



## A CONCEPTUAL FRAMEWORK FOR DEVELOPING AN ARABIC QAWĀ'ID CURRICULUM BASED ON COGNITIVE GRAMMAR

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### Abstract

Arabic qawā'id learning in formal education remains predominantly influenced by rule-based approaches that emphasize memorization and formal grammatical accuracy rather than meaningful language use. This condition often separates grammatical structures from communicative contexts and learners' cognitive processes, resulting in difficulties in applying grammatical knowledge in authentic communication. This study addresses the question of how Cognitive Grammar can provide a conceptual foundation for developing a more contextual and meaning-oriented Arabic qawā'id curriculum. Using a literature study method with a descriptive-analytical approach, this study analyzes relevant works on Cognitive Grammar, Arabic grammar instruction, and curriculum development collected from academic books, journal articles, and related scholarly publications. The analysis focuses on identifying conceptual principles, curriculum components, and sequencing patterns relevant to Cognitive Grammar-based qawā'id curriculum development. The findings show that a Cognitive Grammar-based curriculum positions grammar as a meaningful symbolic system grounded in cognition and usage-based language experience. The proposed framework integrates learning objectives, instructional materials, learning processes, evaluation, and sequencing within a coherent meaning-based system. In addition, qawā'id content sequencing is organized based on meaning salience, usage frequency, prototypicality, and conceptual accessibility rather than formal grammatical complexity. The conceptual contribution of this study lies in offering an integrative framework that connects Cognitive Grammar principles with Arabic qawā'id curriculum design in a systematic and pedagogically oriented manner. This study concludes that Cognitive Grammar provides a meaningful conceptual foundation for developing a more contextual, cognitively aligned, and communicative Arabic qawā'id curriculum.

**Keywords:** Arabic qawā'id; Cognitive Grammar; curriculum development; meaning-based learning; usage-based learning; Arabic language pedagogy

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## INTRODUCTION

## مقدمة

The learning of qawā'id in formal Arabic education is still predominantly dominated by structural approaches that position grammar as a collection of prescriptive rules to be memorized and applied deductively (Rifa'i, Sadiran, & Muasomah, 2025). In many Arabic language learning contexts, grammatical instruction tends to emphasize formal classification and procedural accuracy rather than meaningful language use (Aziz, Sholehawati, Mufarrohah, & Hosnan, 2023; Tamami, Juniyati, & Ridlo, 2025) In many classrooms, qawā'id instruction is commonly conducted through teacher-centered explanation of grammatical formulas followed by sentence parsing and memorization exercises with limited connection to authentic language use. As a result, grammatical structures are often separated from communicative context and

learners' real language experiences. This condition creates a mismatch between the goals of language learning, which emphasize communication and meaning construction, and the actual implementation of qawā'id instruction, which remains rule-oriented and form-focused. Consequently, learners frequently experience difficulties in applying grammatical knowledge in authentic communication, accompanied by decreased motivation and academic anxiety (Hasanah & Sari, 2021; Khasanah, 2023).

Previous studies in foreign language learning have shown that grammar instruction detached from contextual meaning and language use tends to be less effective in developing comprehensive communicative competence (Rahmawati & Sya, 2024; Wulandari, 2023). In Arabic language learning, the complexity of morphological and syntactic systems further highlights the importance of approaches that integrate grammatical structures with meaning and cognitive processes (Hamidah, Rahmah, Hasanah, Selvianor, & Ajahari, 2024; Sholahudin, Idris, & Abdurahman, 2025). Several studies have explored cognitive and meaning-based approaches in grammar instruction, emphasizing the role of usage-based learning, conceptual understanding, and contextual learning in reducing dependence on rote memorization and improving learners' comprehension (Lahay, Ibrahim, Ratni Bt. Hj. Bahri, & Muh. Arif, 2023; Midi Hs, 2020; Rasyidi, 2020; Suparno Suparno, Wa Muna, & Zulaeha Zulaeha, 2025; Ulyasari, 2023). These studies indicate that grammar learning becomes more effective when learners actively construct meaning through contextual language use and cognitive engagement (Rahma, Nikmah, Huda, Syamsiyah, & Ardiani, 2026). These limitations indicate the need for a grammar learning perspective that connects grammatical structures with meaning construction, conceptual understanding, and learners' language experiences.

