



## PROBLEMS IN ARABIC LANGUAGE LEARNING: CHALLENGES IN IMPLEMENTING THE CURRICULUM AT MA'HAD MUSLIMEEN CARE ACADEMY MALAYSIA

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### Abstract

This study aims to analyze the problems of Arabic language learning as a challenge in implementing the curriculum at Ma'had Muslimeen Care Academy (MCA), Malaysia. The study uses a qualitative approach with a case study design. Data were collected through observation, interviews, and documentation of educators, ma'had caregivers, students, the learning process in the classroom, and institutional documents. This study was motivated by the condition of MCA as an Islamic educational institution that is still in its early stages and has adopted the Arabic language curriculum of Kulliyatul Mu'allimin Al-Islamiyah (KMI) Pondok Modern Darussalam Gontor, which has a different social and institutional context. The results of the study show a gap between the principle of mubāsyarah learning, which emphasizes the communicative and intensive use of Arabic, and classroom learning practices. This gap is influenced by various contextual factors, both institutional and learning-related. The findings of this study indicate that the implementation of the Arabic language curriculum at MCA does not take place linearly, but rather through a process of curriculum enactment that is negotiated in accordance with institutional conditions, student characteristics, and available resources. Unlike previous studies, this study emphasizes the analysis of the problems of Arabic language learning in the context of Islamic educational institutions that are still in the pioneering stage, by paying attention to the interrelationship between institutional, curricular, and learning aspects in an integrative manner. This study provides a theoretical contribution by enriching the study of Arabic language learning through the perspective of curriculum enactment in the context of pioneering Islamic boarding schools, as well as a practical contribution to the development of Arabic language curriculum management to be more in line with the institutional context and the needs of students, especially in Islamic educational institutions in Malaysia.

**Keywords:** Arabic Language Learning, Curriculum Implementation, Islamic boarding school, pioneering institution, Malaysia

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### INTRODUCTION

### مقدمة

The Arabic language plays a very important role in Islamic education. In addition to serving as a means of communication, Arabic is also a fundamental tool for understanding Islamic teachings, namely the Qur'an, hadith and classical Islamic texts. Aside from its role in Islamic education, Arabic, as one of the languages recognised by the United Nations as an international language in 1973, continues to evolve in line with developments in society and science (Al Yamin, 2023). From a historical perspective, Arabic language learning in Malaysia was initially carried out traditionally in the homes of preachers and places of worship before becoming a foreign language subject at both public and private universities (Hat N.C., dkk.).

The changing times cannot be used as an obstacle to the advancement of the Arabic language, but rather as a challenge that provides opportunities for Arabic language education to continuously improve (Umasugi, 2022). In this context, the curriculum plays an important role as a guideline for the implementation of education, which needs to be designed to be adaptive and flexible in accordance with the needs of society. In Indonesia, policies related to the pesantren curriculum are regulated centrally by law, while in Malaysia, educational institutions, including Islamic boarding schools, are under the supervision of JAIN (Jabatan Agama Islam Negeri). As the subject of this study, Ma'had Muslimeen Care Academy, located in Negeri Selangor, is one of the private Islamic boarding schools under the supervision of the Selangor Islamic Religious Department (JAIS).

In the implementation of the curriculum, the curriculum cannot be understood merely as a normative document, but rather as a dynamic process that is realized through classroom learning practices. Curriculum implementation takes place through interactions between educators, learners, teaching materials, and institutional conditions and culture. The curriculum enactment perspective explains that the curriculum is constantly interpreted and adapted in learning practices, so that the effectiveness of its implementation is greatly influenced by teacher competence, learner characteristics, and the readiness of educational institutions (Remillard, 2005a). Therefore, the success of curriculum implementation depends not only on careful planning, but also on the quality of its application in daily learning activities.

Furthermore, in the context of curriculum adoption or policy-making, the theory of policy borrowing emphasizes the risks involved when a curriculum is adopted without adequate adaptation to the local social, cultural and institutional context (Steiner-Khamsi, 2016). A curriculum that is adopted without adjusting to the needs of students, the readiness of human resources, and the characteristics of the learning environment has the potential to cause various problems, such as a gap between curriculum objectives and learning practices, low implementation effectiveness, and learning outcomes that do not meet targets.

