.1093/applin/amac066>.

²² Kuddus, Khushboo. "Artificial Intelligence in Language Learning: Practices and Prospects." In *Advanced Analytics and Deep Learning Models*, 1–17. Wiley, 2022. <https://doi.org/10.1002/9781119792437.ch1>.

²³ Elzerman, Garth H. "When AI Does the Thinking: The Risks of Over-Reliance on Artificial Intelligence in Higher Education Language Learning." *2025 5th International Conference on Artificial Intelligence and Education (ICAIE)*, May 14, 2025, 773–78. <https://doi.org/10.1109/ICAIE64856.2025.11158185>.

authentic communication, digital collaboration, learner autonomy, and other competencies associated with twenty-first-century education.²⁴ Future curriculum development should therefore incorporate digital literacy, AI literacy, digital learning resources, and learner-centered instructional models that promote exploration and personalized learning without compromising the strengths of the traditional curriculum in developing learners' linguistic foundations.²⁵

The theoretical implication of this study is that the transformation of Arabic language education in the era of Artificial Intelligence should not begin by replacing traditional curricula with new technologies. Instead, it should begin with a critical understanding of the existing curriculum and the identification of curricular components that can be strengthened through AI-supported technologies. From this perspective, the relationship between traditional curricula and Artificial Intelligence is complementary rather than competitive. The curriculum provides educational direction, learning structure, and pedagogical objectives, whereas Artificial Intelligence offers technological capabilities that enable curriculum implementation to become more adaptive, personalized, and efficient. Ultimately, the successful integration of Artificial Intelligence into Arabic language education depends more on the quality of curriculum design than on the sophistication of the technology itself.

²⁴ Jamil, Husnaini, and Nur Agung. "Tantangan Pembelajaran Bahasa Arab Di Era Society 5.0: Analisis Pembelajaran Bahasa Arab Berbasis Aplikasi Interaktif." *Alibbaa': Jurnal Pendidikan Bahasa Arab* 3, no. 1 (January 2022): 38–51. <https://doi.org/10.19105/ajpba.v3i1.5536>.

²⁵ Junaidi, Teguh Wahyono, and Irwan Sembiring. "AI-Driven Competency Recommendations Based on Attendance Patterns and Academic Performance." *Computers and Education: Artificial Intelligence* 8 (June 2025): 100423. <https://doi.org/10.1016/j.caeai.2025.100423>.

Conclusion

This study concludes that the Arabic language curriculum at Dar Al-Yusr Islamic Boarding School, Sukabumi, represents a structured and integrated educational system that simultaneously develops linguistic competence and Islamic scholarship. The findings indicate that the curriculum extends beyond the development of the four language skills by emphasizing learners' ability to understand classical Islamic literature through the mastery of Arabic linguistic sciences as its academic foundation. The curriculum is organized progressively through the integration of Islamic studies, Arabic language education, character development, and supporting competencies, thereby ensuring continuity in learning experiences from introductory to advanced levels. Curriculum implementation is predominantly based on the *qawā'id wa tarjamah* approach, complemented by the gradual development of listening, speaking, reading, and writing skills. Meanwhile, the assessment system combines formative and summative evaluation within a continuous assessment framework to ensure the attainment of learners' competencies. Collectively, these findings demonstrate that the curriculum possesses a strong pedagogical foundation, a coherent instructional structure, and substantial potential to support the future development of AI-supported Arabic language learning without compromising the academic identity and scholarly traditions of the *pesantren*.

The findings also suggest that the integration of Artificial Intelligence into Arabic language education should be understood as a means of strengthening curriculum implementation rather than replacing the curriculum itself. From a practical perspective, this study provides insights for *pesantren* administrators, curriculum developers, and Arabic language educators seeking to modernize instructional practices while preserving the strengths of traditional curricula and leveraging AI technologies in more adaptive ways. Nevertheless, this study is limited by its single-case design, which restricts the generalizability of the findings across Islamic educational institutions. In addition, Artificial Intelligence was examined only as an analytical perspective rather than through the direct implementation of AI technologies in classroom practice. Future research should therefore undertake comparative studies across different *pesantren* curriculum models, investigate curriculum readiness for AI integration more comprehensively, and evaluate the effectiveness of AI-supported technologies in enhancing Arabic language learning across diverse contexts of Islamic education.

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