One theoretical perspective that offers a meaningful foundation for grammar learning is Cognitive Grammar proposed by (Langacker, 1986). Cognitive Grammar conceptualizes grammar as a symbolic and meaning-based system rooted in human cognition. This perspective rejects the strict separation between grammar and lexicon and emphasizes that grammatical knowledge develops through usage-based experiences. Grammar is understood as patterns of form-meaning pairings that reflect how language users conceptualize and interpret their experiences. Therefore, Cognitive Grammar provides a conceptual foundation for reconceptualizing qawā'id learning not merely as rule memorization, but as a process of meaning construction through language use.

Despite the growing attention to cognitive and meaning-based approaches in grammar instruction, most previous studies have primarily focused on classroom-level instructional strategies and learning outcomes. Studies discussing the integration of Cognitive Grammar principles into Arabic qawā'id curriculum development remain limited. As a result, curriculum aspects such as learning objectives, content organization, sequencing patterns, and evaluation frameworks based on Cognitive Grammar perspectives are still underexplored.

Therefore, this study aims to formulate a conceptual framework for Arabic qawā'id curriculum development grounded in Cognitive Grammar perspectives. Unlike previous studies that mainly emphasize instructional techniques, this study focuses on conceptual curriculum design by formulating principles related to learning objectives, instructional materials, learning processes, evaluation, and sequencing patterns grounded in meaning-based and usage-based learning perspectives. This study contributes theoretically by proposing an integrative conceptual framework that connects Cognitive Grammar principles with Arabic qawā'id curriculum design in a systematic and pedagogically oriented manner.

Based on the problems and research gaps identified above, this study addresses the following research questions: 1) What are the core principles of Cognitive Grammar relevant to Arabic qawā'id curriculum development? 2) How can Arabic qawā'id content be sequenced based on meaning salience, usage frequency, and conceptual accessibility? 3) How can Cognitive Grammar perspectives be integrated into the components of Arabic qawā'id curriculum design, including objectives, instructional materials, learning processes, and evaluation?

## METHOD

## منهج

### Research Design

This study employs a literature study method with a descriptive-analytical approach to formulate a conceptual framework for developing an Arabic qawā'id curriculum based on Cognitive Grammar perspectives. The study focuses on conceptual and document-based analysis rather than empirical classroom implementation or instructional effectiveness measurement. Accordingly, the research emphasizes curriculum-level conceptualization, particularly concerning how grammatical knowledge is organized, structured, and sequenced within Arabic language education. This approach is appropriate for examining theoretical principles and synthesizing conceptual models related to meaning-based grammar learning and curriculum development (Bowen, 2009; Philipp Mayring, 2014).

### Data Sources

The data sources consisted of curriculum-related documents, instructional materials, and scholarly literature discussing Arabic qawā'id instruction and Cognitive Grammar. The documents included Arabic grammar textbooks, curriculum frameworks, journal articles, and theoretical works related to meaning-based grammar learning and cognitive approaches to language instruction (Ahmad Muradi & Taufiqurrahman, 2021; Amalia, Ashari, Tanaya, & Fahmi, 2025; Langacker, 1986; Rasyidi, 2020). These sources were used to examine patterns of curriculum organization, grammatical sequencing, and meaning-based learning principles in Arabic language education.

### Data Collection

Data were collected through systematic literature review and document analysis procedures (Bowen, 2009; Hsiu-Fang Hsieh & Sarah E. Shannon, 2005). The literature search was conducted through academic databases and scholarly search engines such as Google Scholar and Scopus-indexed publications. The search employed keywords including "Arabic qawā'id," "Cognitive Grammar," "meaning-based grammar learning," "usage-based learning," "Arabic language pedagogy," and "Arabic curriculum development."