In practice, Arabic language learning in Malaysia still faces various problems, especially in the context of Islamic boarding schools. A number of studies have examined these issues from various perspectives. For example, (Setianingsih Robbani, 2024) conducted research at Sanggar Bimbingan Permai Malaysia, an educational institution for the children of Indonesian immigrants. This study revealed problems in Arabic language learning from a linguistic perspective, such as the complexity of Arabic grammar, and from a non-linguistic perspective, such as limited learning time. Similar research was conducted by students at the Islamic Science University of Malaysia on five people, which showed that there were four main problems, namely: lack of motivation among students and minimal use of learning strategies, an underdeveloped curriculum, teaching methods that were not student-oriented, and a less-than-optimal learning environment (Rosni Samahi & Aishah Isahaki, 2024).

These studies indicate that the problems of Arabic language learning remain a relevant issue that needs to be further examined in order to support the development of the quality of Arabic language education. However, these studies are still limited to learning practices, so there are no studies that specifically discuss the implementation of the Arabic language curriculum in relatively new educational institutions that are still in the pioneering stage. In fact, in this phase, curriculum planning and management are important aspects that need serious attention, because good curriculum planning management plays a role in producing a curriculum that is in line with educational objectives and supports the realization of an effective learning system (Dea Atlis dkk., 2024). Therefore, this study differs from previous studies in that it not only discusses

learning issues but also focuses on examining the various challenges faced by Ma'had Muslimeen Care Academy in implementing the Arabic language curriculum, both those originating from students and those related to the institution's readiness to manage and implement the curriculum effectively. Moreover, based on the interview results, this study is the first to examine Arabic language learning at Muslimeen Care Academy.

The results of this study are expected to contribute to the development of Arabic at Ma'had Muslimin Care Academy and serve as evaluation material in the curriculum implementation process. In addition, this study is expected to serve as a guideline for other Islamic educational institutions, both in Malaysia and in other countries with similar characteristics.

## METHOD

## منهج

### Characteristics of Participants (Subjects)

The subject of this study is Ma'had Muslimeen Care Academy, which was selected as a case study based on its characteristics as a relatively new private Islamic boarding school that is still in its early stages. This institution adopts the Pondok Modern Darussalam Gontor curriculum, so that in its implementation it faces unique institutional and learning dynamics, particularly in Arabic language learning. These characteristics make Ma'had Muslimeen Care Academy relevant for contextual and in-depth study in order to understand the problems of Arabic language learning as a challenge in curriculum implementation.

The research data sources consist of primary and secondary data. Primary data was obtained through observation, interviews, and documentation studies. Interviews were conducted with first- and second-year students, Arabic language teachers, ma'had administrators, and ma'had supervisors. Documentation was carried out by collecting institutional documents relevant to the implementation of Arabic language learning. Meanwhile, secondary data was obtained from various literature sources, such as scientific journals and proceedings that supported the research study.

### Research Design

This study utilized a qualitative approach with a case study design, as it aimed to gain an in-depth understanding of the problems of Arabic language learning as a challenge in curriculum implementation in the context of Islamic educational institutions that are still in their early stages. A case study is understood as research that focuses on a particular case or phenomenon within a certain period of time (Assyakurrohim dkk., 2022).

Data collection was conducted through observation, interviews, and documentation. Observations were made by observing Arabic language learning practices every day for one week. Although the duration of the observation was relatively short, intensive observation allowed researchers to obtain rich and in-depth data through direct involvement in daily learning activities. However, the researcher recognized that the limited duration of data collection was part of the methodological reflection of this study, so that the findings were understood in the context of the limited scope and time frame of the study. Meanwhile, interviews were conducted in a single session with each informant, with the possibility of follow-up interviews conducted online if clarification and further data were required. The interview instruments covered questions related to institutional aspects, curriculum, and Arabic language learning. The data obtained was then analyzed using the data analysis technique proposed by Miles and Huberman,

which consists of three stages, namely data reduction, data presentation, and conclusion drawing (Qomaruddin & Sa'diyah, 2024).

