

Reforming the Arabic Language Curriculum in Higher Education: Concepts and Models to Avoid Educational Failure

Sulfiatin^{1*}, Faruq Abdul Muid²

¹Sunan Ampel State Islamic University Surabaya, Indonesia

²College of Arabic Language and Da'wah of the Great Mosque of Sunan Ampel
Surabaya, Indonesia

^{1*}Correspondence Author's E-mail: sulfiatitin@gmail.com

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Article Info	
Abstract This study examines the need to reform the Arabic language curriculum in higher education by integrating scientific research with contemporary curriculum theory. Using a qualitative library research design with a content analysis approach, the study draws on books and scholarly articles as primary and secondary sources to examine relevant curriculum development models, including those of Tyler, Taba, Oliva, Beauchamp, Wheeler, Nichols, and the Dynamic Curriculum Development Model. The findings show that Arabic instruction benefits from a dynamic, cumulative approach, in which educators build students' vocabulary and skills through connected learning strategies that support deeper retention and understanding. By linking these theoretical models to practical curriculum design, the study highlights the university's role in integrating educational management, scientific research, and community service. The study offers practical guidance for revitalizing Arabic language instruction at the university level, aiming to prevent educational failure and produce graduates with strong linguistic competence.	Keywords Arabic language curriculum; curriculum development models; curriculum reform
Abstrak <i>Penelitian ini mengkaji perlunya reformasi kurikulum bahasa Arab di perguruan tinggi melalui integrasi penelitian ilmiah dengan teori kurikulum kontemporer. Dengan menggunakan desain penelitian kepustakaan kualitatif dan pendekatan analisis isi, penelitian ini menggunakan buku dan artikel ilmiah sebagai sumber primer dan sekunder untuk mengkaji model-model pengembangan kurikulum yang relevan, termasuk model Tyler, Taba, Oliva, Beauchamp, Wheeler, Nichols, dan Dynamic Curriculum Development Model. Temuan menunjukkan bahwa pembelajaran bahasa Arab memerlukan pendekatan yang dinamis dan kumulatif, yaitu pendidik membangun kosakata dan keterampilan siswa melalui strategi pembelajaran yang saling terhubung sehingga mendukung retensi dan pemahaman yang lebih mendalam. Dengan menghubungkan model-model teoretis tersebut pada desain kurikulum praktis, penelitian ini menegaskan peran perguruan tinggi dalam mengintegrasikan manajemen pendidikan, penelitian ilmiah, dan pengabdian masyarakat. Penelitian ini</i>	Kata Kunci <i>kurikulum bahasa Arab; model pengembangan kurikulum; reformasi kurikulum</i>

<i>memberikan panduan praktis untuk merevitalisasi pembelajaran bahasa Arab di tingkat perguruan tinggi guna mencegah kegagalan pendidikan dan menghasilkan lulusan dengan kompetensi berbahasa yang kuat.</i>	
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INTRODUCTION

Background of the Problem

Technological development in the Industry 4.0 era has advanced substantially compared with earlier eras, and this shift has reshaped the educational domain (Febriani & Anasruddin, 2020). The Ethical Policy of 1901 marked an earlier turning point in the development of education in Indonesia (Salsabilah et al., 2023). Law of the Republic of Indonesia No. 20 of 2003 on the National Education System defines education as a conscious, planned effort to build a learning environment and process that lets students actively develop their potential, religious and spiritual strength, self-control, personality, intelligence, noble character, and the skills they need for themselves, society, and the nation. As the era moves from 1.0 toward 5.0, education has undergone real transformation, and the curriculum needs systematic, continuous development in step with that change (Malkan et al., 2022).

The curriculum functions as the foundation the educational process depends on, since it sets the objectives, content, materials, and principles that structure educational practice (Hamka et al., 2024) and shapes the formulation of competency objectives. The term "curriculum" comes from the Latin currere, meaning "to run." As educational theory and practice developed, the concept of curriculum evolved considerably, moving from a narrow representation of educational conception toward the totality of educational elements formulated by educational institutions (Arsyad & Safitriani, 2023). Law No. 20 of 2003, Article 1, Paragraph 19, defines curriculum as an integrated plan covering content, objectives, materials, and methods that ground the educational process and aim at educational goals. As a foundational education component, curriculum comprises objectives, learning content, and learning activities designed to equip students with needed skills, knowledge, attitudes, and values, and it provides an integrated framework for organizing objectives, content, materials, and methods to support education and reach its goals (Atuahene et al., 2024).

Curriculum works as one component of the education system: it gives guidance and a framework for implementation, particularly in formal educational institutions. Muradi's broad definition treats curriculum as covering all design and planning meant to support student development, along with all learning experiences students gain through teaching and guidance. An educational institution struggles to function effectively without a curriculum, since the activities that make up the educational process depend on the curriculum, adjusted and varied as needed (Muradi & Taufiqurrahman, 2021).