The selected documents were determined based on several criteria: (1) relevance to Arabic qawā'id instruction, (2) discussion of curriculum organization or grammatical sequencing, (3) relevance to cognitive or meaning-based approaches to grammar learning, and (4) scholarly credibility and conceptual contribution to the field. The reviewed literature primarily consisted of publications published between 2015 and 2025, while several foundational theoretical works were also included to strengthen the conceptual basis of the study. The collected documents were then reviewed to identify conceptual patterns related to curriculum objectives, content selection, sequencing, learning orientation, and meaning-based grammar instruction.

### Data Analysis

Data analysis was conducted descriptively and conceptually through qualitative content analysis procedures (Philipp Mayring, 2014). The analysis consisted of three stages. First, conceptual analysis was conducted to identify the core principles of Cognitive Grammar related to meaning-based and usage-based grammar learning, including symbolic meaning, form-meaning pairing, conceptual construal, and usage-based language experience (Langacker, 1986).

Second, comparative analysis was employed to examine the differences between traditional rule-based qawā'id instruction and Cognitive Grammar perspectives in terms of curriculum orientation, content organization, grammatical sequencing, and learning processes. Third, the identified concepts were synthesized into an integrative conceptual framework for Arabic qawā'id curriculum development grounded in Cognitive Grammar principles. The synthesis process focused on formulating curriculum components related to learning objectives, instructional materials, sequencing patterns, learning activities, and evaluation systems within a meaning-oriented learning framework.

### **Research Validity**

To ensure analytical rigor and conceptual consistency, this study employed conceptual triangulation by comparing multiple scholarly perspectives related to Cognitive Grammar, Arabic grammar instruction, curriculum studies, and meaning-based language learning. The consistency of interpretation was maintained through iterative document review, cross-source comparison, and continuous analytical reflection during the synthesis process.

In addition, the study applied theoretical validation procedures by examining the compatibility between Cognitive Grammar principles and curriculum development concepts discussed in relevant scholarly literature. The researcher positions Cognitive Grammar as a meaning-oriented framework for language learning and uses this perspective as the primary analytical lens in examining Arabic qawā'id curriculum development. Through these procedures, the study formulates a conceptual framework integrating Cognitive Grammar principles with Arabic qawā'id curriculum design in a systematic and pedagogically oriented manner.