### Trustworthiness and Ethical Considerations

In order to maintain the credibility of research findings, it is necessary to apply data validity tests. To ensure data validity in this study, the author used source triangulation, technique triangulation, and audit trail procedures. Source triangulation was carried out by comparing data obtained from various informants to produce conclusions that were consistent with field practices. In addition, technique triangulation was applied by synchronizing data from observations, interviews, and documentation. The audit trail was carried out by systematically documenting the entire research process, from the planning stage, data collection, data analysis, to drawing conclusions.

In this study, ethical considerations are placed as a fundamental principle that underlies all stages of research. The researcher ensures that the informant's participation is voluntary by first obtaining consent based on adequate understanding (informed consent), and providing a comprehensive explanation of the objectives, procedures, and implications of the research. The confidentiality of the identity and data of informants is strictly maintained, and all data obtained is used solely for academic purposes. In addition, researchers uphold the principles of objectivity, honesty, and scientific responsibility to minimize bias and avoid actions that have the potential to harm informants in the process of collecting, analyzing, and reporting research results.

## RESULT | نتائج

### Characteristics of the Ma'had Muslimeen Care Academy Education System in Supporting Arabic Language Learning

Based on data obtained through observation and interviews, Ma'had Muslimeen Care Academy (MCA) is an Islamic boarding school established in 2015 as an Islamic educational institution oriented towards tahfidz programmes, character building, language proficiency, and comprehensive scientific development of students.

“In addition to emphasising memorisation, MCA also develops branches of Qur'anic knowledge, such as interpretation, Islamic history, and Arabic language, so that students not only read the Qur'an textually, but also with understanding and spirit” (interview with Ustadz Hamizan, 2025)

The data shows that Ma'had Muslimeen Care Academy has 22 students. However, only some of these students live at the boarding school, while the others attend classes on a daily basis, commuting from home. The distribution of students based on their living arrangements (commuting and boarding) can be seen in the following table.

**Table 1.** Distribution of Santri Based on Living Arrangements

Category of Students	Number
Commuting Students	16
Boarding Students	6
<b>Total</b>	<b>22</b>

The table above shows that the majority of MCA students follow a commuting education system, while only a small number live permanently in the boarding school. In addition, based on interview results, the majority of students at MCA come from families who receive zakat, so the

institution has a strategic role not only in education but also in social empowerment. This condition is in line with the initial purpose of establishing MCA, which from the outset was designed as an educational institution that prioritises services for students from asnāf families who are recipients of zakat. This condition has implications for the learning approach applied, especially in Arabic language learning, so that educators need to adjust their learning strategies to the needs and characteristics of the students.

### The Dynamics of Implementing the Arabic Language Curriculum at Ma'had Muslemeen Care Academy

The results of the study show that the education system at MCA adopts the Darussalam Gontor modern boarding school curriculum, namely the Kulliyatul Mu'allimin Al-Islamiyah (KMI) curriculum. The choice of this curriculum was motivated by the fact that the founder of the ma'had was an alumnus of the modern boarding school Darussalam Gontor, so that the values and educational approach of KMI were used as a reference in conducting Arabic language learning at MCA. In addition, the reason for choosing KMI is based on the characteristics of the syllabus, which is practical, systematic, and designed in accordance with the developmental stages and learning needs of children.

One of the characteristics of the Kulliyatul Mu'allimin al-Islamiyah (KMI) curriculum lies in the concept of scientific integration formulated by the founder of PMDG, KH. Imam Zarkasyi. He believed that in Islam there is no dichotomy between religious knowledge and general knowledge. The KMI curriculum is designed to balance religious and general knowledge learning proportionally (Karimah dkk., 2024). This is in line with research findings showing that education at MCA is not only oriented towards religious education but also covers various general fields of study. The following is data on the fields of study at MCA.

