



Received: August 15, 2024

Revised: September 09, 2024

Accepted: September 12, 2024

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DESCRIPTIVE OF QUANTITATIVE DATA | RESEARCH ARTICLE

Arabic Curriculum Planning Management

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Abstract: This study aims to explore the management of Arabic curriculum planning in Indonesian higher education, focusing on the effectiveness of planning in addressing challenges in teaching and learning Arabic. Utilizing a qualitative approach and library research methods, the study analyzes literature related to curriculum management and its implementation at three higher education institutions. The findings reveal that the curriculum planning process involves stages of needs analysis, goal formulation, content development, teaching strategies, and evaluation, although the depth and approach vary between institutions. The study identifies that while the integration of technology into the curriculum has begun, the level of implementation differs. Multicultural aspects and labor market orientation are also focal points, with results showing that while some institutions have integrated modules for business and diplomatic Arabic, multicultural aspects remain limited. These findings underscore the need for a more holistic curriculum planning approach that is responsive to digital advancements and sensitive to cultural diversity and labor market needs. The study recommends developing a comprehensive curriculum management model to enhance the relevance and effectiveness of Arabic language learning in Indonesia.

Keywords: Curriculum Management, Arabic Language, Multicultural, Labor Market Orientation.

1. INTRODUCTION

Education serves as a fundamental pillar in the development of a nation, playing a crucial role in shaping high-quality and competitive human resources. In this context, the curriculum functions as a key instrument that guides the educational process toward achieving desired goals. As outlined in the National Education System Law No. 20 of 2003, the curriculum is defined as a set of plans and arrangements regarding the objectives, content, and learning materials, as well as the methods used as guidelines for organizing learning activities to achieve specific educational goals. This definition emphasizes that the curriculum is not merely a collection of subjects, but rather a comprehensive system that encompasses various interconnected aspects of the learning process. In the landscape of education in Indonesia, Arabic language instruction holds a unique and strategic position. As a language with religious, cultural, and economic significance, Arabic is taught across various educational levels, from elementary to higher education. However, the linguistic and cultural complexities of Arabic, coupled with its status as a foreign language in Indonesia, present distinct challenges in the development and implementation of its curriculum. This makes the management of Arabic curriculum planning a critical and urgent area of study that requires further research. Curriculum management, as emphasized by Rusman (2019), is a curriculum management system that is cooperative, comprehensive, systemic, and systematic in order to achieve the curriculum's objectives. In this context, planning is a crucial initial stage that sets the direction and foundation for subsequent phases. Effective planning of the Arabic curriculum must take into account various factors, including learning objectives, student characteristics, available resources, and the social and professional demands related to Arabic language



proficiency. The urgency of research on Arabic curriculum planning management is further underscored by recent findings. Afandi and Kuswanto (2020), in their study, revealed that one of the key factors influencing the effectiveness of Arabic language instruction in Indonesia is the quality and relevance of the curriculum. They found that many educational institutions still employ a curriculum approach that tends to be static and insufficiently responsive to the latest developments in language teaching methodology. This has led to a gap between the competencies produced and the actual needs of society.

Furthermore, Nur (2021), in her research on the implementation of the Arabic curriculum in madrasah aliyah, identified that one of the main challenges in Arabic language instruction is the lack of comprehensive, needs-based curriculum planning. This study highlights the importance of involving various stakeholders in the curriculum planning process, including teachers, students, language experts, and representatives from industries that require Arabic language proficiency. Moreover, the management aspect of Arabic curriculum planning has also received attention in recent literature. Fathurrohman (2017) emphasizes that effective management in Arabic curriculum planning should encompass four main functions: planning, organizing, actuating, and controlling. In the context of planning, he underscores the importance of situational analysis, goal setting, resource identification, and the development of implementation strategies.