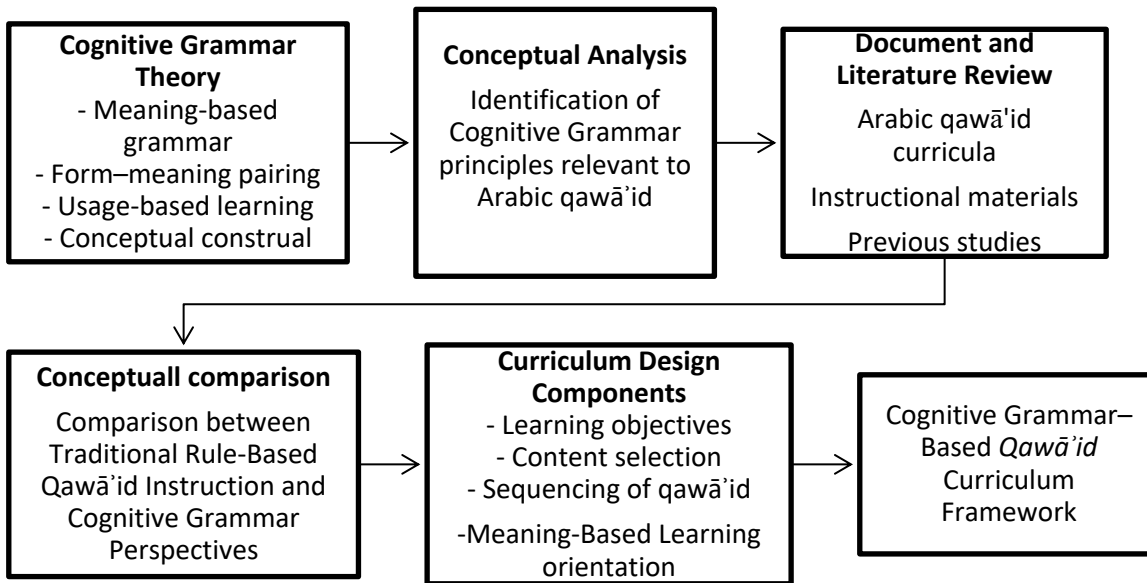
### **Research Framework of the Study**

The conceptual framework of this study begins with Cognitive Grammar theory as the primary theoretical foundation, particularly meaning-based grammar, form-meaning pairing, usage-based learning, and conceptual construal. These principles function as analytical foundations for examining Arabic qawā'id instruction, curriculum organization, and meaning-oriented grammar learning.

The analysis then focuses on curriculum-related documents, instructional materials, and previous studies discussing Arabic grammar learning and cognitive approaches to language instruction. Through conceptual comparison between traditional rule-based qawā'id instruction and Cognitive Grammar perspectives, the study identifies several curriculum design components related to learning objectives, content selection, sequencing patterns, learning orientation, and evaluation systems.

The synthesis of these components results in a conceptual framework for Arabic qawā'id curriculum development grounded in Cognitive Grammar principles. The framework emphasizes contextualized learning, meaning construction, usage-based language experience, and cognitively aligned grammatical sequencing as the basis for developing a more communicative and meaningful Arabic grammar curriculum.

Tabel 1. Research Framework of the Study



This framework illustrates the conceptual process of formulating an Arabic qawā'id curriculum based on Cognitive Grammar perspectives through literature review and conceptual analysis. The framework begins with Cognitive Grammar theory as the primary theoretical foundation, particularly meaning-based grammar, form-meaning pairing, usage-based learning, and conceptual construal. These principles function as analytical foundations for examining Arabic qawā'id instruction and curriculum organization.

The analysis then focuses on curriculum-related documents, instructional materials, and previous studies discussing Arabic grammar learning and cognitive approaches to language instruction. Through conceptual comparison between traditional rule-based qawā'id instruction and Cognitive Grammar perspectives, the study identifies several curriculum design components related to learning objectives, content selection, sequencing patterns, and learning orientation. The synthesis of these components results in a conceptual framework for Arabic qawā'id curriculum development grounded in Cognitive Grammar principles.

## RESULT | نتائج

### Epistemological Shifts in Arabic Qawā'id Learning

This study identifies a significant epistemological shift in the conceptualization of Arabic qawā'id learning through the perspective of Cognitive Grammar. Traditional qawā'id instruction generally positions grammar as a collection of prescriptive and formal rules that must be memorized and applied deductively. In this orientation, grammar learning primarily emphasizes formal classification, syntactic accuracy, and mechanical rule application. Consequently, grammatical structures are frequently detached from contextual meaning, communicative function, and learners' cognitive experiences.

In contrast, Cognitive Grammar reconceptualizes grammar as a meaningful symbolic system grounded in human cognition and language use (Langacker, 1986). From this perspective, grammatical structures are not merely formal linguistic categories but represent conceptual

patterns through which language users construe and interpret experiences. This shift fundamentally changes the epistemological orientation of qawā'id learning from rule memorization toward meaning construction and contextual understanding.

The analysis indicates that grammatical competence develops through learners' repeated engagement with meaningful language use rather than through isolated exposure to abstract grammatical formulas. Thus, grammar learning becomes a cognitive and interpretative process in which learners actively construct relationships between grammatical forms, conceptual meanings, and communicative purposes. This orientation challenges the long-standing assumption in traditional Arabic grammar instruction that formal grammatical mastery necessarily precedes meaningful language use.

Furthermore, the Cognitive Grammar perspective rejects the rigid separation between grammar and lexicon commonly found in structural approaches to Arabic language teaching. Grammar and vocabulary are instead viewed as interconnected symbolic resources that emerge from usage-based language experience. This perspective supports a more contextual and communicative orientation in Arabic qawā'id curriculum development.