Prior scholarship offers relevant but narrower ground. Hamka and colleagues analyze the Arabic-language curriculum at an integrated Islamic junior high school in Temanggung ([Hamka et al., 2024](#)), while the present study addresses the concept and models of Arabic-language curriculum development more broadly. Hilyatun (2023) develops an Arabic-language teaching curriculum from Tyler's perspective at a senior high school in Southeast Sulawesi, again at a single-institution level, whereas the present study works across multiple curriculum development models and the higher-education context specifically. Khambali et al. (2023) indicate that the Arabic language teaching curriculum plays a crucial role in helping students comprehend the language effectively. Building on this line of work, this study examines the concept of Arabic language teaching curriculum development and its models at the university level.

Identification of Problems

Three problems follow from this background. First, Arabic curriculum development at the university level often centers on designing new course materials without systematically addressing the full range of curriculum components: objectives, content, methods, and assessment together. Second, existing Indonesian studies on Arabic curriculum tend to focus on single-institution case analysis (Hamka et al., 2024; Hilyatun, 2023) rather than examining the broader concept and the range of curriculum development models available to guide reform. Third, despite Arabic language education's central place in Islamic higher education, curriculum development in this field rarely draws systematically on established curriculum theory models, such as those of Tyler, Taba, Oliva, Beauchamp, Wheeler, Nichols, and the Dynamic Curriculum Development Model, that could ground it in generalizable design principles. These problems point to a gap between the pressing need for evidence-based Arabic curriculum reform (*das sollen*) and the current *ad hoc*, institution-specific approach still common in practice (*das sein*).

Formulation of the Problem

Based on this background, the research problems are formulated as follows: first, what is the concept of Arabic language curriculum development at the university level; second, what curriculum development models are relevant for reforming Arabic language instruction in higher education; and third, how can these models guide universities in fulfilling their integrated functions of education, research, and community service.

Objectives and Benefits of Research

Research Objectives

This study aims to examine the concept of Arabic language curriculum development at the university level and to analyze relevant curriculum development models, including Tyler's, Taba's, Oliva's, Beauchamp's, Wheeler's, Nichols', and the Dynamic Curriculum Development Model, for reforming Arabic language instruction in higher education.

Research Benefits

Theoretically, this study contributes to the Arabic curriculum literature by consolidating major curriculum development models into a single applied framework specific to Arabic language instruction. Practically, the findings can guide Arabic language departments in

Indonesian higher education toward curriculum reform that integrates educational management, scientific research, and community service, which can reduce the risk of educational failure and strengthen graduates' linguistic competence.

THEORETICAL AND CONCEPTUAL FRAMEWORK

Theoretical Framework

Curriculum Definition and Development Concept

Curriculum development covers one or both of two processes. The first introduces a new curriculum, or develops one that did not previously exist for a given grade or educational level, including new subjects and programs absent from earlier curricula, such as values and ethics education, civic education, computer studies, library and research skills, and extracurricular activities. The second improves, updates, and modifies an existing curriculum so it fits prevailing conditions and changes better while still achieving its intended objectives; this process reconsiders the objectives, content, teaching methods, activities, instructional media, and assessment procedures of the existing curriculum through addition, deletion, or both, rather than building an entirely new curriculum.

Ali Madkour defines curriculum development as a process aimed at bringing the curriculum to a form that achieves its objectives in the best possible manner, in the shortest time, and with the least effort. Curriculum itself covers the experiences, information, skills, habits, and attitudes learners acquire independently at school or university that govern their behavior in their environment. Curriculum, then, works as a means of achieving educational objectives, preparing textbooks, and selecting appropriate strategies and methods.

Curriculum can be conceptualized as a scientifically, systematically, and educationally designed structure with its own foundations, components, and techniques for development, implementation, and evaluation. Teachers, accordingly, need training and practice in curriculum development alongside preparing Arabic instructional materials. In general, development means bringing the object being developed to its best possible form; curriculum development, then, is the organized, comprehensive transition of the educational curriculum from its current form into a better one, entailing change toward what is higher in quality and more advantageous.

Developing the Arabic Language Curriculum at the University Level

Developing the Arabic language teaching curriculum at the university level goes beyond designing new course materials in line with advances in science and technology. It covers formulating educational objectives, determining the content, methods, and techniques of instruction, and designing assessment procedures, all envisaged as student-centered and grounded in scientific research and its findings ([Beatty & Gerace, 2009](#)), while also building a spirit of scientific inquiry and training students to develop research competence. Educational activities, on this view, should grow out of scientific research findings, whether produced by students themselves or by others.