Table 2. Subject Schedule

Day	Time	
	2.30 PM-3.30 PM	3.30 PM-4.30 PM
Monday	Tajwid	Arabic
Tuesday	Sirah	english
Wednesday	Mathematic	Science
Thursday	Hadith	Ta'limul Muta'alim
Friday	Nurul Fahmi	
Saturday	Mandarin	

The table shows that the learning structure at MCA combines religious and general subjects in a balanced manner. This composition indicates that education at MCA is not only oriented towards strengthening religious aspects, but also towards developing the general knowledge of students. In addition, Arabic language lessons are not taught separately, but are part of an integrative approach that supports the understanding of various other fields of study, in line with the principle of scientific integration in the KMI Curriculum. However, this balance and integration are not fully reflected in the allocation of time for Arabic language learning. The table shows that Arabic language learning is only conducted once a week for one hour. This allocation of time is very limited and insufficient to optimally support the improvement of the students' Arabic language proficiency.

At the level of classroom implementation, the application of the curriculum at Ma'had Muslimeen Care Academy is reflected in the grouping of students based on their initial ability levels. Based on observations, students are grouped into two classes, namely class one consisting

of 10 students and class two consisting of 12 students. Arabic language lessons are only given in class one, while class two focuses on strengthening the ability to read the Qur'an, write, and master the Malay language.

“The majority of students in class one are aged 13 years and above, are proficient in writing, and are able to follow Arabic language lessons. Students who are not yet proficient in reading and writing, and are not yet able to follow Arabic language lessons, are placed in class two”. (interview with Ustadzah Tasnim, 2025)

The Arabic language learning process at MCA follows the KMI curriculum in applying the mubasyarah method. The mubasyarah method is a method that prioritises contextual language experience without the aid of translation and grammar teaching that is delivered inductively through sentence examples (Izzah Khairunnissa, 2025). The process consists of several stages. First, the teacher delivers learning material sourced from textbooks compiled independently by the teachers, supported by the use of Arabic Language Learning Technique books purchased separately. If there is material that the students do not understand, the teacher provides additional explanations using relevant references or alternative approaches. Second, to ensure the level of understanding, the teacher asks the students to explain the material they have learned. At this stage, the teacher also provides exercises in the form of composing example sentences or answering questions sourced from textbooks. Third, after a learning topic has been discussed, the teacher requires students to summarise the material on large sheets of paper as a form of learning evaluation. This activity aims to measure the students' understanding of the material that has been studied while also training their ability to organise ideas systematically and structurally.

Based on this learning flow, there are several gaps between Arabic language learning practices at MCA and the principles of the mubāsyarah approach. First, the use of textbooks as the main source of learning shows the dominance of textual material delivery, while the mubāsyarah approach emphasises the direct use of the target language through intensive verbal interaction. Second, learning activities are still oriented towards teacher explanations and cognitive repetition of material, such as retelling and writing summaries, so that listening and speaking skills are not yet the main focus as emphasised in the mubāsyarah approach. Third, the exercises given tend to be sentence construction and answering questions from textbooks, which reinforce structural and written aspects, whereas the mubāsyarah approach emphasises contextual learning without translation and inductive mastery of grammar through communication practice. Thus, although some elements of mubāsyarah are beginning to be implemented, such as active student participation, its application is not yet fully in line with the characteristics of the mubāsyarah approach, which is oriented towards direct language experience.

In line with this learning process, the evaluation of Arabic language learning at MCA is an important component to be analysed further in order to assess the extent of students' understanding of the material that has been taught. Based on the results of interviews, MCA conducts exams at the end of each year. As with the evaluation system in the KMI curriculum, all subjects are assessed through two forms of assessment, namely written tests and oral tests. The written test focuses on Arabic grammar comprehension skills, including Nahwu, Shorof, and Mufrodat, such as composing and filling in Arabic sentences. Meanwhile, the oral test focuses on muhadatsah skills in the form of questions and answers about personal identity and expressing opinions on issues presented in Arabic. The results of the examinations are presented in the form of a report card as a form of documentation of the students' learning achievements, which is

then submitted to each student's guardian as a means of conveying information about academic progress and learning outcome evaluations.

## DISCUSSION

## مناقشة

### **The Tension Between the Imported Curriculum and the Local Reality of the Pioneering Islamic Boarding School**

The curriculum practices that have been presented show that there is still a gap between the curriculum design adopted and the social and institutional conditions in which the curriculum is applied. The KMI curriculum implemented at Pondok Modern Darussalam Gontor is designed with a full dormitory system for all students so that language habituation programs can be carried out intensively and foster a strong institutional culture. This is also supported by a relatively stable number of educator resources. However, these prerequisites have not been optimally met at MCA as an Islamic educational institution that is still in the pioneering stage.