However, the application of Cognitive Grammar to Arabic qawā'id instruction also presents several conceptual and pedagogical challenges. Certain grammatical topics in Arabic, particularly highly abstract inflectional patterns, case endings (i'rāb), and complex syntactic classifications, are deeply rooted in formal grammatical traditions and may not be easily interpreted solely through meaning-based analysis. In addition, the strong influence of classical Arabic grammatical traditions in many educational institutions may create resistance toward contextual and usage-based curriculum organization. Therefore, the integration of Cognitive Grammar principles requires careful adaptation to the linguistic characteristics and pedagogical traditions of Arabic language education.

### **Core Principles of Cognitive Grammar–Based Qawā'id Curriculum**

The analysis identifies several conceptual principles underlying the development of an Arabic qawā'id curriculum grounded in Cognitive Grammar perspectives. These principles function as the theoretical foundation for reorganizing grammar learning into a more contextual, meaningful, and cognitively aligned process.

First, grammar is viewed as a meaningful symbolic system rather than a set of isolated formal rules. This principle positions grammatical structures as conceptual representations reflecting how language users interpret and construe experiences through language use.

Second, the learning orientation shifts from rule memorization toward meaning-based understanding. Learners are encouraged to understand how grammatical forms function within communicative and contextual language use rather than merely memorizing classifications and syntactic formulas.

Third, the curriculum emphasizes usage-based learning. Grammatical competence is assumed to develop through repeated exposure to authentic language use shaped by frequency, contextual relevance, and conceptual familiarity. This principle supports gradual language acquisition through meaningful interaction with language patterns.

Fourth, curriculum components such as learning objectives, instructional materials, learning processes, evaluation, and sequencing patterns are integrated within a coherent meaning-based framework. This integration strengthens the relationship between grammatical understanding and communicative language use.

The identified principles can be summarized in Table 2.

**Table 2. Core Principles of Cognitive Grammar–Based Qawā'id Curriculum Development**

Analytical Dimension	Identified Principles
View of grammar	Grammar as a meaningful symbolic system grounded in cognition
Learning orientation	Shift from rule memorization toward meaning-based understanding
Learning principle	Usage-based learning through authentic language exposure
Curriculum components	Integrated objectives, materials, strategies, and evaluation
Content sequencing	Based on meaning salience, prototypicality, and conceptual accessibility

Table 2 demonstrates that Cognitive Grammar–based curriculum development repositions grammar learning as a contextual and cognitively grounded process rather than a purely formal and rule-centered activity. This reorientation reflects a broader shift in Arabic language education toward communicative and learner-centered learning.

### Pedagogical Realignments in Curriculum Organization

The conceptual analysis further identifies several pedagogical realignments resulting from the integration of Cognitive Grammar principles into Arabic qawā'id curriculum design. These realignments involve learning objectives, instructional materials, learning processes, learner roles, and evaluation systems.

In a Cognitive Grammar–based curriculum, learning objectives emphasize conceptual understanding and communicative competence rather than isolated grammatical accuracy. Learners are expected to understand how grammatical structures function within contextual communication and meaning construction.

Instructional materials are designed to present contextualized and representative language use rather than isolated grammatical examples. Grammar examples are connected to learners' communicative experiences and social contexts to strengthen conceptual understanding and contextual interpretation. Learning processes emphasize observation, pattern recognition, contextual exploration, and learners' active construction of meaning. Teachers function not merely as transmitters of grammatical rules but as facilitators who guide learners to recognize conceptual patterns through authentic language interaction.

Evaluation systems also undergo significant reorientation. Assessment is no longer limited to formal grammatical correctness but includes conceptual understanding, contextual interpretation, and communicative appropriateness. This shift reflects the assumption that grammatical competence involves both structural understanding and meaningful language use.

The conceptual differences between traditional qawā'id curricula and Cognitive Grammar–based curricula can be seen in Table 3.