Global dynamics and technological developments also provide a new dimension in Arabic curriculum planning. Research conducted by Taufiqurrochman et al. (2023) shows that the integration of information and communication technology (ICT) in learning Arabic is not only a trend, but an inevitable need. This implies that the planning of the Arabic curriculum in the digital era must consider the aspects of digital literacy and the ability to utilize various online learning platforms. In the context of standardization and quality assurance, Nur et al. (2020) highlight the importance of developing an Arabic curriculum that aligns with the Indonesian National Qualifications Framework (KKNI) and the National Standards for Higher Education (SN-Dikti). Their research reveals that many Arabic language programs in Indonesian universities still face challenges in aligning their curricula with these national standards. This underscores the urgency of developing a curriculum planning management model that is not only responsive to local needs but also meets national and international standards. The philosophical aspect of Arabic curriculum planning has also garnered attention in recent academic discourse. Zulhanan (2018), in his study on the philosophy of Arabic language teaching in Indonesia, emphasizes the importance of establishing a strong philosophical foundation in curriculum development. He argues that the Arabic curriculum should be based on a deep understanding of the nature of language, the process of second language acquisition, and the social and cultural objectives of Arabic language learning in the Indonesian context. Without a solid philosophical foundation, Zulhanan warns, the Arabic curriculum risks becoming merely a collection of incoherent and less meaningful materials and activities.

Meanwhile, Wahab (2016), in his research on Arabic curriculum management in modern pesantren, identified that one of the main weaknesses in Arabic curriculum planning is the lack of integration between theoretical and practical aspects. He found that many Arabic curricula place too much emphasis on grammatical and theoretical mastery, while communicative and functional aspects of the language receive less attention. Wahab suggests a more holistic curriculum planning approach that integrates linguistic, communicative, and cultural aspects in a balanced proportion. In the context of evaluation and continuous development, Ritonga et al. (2021) emphasize the importance of systematic feedback and evaluation mechanisms in the management of Arabic curriculum. Their research reveals that many educational institutions still exhibit weaknesses in curriculum evaluation, resulting in a lack of empirical data for future curriculum improvement and development. They

recommend the development of a comprehensive curriculum evaluation system that involves various stakeholders and utilizes diverse evaluation methods. The multicultural aspect of Arabic curriculum planning has also gained attention in recent literature. Faizin (2020), in his study on a multicultural-oriented Arabic curriculum, emphasizes the importance of integrating cultural diversity perspectives into the Arabic curriculum. He argues that the Arabic curriculum in Indonesia should be sensitive to the country's multicultural context, facilitate cross-cultural understanding, and avoid cultural stereotypes or biases. Faizin suggests a curriculum planning approach that incorporates intercultural dialogue and promotes the values of tolerance and mutual understanding.

Moreover, the psychological aspect of Arabic language learning is also a crucial consideration in curriculum planning. Hidayat (2022), in his research on psychological aspects in Arabic language learning, emphasizes the importance of considering factors such as motivation, learning styles, and individual differences among students in curriculum planning. He found that curricula responsive to the psychological needs of students tend to be more effective in achieving learning objectives. Hidayat suggests a flexible and adaptive curriculum planning approach that can accommodate various learning styles and levels of student ability. In the context of integrating language skills, Rosyidi (2019) emphasizes the importance of an integrated approach in Arabic curriculum planning. His research reveals that curricula that balance the integration of the four language skills (listening, speaking, reading, and writing) tend to be more effective compared to approaches that separate these skills. Rosyidi recommends a curriculum planning model that facilitates holistic language learning, with activities that stimulate the simultaneous use of various language skills.

The sociolinguistic aspect is also a crucial consideration in Arabic curriculum planning. Muassomah et al. (2022), in their study on sociolinguistic competence in Arabic language learning, emphasize the importance of incorporating pragmatic and contextual aspects of language use into the curriculum. They argue that the Arabic curriculum should equip students not only with linguistic skills but also with an understanding of how the language is used in various social and cultural contexts. This implies the need for curriculum planning that provides exposure to different variations and registers of the Arabic language.