Based on the perspective of policy borrowing, this condition is a consequence of policy adoption that has not been fully accompanied by the adoption of social characteristics. According to Phillips, education policy transfer cannot be understood as a stand-alone process, but as a spectrum that shows the varying degrees and forms of cross-border influence in education policy adoption (Phillips & Schweisfurth, 2014). In the context of MCA, differences in the socio-economic backgrounds of students, the home-trip learning system, and limited human resources are factors that affect the effectiveness of the implementation of the KMI curriculum as designed in its original context.

These findings are in line with a number of studies and studies of curriculum implementation in the ASEAN region showing that various ASEAN countries also face structural challenges, both related to limited resources, differences in socio-cultural contexts, and differences in institutional capacity in determining implementation strategies (Run, 2024). This indicates that the problems faced by Ma'had Muslimeen Care Academy are not solely internal weaknesses of the institution, but also a general pattern in the dynamics of curriculum implementation at the regional level.

Furthermore, the condition of MCA as an Islamic boarding school that is still in the pioneering stage strengthens the finding that the success of curriculum implementation is highly dependent on institutional readiness. At this stage, the institution is still trying to build organizational stability, the fulfillment of educators, and the consistency of the learning system. Therefore, curriculum implementation tends to take place in an adaptive and experimental manner, where the various components of the curriculum must be negotiated with the actual capacity of the institution. These findings make a theoretical contribution by showing that the adoption of the Arabic curriculum in pioneering Islamic boarding schools demands a more flexible contextual approach, rather than simply a reproduction of the curriculum model from its original context.

### **Curriculum Enactment in Arabic Language Learning: The Gap between Mubāsyarah Principles and Classroom Practice**

The results of the study show that Arabic learning at Ma'had Muslimeen Care Academy normatively refers to the principle of mubāsyarah, which is a learning approach that emphasizes intensive speaking skills (Sulkifli, 2024). This approach is one of the main characteristics of the curriculum of Kulliyatul Mu'allimin Al-Islamiyah (KMI) Pondok Modern Darussalam Gontor, which

emphasizes language acquisition through communicative practices, language habituation, and consistent use of Arabic in the lives of students. According to (Gunawansyah & Mutmainah, 2021) the characteristics of the *mubasyarah* method include emphasis on mastery of spoken language, the use of familiar vocabulary in daily life, the presentation of language rules through examples, teaching vocabulary by demonstration or visual media, listening and speaking skills are trained continuously with the active involvement of teachers and students. However, the findings of this study show that there is a gap between these characteristics and the practice of learning Arabic that takes place in the classroom.

First, the use of textbooks as the main source of learning shows the dominance of textual material delivery, while the *mubasyarah* approach emphasizes the use of the target language directly through intensive verbal interaction. Second, learning activities are still oriented towards the teacher's explanation and cognitive repetition of material, such as re-explaining and compiling written summaries, so that listening and speaking skills have not been the main focus as emphasized in the *mubasyarah* approach. Third, the exercises given tend to be in the form of sentence preparation and answering questions from textbooks that show reinforcement of structural and written aspects, while the *mubasyarah* approach emphasizes contextual learning without translation and inductive grammatical mastery through communication practice. Thus, although some elements of *mubasyarah* have begun to be pursued, such as the active participation of students, their implementation has not been fully aligned with the characteristics of the *mubasyarah* approach that is oriented towards direct language experience.

This gap is based on a relatively limited time allocation, which causes learning to be more focused on delivering basic materials and achieving curriculum targets, so that there is minimal space for diverse communicative practices. As a result, the language learning approach that should be use-based has been reduced in classroom practice. In addition, the absence of a language environment also strengthens the gap between the principles of *mubasyarah* and learning practices. The language environment has an important role in providing ongoing linguistic exposure and allowing students to use Arabic naturally outside of formal classrooms. However, as a pesantren that is still in the pioneering stage and is not yet fully dormitory-based, MCA faces limitations in building a consistent language habituation system. This condition is strengthened by the low involvement of parents in overseeing the learning process of students in general outside the school environment. The lack of mentoring and supervision of learning at home causes the sustainability of the learning process to not be maintained optimally. As a result, the intensity of using Arabic in students' daily interactions tends to be low.