**Table 3. Comparison Between Traditional Qawā'id Curriculum and Cognitive Grammar–Based Curriculum**

Aspect	Traditional Qawā'id Curriculum	Cognitive Grammar–Based Curriculum
Concept of grammar	Set of prescriptive rules	Meaningful symbolic system
Learning focus	Rule memorization and accuracy	Conceptual understanding and language use
Role of learners	Passive recipients of rules	Active constructors of meaning
Material presentation	Isolated grammatical examples	Contextualized and representative language use
Content sequencing	Based on formal complexity	Based on prototypicality and meaning salience
Evaluation	Formal correctness	Meaning comprehension and communicative appropriateness

Table 3 illustrates that the integration of Cognitive Grammar principles reshapes the pedagogical orientation of qawā'id learning from a rule-centered approach toward a contextual and learner-centered framework. This shift potentially supports deeper grammatical understanding and greater communicative flexibility in Arabic language learning.

## Sequencing and Cognitive Accessibility in Qawā'id Learning

One of the most significant findings of this study concerns the sequencing of qawā'id content within a Cognitive Grammar–based curriculum. Traditional Arabic grammar curricula generally organize grammatical materials based on formal grammatical complexity and hierarchical classification. As a result, learners are often introduced to abstract grammatical structures before developing sufficient contextual and conceptual understanding.

In contrast, the Cognitive Grammar perspective proposes that grammatical sequencing should be organized based on meaning salience, usage frequency, prototypicality, and conceptual accessibility. Frequently used and cognitively accessible structures are introduced before less frequent and more abstract grammatical forms. This sequencing reflects learners' cognitive processes in language acquisition and supports gradual conceptual development.

The principle of meaning salience suggests that grammatical forms carrying clear and communicatively relevant meanings should be prioritized during early learning stages. Similarly, usage frequency indicates that grammatical structures commonly encountered in authentic communication should receive greater curricular emphasis. Meanwhile, prototypicality emphasizes introducing learners to central and conceptually accessible language patterns before peripheral or highly abstract forms.

This sequencing orientation aligns with usage-based language acquisition perspectives, which argue that grammatical competence develops through repeated exposure to meaningful linguistic patterns. Therefore, sequencing based on conceptual accessibility and communicative relevance may provide a more cognitively sustainable foundation for Arabic grammar learning compared to sequencing based solely on formal grammatical hierarchy.

The operational indicators for Cognitive Grammar–based qawā'id sequencing are summarized in Table 4.

**Tabel 4. Operational Indicators for Cognitive Grammar–Based Qawā'id Sequencing**

Sequencing Principle	Operational Indicator	Curriculum Implication
Meaning salience	Frequently meaningful expressions introduced earlier	Grammar taught through communicative contexts
Usage frequency	Common structures prioritized	High-frequency patterns introduced before rare forms
Prototypicality	Basic and cognitively accessible structures introduced first	Central conceptual categories precede abstract forms
Conceptual accessibility	Structures connected to learners' experiences	Learning linked to contextual interaction and meaning construction

Table 4 demonstrates that qawā'id sequencing within a Cognitive Grammar framework is not determined solely by grammatical complexity but by learners' conceptual readiness and communicative relevance. This orientation supports more gradual and meaningful grammatical development.

## Integration of Cognitive Grammar in Learning Practices

The application of Cognitive Grammar principles in qawā'id learning can be illustrated through contextual and meaning-based instructional practices. Rather than teaching grammar through isolated rule memorization, learners are encouraged to understand grammatical structures through authentic language experiences and conceptual interpretation.

For example, the teaching of *ism isyārah* (demonstrative pronouns) in traditional qawā'id instruction generally focuses on memorizing grammatical forms such as *hādhā* and *hādhihi* along

with their classifications. In contrast, a Cognitive Grammar approach introduces demonstrative expressions through contextual observation activities. Learners observe objects in their surroundings and identify how speakers use demonstrative expressions to indicate proximity, direct attention, and identify objects within communicative situations.