Meanwhile, in the context of technology utilization, Albantani and Madkur (2019) emphasize the importance of integrating digital literacy into the Arabic curriculum. Their research shows that the ability to leverage digital resources and online platforms for Arabic language learning is becoming increasingly crucial in the digital era. They recommend that Arabic curriculum planning include digital literacy components, encompassing the ability to access, evaluate, and critically and ethically utilize online Arabic resources. The assessment and evaluation aspects of the Arabic curriculum have also received special attention. Ainin (2020), in her research on the evaluation of Arabic language learning, emphasizes the importance of developing a comprehensive and authentic assessment system. She argues that assessments should align with the curriculum objectives and reflect real language skills. Ainin recommends that Arabic curriculum planning include a variety of assessment strategies, including formative, summative, and performance-based assessments. In the context of teacher professional development, Nur (2017) emphasizes the importance of considering teacher competency development in Arabic curriculum planning. Her research reveals that the effectiveness of curriculum implementation is highly dependent on the readiness and competence of teachers. Nur recommends that Arabic curriculum planning include strategies for continuous professional development for teachers, including training in the latest teaching methodologies and the integration of technology in language instruction.

Cultural and literary aspects of Arabic are also crucial considerations in curriculum planning. Rohman (2018), in his study on the integration of literature in Arabic language instruction, emphasizes

the importance of incorporating elements of Arabic literature and culture into the curriculum. He argues that exposure to literary works and cultural aspects not only enriches language comprehension but also enhances students' motivation and appreciation for the Arabic language. Rohman recommends a curriculum planning approach that harmoniously integrates linguistic, literary, and cultural aspects. In the context of competency standardization, Arifin (2021) highlights the importance of aligning the Arabic curriculum with international competency standards, such as the Common European Framework of Reference for Languages (CEFR). His research reveals that adopting international reference frameworks can enhance the quality and relevance of the Arabic curriculum in Indonesia. Arifin recommends that Arabic curriculum planning consider these international standards while still taking into account the local context and needs. The psychological aspect of motivation in Arabic language learning has also been a focus of recent research. Fahrurrozi (2017), in his study on motivational strategies in Arabic language learning, emphasizes the importance of designing a curriculum that motivates and engages students. He found that curricula that take into account the affective and motivational aspects of learners tend to be more effective in achieving educational goals. Fahrurrozi recommends a curriculum planning approach that balances both intrinsic and extrinsic motivational strategies.

In the context of Arabic for Specific Purposes (ASP), Taufik (2020) emphasizes the importance of developing a curriculum that is responsive to the specific needs of various sectors. His research reveals that the demand for Arabic language competency in fields such as business, diplomacy, and tourism is increasing. Taufik recommends a flexible and modular curriculum planning approach, allowing for the development of Arabic language programs tailored to the specific needs of different sectors.

2. METHODS

This study employs a qualitative approach with a library research method. This method was chosen as it allows for an in-depth analysis of various literature sources related to the management of Arabic curriculum planning (Zed, 2014).

2.1. Data Sources

- a. Primary Sources: Books, journal articles, and official documents related to the management of the Arabic curriculum.
- b. Secondary Sources: Review articles, theses, dissertations, and relevant research reports.

2.2. Data Collection Techniques

- a. Systematic literature search using academic databases such as Google Scholar, JSTOR, and DOAJ.
- b. Snowballing technique to identify relevant sources from the bibliographies of key literature.
- c. Documentation and organization of data using reference management software such as Mendeley or Zotero (Booth et al., 2016).

2.3. Inclusion and Exclusion Criteria

- a. Inclusion Criteria: Literature in Indonesian or English, published within the last 10 years, focusing on the management of Arabic curriculum in higher education in Indonesia.
- b. Exclusion Criteria: Literature that is not peer-reviewed or focuses on educational levels other than higher education.

2.4. *Data Analysis was conducted using qualitative content analysis (Krippendorff, 2018), which includes*

- a. Close reading.
- b. Thematic coding.
- c. Synthesis and interpretation

2.5. *To ensure the validity of the data, this study employed*

- a. Data source triangulation.
- b. Peer debriefing with experts in the field of Arabic curriculum.
- c. An audit trail to ensure transparency of the research process (Merriam & Tisdell, 2016).

2.6. *Research Stages*

- a. Planning and preparation
- b. Exploration and data collection.
- c. Data selection and evaluation.
- d. Data analysis and synthesis.
- e. Preparation of the research report

This version has been translated to maintain a high level of professionalism and clarity, suitable for academic readership.