In this context, curriculum enactment provides a relevant conceptual foundation to explain how the curriculum is realized through practices that are contextual and situational. In this view, curriculum implementation is understood as a practice that is not linear and technical, but rather as a process negotiated by educators and educational institutions based on classroom conditions, student characteristics, and available resources (Remillard, 2005). Teachers do not simply implement the curriculum as written in the planning document, but actively interpret and adjust it so that it can still be implemented within the limits of the institution's actual capacity. Thus, the gap between the principles of *mubasyarah* and the practice of Arabic language learning at MCA can be understood as part of the dynamics of curriculum enactment in the context of pioneer Islamic boarding schools. These findings confirm that the success of the implementation of Arabic language learning is not only determined by curriculum design and educator competence, but also highly dependent on structural support in the form of adequate learning

time, the sustainability of the language environment, and institutional readiness to support curriculum practices consistently.

### Santri Challenges in the Implementation of Arabic Language Learning

The results of the study show that the implementation of Arabic language learning at Ma'had Muslimeen Care Academy is also faced with various challenges stemming from the condition of students. Especially related to learning readiness, learning habits, and diverse background experiences of students in learning Arabic. This condition affects the extent to which the principles of language-based learning can be optimally realized in classroom practice.

Some students showed limitations in confidence and courage to use Arabic orally. This has an impact on the low active participation of students in communicative activities which should be the core of the *mubāsarah* approach. In addition, students' learning habits that still rely on passive approaches such as waiting for teachers' instructions and relying on written exercises are a challenge in encouraging interactive and communicative learning practices.

From the perspective of curriculum enactment, the challenges faced by the students cannot be separated from the overall learning context. Students' readiness and learning habits are formed through the interaction between previous learning experiences, learning patterns that take place in the classroom, and the support of the learning environment outside of school. Thus, the students' response to learning Arabic is part of the curriculum enactment process that is dynamic and contextual, not merely a reflection of individual abilities.

The existence of these student challenges also strengthens the understanding that the implementation of the principle of *mubāsyarah* at MCA is not only influenced by the curriculum design and pedagogical practices of teachers, but also by the condition of students as active subjects in the learning process. Therefore, efforts to understand that Arabic in pioneering Islamic boarding schools need to consider the dynamics of students as an integral part of the context of curriculum implementation.

## CONCLUSION

## خاتمة

This study shows that Arabic language learning at Ma'had Muslimeen Care Academy normatively refers to the principle of *mubāsyarah* as designed in the curriculum of *Kulliyatul Mu'allimin Al-Islamiyah (KMI)*. However, in practice, there is still a gap between these principles and the reality of learning in the classroom. This gap is reflected in the limited space for communicative practice, the lack of variety in learning methods, and the lack of optimal use of Arabic in the daily interaction of students.

The findings of the study revealed that the gap was influenced by a number of contextual factors, including limited learning time allocation, the lack of a consistent language environment, low parental involvement in overseeing the learning process of students outside of school, and student challenges related to readiness and learning habits. These factors confirm that the implementation of the Arabic curriculum does not take place in a linear manner, but through a negotiated curriculum enactment process in accordance with the institutional conditions and characteristics of students.

The implications of these findings confirm that the success of Arabic language learning in pioneering Islamic boarding schools does not only depend on curriculum design and teachers' pedagogical competence, but also requires more comprehensive structural support, such as the

adequacy of learning time, the sustainability of the language environment, and the strengthening of synergy between educational institutions and parents.

Academically, this research makes three main contributions. First, this study enriches the study of Arabic language learning by presenting an analysis of the implementation of the principle of *mubāsyarah* through the perspective of curriculum enactment in the context of pioneer Islamic boarding schools. Second, this study shows that the gap between curriculum design and learning practices is a structural phenomenon influenced by institutional dynamics, learning environments, and student characteristics. Third, this research offers a contextual understanding that can be a reference for managers of Islamic educational institutions in designing a more realistic and sustainable Arabic curriculum implementation strategy.

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