Similarly, the teaching of *mubtada'* and *khobar* can move beyond formal sentence classification toward understanding conceptual relationships between sentence elements. Learners are encouraged to identify how sentence structures represent information, focus attention, and construct meaning in communication. The implementation examples can be summarized in Table 5.

**Tabel 5. Examples of Cognitive Grammar Implementation in Qawā'id Learning**

Qawā'id Topic	Traditional Approach	Cognitive Grammar Approach
Ism Isyārah	Memorizing grammatical forms	Understanding conceptual reference and proximity
Mubtada'– Khabar	Rule explanation and sentence analysis	Understanding meaning relations between sentence elements
Fi'il	Verb classification based on forms	Understanding actions through contextual language use
Dhamīr	Memorization of pronoun categories	Understanding speaker perspective and participant reference

These examples indicate that Cognitive Grammar supports more contextual, meaningful, and learner-centered grammar learning experiences. Grammar learning becomes a process of conceptual understanding and communicative interpretation rather than mechanical rule memorization.

### Implications for Arabic Language Curriculum Development

The proposed framework has several implications for Arabic language curriculum development and instructional practice. First, curriculum developers need to reorganize *qawā'id* materials based on conceptual accessibility and communicative relevance rather than formal grammatical complexity alone. This reorganization may support more gradual and cognitively aligned grammatical development.

Second, instructional materials should emphasize authentic and contextualized language use. Grammar examples should be closely connected to learners' communicative experiences and social interaction contexts to strengthen conceptual understanding.

Third, learning processes should encourage learners' active participation in constructing grammatical meaning through observation, interpretation, discussion, and contextual language practice. Teachers therefore function as facilitators of conceptual understanding rather than solely as transmitters of grammatical rules.

Fourth, evaluation systems should move beyond mechanical grammatical correctness and incorporate assessment of contextual interpretation, communicative appropriateness, and conceptual understanding.

Overall, the findings demonstrate that Cognitive Grammar provides a meaningful conceptual foundation for developing a more contextual, communicative, and cognitively aligned Arabic *qawā'id* curriculum. At the same time, the integration of Cognitive Grammar principles into Arabic language education requires careful adaptation to the linguistic characteristics of Arabic grammar and the pedagogical traditions of *qawā'id* instruction.

## DISCUSSION

## مناقشة

This study demonstrates that reorienting Arabic *qawā'id* curriculum from a rule-based toward a meaning-based and usage-based framework fundamentally reshapes the

epistemological position of grammar in Arabic language education. Within the Cognitive Grammar perspective, grammar is no longer viewed as a static system of prescriptive rules, but as a cognitively motivated symbolic system reflecting how learners conceptualize and construe meaning through language use (Langacker, 1986). This shift challenges the long-standing tradition of qawā'id instruction that prioritizes formal classification and rule memorization over contextual meaning construction.

The findings indicate that positioning grammar as a meaningful symbolic system addresses one of the major limitations of traditional qawā'id instruction, namely the separation between grammatical form, conceptual meaning, and communicative function (Agustin & Bakri, 2026). Such separation contributes to learners' difficulties in applying grammatical knowledge within authentic communication contexts, a challenge widely discussed in Arabic language education (Muttakin, Nisa', & Wahid, 2026). In contrast, the proposed framework integrates form, meaning, contextual interpretation, and communicative language use as the basis of grammatical understanding.

The emphasis on usage-based learning further reinforces the need for curriculum reorientation. The analysis suggests that grammatical competence develops through repeated exposure to meaningful language patterns shaped by usage frequency, contextual relevance, prototypicality, and conceptual accessibility. This perspective challenges the assumption that grammatical complexity should become the primary basis for sequencing qawā'id materials. Instead, sequencing based on meaning salience and conceptual accessibility more closely reflects learners' cognitive processes in language acquisition and supports more gradual grammatical development.

This finding also supports usage-based language acquisition perspectives arguing that language learning develops incrementally through repeated interaction with meaningful linguistic input. In Arabic language learning, such sequencing may reduce learners' cognitive burden by introducing grammatical structures according to communicative relevance and conceptual familiarity rather than abstract grammatical hierarchy alone.