3. RESULTS AND DISCUSSION

The research findings on the management of Arabic curriculum planning at three higher education institutions in Indonesia reveal several key insights that can be categorized into several main themes. This discussion will integrate these findings with relevant literature. The research findings indicate that the process of Arabic curriculum planning in the three institutions studied shares both similarities and differences. Generally, this process involves the following stages: a) Needs analysis b) Formulation of learning objectives c) Development of curriculum structure and content d) Determination of learning strategies e) Evaluation planning. However, the depth and approach of each stage vary among the institutions. For example, Institution A conducts a more comprehensive needs analysis by involving external stakeholders, while Institutions B and C focus more on internal analysis. These findings align with Taba's (1962) perspective, which emphasizes the importance of a systematic approach to curriculum planning. However, as highlighted by Wahab (2016), there remains a gap between the ideal and the practical implementation of these stages, particularly in the context of Arabic language education in Indonesia.

The research also revealed that all three institutions recognize the importance of integrating technology into the Arabic curriculum, though the level of implementation varies. Institution A has already integrated e-learning components and language learning applications into its curriculum, while Institutions B and C are still in the planning stages. These findings reinforce the argument made by Taufiqurrochman et al. (2023) regarding the urgency of integrating technology into Arabic language learning in the digital era. However, as identified by Albantani and Madkur (2019), challenges remain in its implementation, including infrastructure readiness and the digital competence of educators. The research also reveals that the multicultural aspect has not yet been fully integrated into curriculum

planning at the three institutions. Although there is an awareness of the importance of a multicultural perspective, its implementation is still limited to a general introduction to Arab culture.

These findings support Faizin's (2020) argument on the importance of incorporating cultural diversity perspectives into the Arabic curriculum. However, as highlighted in his research, implementing a multicultural-oriented curriculum remains a challenge in many educational institutions in Indonesia. The research findings reveal variations in market-oriented curriculum planning. Institution A has developed specialized modules for business and diplomatic Arabic, while Institutions B and C are still focused on a more general approach. These findings align with Taufik's (2020) argument on the importance of developing Arabic curricula for specific purposes (Arabic for Specific Purposes). However, as he identified, many educational institutions still face challenges in adapting their curricula to meet the specific needs of the job market. The research findings indicate that all three institutions recognize the importance of psychological aspects in Arabic language learning, yet their implementation in curriculum planning remains limited. Motivational strategies and student-centered learning approaches have not been fully integrated into the curriculum design.

These findings support Fahrurrozi's (2017) argument on the importance of considering motivational factors in Arabic language learning. However, as he pointed out, many existing curricula have not optimally integrated motivational strategies into their instructional design. The research also reveals that the three institutions have made efforts to align their curricula with national standards (KKNI and SN-Dikti). However, efforts to align with international standards, such as the CEFR, remain limited. These findings are consistent with Arifin's (2021) argument on the importance of aligning Arabic curricula in Indonesia with international standards. However, as he identified, this alignment process still faces various challenges, including how to adapt these international standards to the local Indonesian context. The research findings indicate that all three institutions have curriculum evaluation mechanisms, but their intensity and systematic approaches vary. Institution A conducts annual evaluations involving external stakeholders, while Institutions B and C focus more on periodic internal evaluations.

These findings support the argument by Ritonga et al. (2021) regarding the importance of systematic evaluation mechanisms in Arabic curriculum management. However, as they noted, many educational institutions still face challenges in developing comprehensive and sustainable evaluation systems. The research findings reveal efforts to balance theoretical knowledge with practical skills within the curriculum. However, the proportion of each varies across institutions. Institution A has developed integrated practical modules, while Institutions B and C still tend to emphasize theoretical aspects. These findings align with Wahab's (2016) argument on the importance of balancing grammatical and communicative aspects in the Arabic curriculum. However, as he noted, challenges in achieving this balance remain in many educational institutions. The research findings indicate that all three institutions have professional development programs for educators, but the intensity and focus vary. Institution A has a more structured and sustainable program, while Institutions B and C focus more on ad hoc training. These findings support Nur's (2017) argument about the importance of teacher competency development within the context of curriculum management. However, as she noted, many curriculum development programs often overlook the aspect of continuous professional development for teachers. The research findings reveal that all three institutions recognize the importance of digital literacy, but the extent of its integration into the curriculum remains limited. Institution A has developed specific modules on Arabic digital resource exploration, while Institutions B and C are still in the planning stages.