Positioned within existing scholarship, this study extends previous research by shifting the focus from classroom-level instructional strategies toward curriculum-level conceptual design. Earlier studies have mainly emphasized teaching methods and learning outcomes, while the structural organization of qawā'id curriculum has received limited attention. By proposing a Cognitive Grammar-based curriculum framework, this study contributes a conceptual foundation integrating curriculum objectives, instructional materials, learning processes, evaluation, and sequencing within a coherent meaning-based system.

Furthermore, the findings highlight the role of curriculum design as a mediating layer between linguistic theory and pedagogical practice. Without a coherent theoretical foundation, instructional innovation risks becoming fragmented and inconsistent. The proposed framework therefore supports curriculum coherence by grounding curriculum decisions in shared cognitive principles, particularly meaning construction, usage-based learning, and conceptual understanding.

Nevertheless, the implementation of Cognitive Grammar principles within Arabic qawā'id curriculum development may encounter several challenges. Certain areas of Arabic grammar, particularly highly abstract inflectional patterns, case endings (i'rāb), and complex syntactic classifications, remain strongly associated with formal grammatical traditions and may not always be easily explained through meaning-based analysis alone. In addition, institutional

attachment to traditional qawā'id instruction in many Arabic educational contexts may create resistance toward more contextual and learner-centered curriculum organization.

From a pedagogical perspective, the persistence of rule-centered qawā'id instruction may result in surface-level grammatical accuracy without deeper conceptual understanding or communicative flexibility. Over time, this orientation may reinforce learners' perceptions that Arabic grammar is abstract, difficult, and disconnected from authentic communication. The proposed framework offers an alternative by repositioning qawā'id learning as a contextual, meaning-oriented, and learner-centered process.

The implications of this study are relevant for curriculum developers and Arabic language educators. By adopting principles such as meaning salience, prototypicality, conceptual accessibility, and usage frequency, qawā'id curricula may become more cognitively accessible and pedagogically sustainable. Although this study does not empirically examine classroom implementation, it provides a conceptual foundation for future curriculum development, instructional innovation, and empirical investigation in Arabic language education.

## CONCLUSION

## خاتمة

This study formulates a conceptual framework for Arabic qawā'id curriculum development grounded in Cognitive Grammar perspectives. The findings demonstrate that Cognitive Grammar provides a meaningful theoretical foundation for reorganizing qawā'id learning from a rule-based orientation toward a meaning-based and usage-based framework. Within this perspective, grammar is understood as a symbolic system connected to conceptual meaning, contextual interpretation, and authentic language use.

The study also identifies several core principles relevant to Arabic qawā'id curriculum design, including meaning salience, usage frequency, prototypicality, and conceptual accessibility. These principles support curriculum organization that integrates learning objectives, instructional materials, learning processes, evaluation, and sequencing within a coherent and cognitively aligned framework. As a result, qawā'id learning may become more contextual, communicative, and learner-centered.

Furthermore, this study demonstrates that sequencing qawā'id content based on conceptual accessibility and communicative relevance offers an alternative to traditional sequencing models that primarily emphasize formal grammatical complexity. This organization potentially supports more gradual grammatical development and deeper conceptual understanding.

Theoretically, this study offers a conceptual contribution by proposing a framework that aligns Arabic qawā'id curriculum design with Cognitive Grammar principles, thereby extending Cognitive Grammar perspectives from classroom-level instruction toward curriculum-level conceptual design. The framework may serve as a conceptual reference for curriculum developers, Arabic language educators, and instructional designers seeking to develop more meaningful and cognitively grounded qawā'id instruction.

Although this study is limited to conceptual and literature-based analysis, it provides a foundation for future empirical investigation in Arabic language education. Future research should employ design-based research approaches to develop and test Cognitive Grammar-based qawā'id instructional modules and examine their impact on learners' conceptual understanding, grammatical competence, and communicative language use.

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