These findings align with Albantani and Madkur's (2019) argument on the importance of integrating digital literacy into Arabic language learning. However, as they identified, many Arabic

curricula have not yet fully integrated digital literacy components optimally. These research findings highlight the complexity and dynamics involved in the management of Arabic curriculum planning in Indonesian higher education institutions. Several key points warrant further discussion:

- a. **Gap Between Awareness and Implementation:** Although there is an awareness of the importance of aspects such as technology integration, multicultural approaches, and market orientation, their implementation in curriculum planning remains limited. This indicates a gap between theoretical knowledge and practical application, aligning with Wahab's (2016) findings on the challenges of implementing Arabic curricula in Indonesia.
- b. **Variation Among Institutions:** The significant variation in curriculum planning approaches across different institutions suggests that there is no "one-size-fits-all" approach in this context. This underscores the importance of considering local contexts and the unique characteristics of each institution in curriculum planning, as argued by Nur et al. (2020).
- c. **Challenges in Technology Integration:** Although there is awareness of the importance of technology integration, its implementation still faces various challenges. This aligns with the findings of Taufiqurrochman et al. (2023) regarding the complexity of integrating technology into Arabic language learning in the digital era.
- d. **The Need for a Holistic Approach:** The research indicates that a more holistic approach is needed in Arabic curriculum planning, integrating linguistic, cultural, psychological, and technological aspects. This supports Zulhanan's (2018) argument on the importance of a comprehensive philosophical approach in the development of Arabic curricula.
- e. **The Urgency of Continuous Evaluation:** While there are existing curriculum evaluation mechanisms, their intensity and systematic approach still need enhancement. These findings reinforce Ritonga et al.'s (2021) argument on the importance of developing a comprehensive and sustainable evaluation system in Arabic curriculum management.
- f. **Balancing Standardization and Flexibility:** The research shows efforts to align the curriculum with national and international standards, but there is also a need to maintain flexibility in adapting to the local context. This aligns with Arifin's (2021) argument on the complexity of aligning Arabic curricula with international standards in the Indonesian context.
- g. **Professional Development of Educators:** Although there are professional development programs for educators, a more structured and sustainable approach is needed. This supports Nur's (2017) argument on the importance of integrating teacher competency development into curriculum management.
- h. **Integration of Digital Literacy:** The research findings indicate that the integration of digital literacy into the Arabic curriculum is still limited. This supports Albantani and Madkur's (2019) argument about the urgency of developing digital literacy in the context of Arabic language learning in the information era.
- i. **Balance Between Theory and Practice:** Efforts to balance theoretical knowledge with practical skills in the curriculum continue to face challenges. This aligns with Wahab's (2016) findings on the complexity of achieving a balance between grammatical and communicative aspects in the Arabic curriculum.
- j. **Responsiveness to Market Needs:** Although there are efforts to develop curricula that respond to labor market needs, their implementation remains limited. This reinforces Taufik's (2020) argument on the importance of developing Arabic curricula for specific purposes that align with the demands of the contemporary job market.

- k. This translation maintains a high level of professionalism and clarity, making it suitable for an academic audience

4. CONCLUSION

This research reveals that the management of Arabic curriculum planning in Indonesian higher education faces various challenges and complexities. Although there is awareness of the critical aspects of modern curriculum planning, its implementation still encounters numerous obstacles. A more holistic, adaptive, and sustainable approach is needed in the management of Arabic curriculum planning to meet the demands of the digital and global era. These findings have significant implications for the practice and policy of Arabic language education in Indonesia. Closer collaboration between academics, practitioners, and policymakers is needed to develop a more effective and responsive model of Arabic curriculum planning that addresses contemporary needs. Further research is necessary to explore innovative strategies for overcoming the challenges identified in this study.

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