Language curriculum development sits within the broader field of curriculum studies. It focuses on identifying the knowledge, skills, and values students acquire in schools or

universities; determining the experiences needed to reach intended learning outcomes; and explaining how teaching and learning should be planned, implemented, measured, and evaluated. It draws on a field of applied linguistics that addresses these issues and maps the interrelated processes of designing, revising, implementing, and evaluating language programs ([Richards, 2001](#)). Developing a research-based Arabic language teaching curriculum at the university level, then, is an important scientific and practical requirement that lets the university fulfill its three primary functions: managing education and teaching, organizing scientific research and advancing knowledge, and providing social services ([Rekan et al., 2025](#)).

These integrated functions call for reconsidering the teaching of Arabic to non-native speakers at Indonesian universities from a comprehensive, systemic perspective. The substantive core of knowledge development within universities rests on fulfilling the research function, which needs renewed creative and visionary linguistic thought, including scientific research on linguistic content and instructional materials and selecting approaches and methods that match the intended objectives of teaching Arabic at the university level.

Curriculum development grounded in communicative, sustainable scientific research needs Arabic language instruction designed around the integrated development of learners' linguistic competencies and skills, while making use of modern technology to raise teaching and learning effectiveness. Formulating learning outcomes and identifying the professional competencies graduates should master and further develop should also draw on findings and data from scientific research on teaching Arabic to non-native speakers.

Scientific research itself can serve as a model for teaching and learning Arabic. Four steps can apply this model to Arabic language instruction ([Aziza & Muliansyah, 2020](#)): engaging students and encouraging their participation, establishing a context for exploration or inquiry, learning to write a research paper, and proposing explanations. Two further elements deserve attention: reading and writing for understanding, and selecting resources based on how students learn.

Developing the Arabic language curriculum on this research basis also calls for a dynamic, cumulative view of the language. Linguistic accumulation refers to Arabic teachers' ability to build on previously learned vocabulary to develop learners' new lexical repertoire and support vocabulary retention, through various pedagogical techniques, by connecting earlier vocabulary with newly introduced items. Language, as a whole, works as a multidimensional accumulation of knowledge in which what comes before connects to what follows, each element reinforcing the others. As Arabic teachers grow more capable of building and strengthening this learning environment, students learn Arabic more readily, in a shorter period, develop stronger appreciation for the language, and stay more motivated to master it in both spoken and written forms. Instructional materials, on the basis of scientific research findings on Arabic, can then be developed cumulatively and in an integrated way.

The Arabic language teaching curriculum at the university level also benefits from national standards for Arabic language education, following the model of the 1996

Standards for Foreign Language Learning, developed as an extension of the American Council on the Teaching of Foreign Languages' work, which began with a 1980 proficiency framework. A coalition of national language organizations produced these standards in response to the U.S. Department of Education's call for core school subjects to follow general national standards aimed at improving education overall. These standards place culture and language integration among their highest priorities, on the premise that language and communication sit at the heart of human experience, so that students gain the linguistic and cultural grounding to communicate successfully in a multilingual society and reach mutual understanding beyond national borders. Communication and mutual understanding, in this sense, stand as the primary function toward which foreign-language education, including Arabic, should aim.

Conceptual Framework

Based on this theoretical foundation, the conceptual framework of this study links three elements. First, curriculum definition and development concept sets the baseline: curriculum development means either introducing a new curriculum or improving an existing one across objectives, content, methods, and assessment together. Second, the university-level requirements for Arabic curriculum reform specify what a research-based, dynamic, cumulative, and standards-aligned Arabic curriculum needs: student-centered design grounded in scientific research, integrated development of linguistic competencies, use of modern technology, and alignment with national language education standards. Third, established curriculum development models, Tyler's, Taba's, Oliva's, Beauchamp's, Wheeler's, Nichols', and the Dynamic Curriculum Development Model, function as alternative operational frameworks that translate these requirements into concrete development steps. Model selection, within this framework, depends on institutional context and the scope of reform: models organized around top-down objective-setting suit centrally coordinated reform, while models built around teacher-led, cyclical, or situation-responsive development suit institutions seeking continuous, context-sensitive curriculum renewal.

METHODOLOGY

This study uses a library-based design with content analysis and a qualitative, descriptive approach, so the data appear as words rather than numbers ([Iskandar & Aqbar, 2019](#)). A library study collects data by reading and studying books and searching for scholarly articles related to the topic under investigation ([Kriyantono, 2014](#)), working as a systematic exploration and analysis of data for a specified purpose ([Pahleviannur et al., 2022](#)).

The study uses library research to clarify the concept and models of Arabic-language teaching curriculum development. Sources cover classical books, articles, journals, and other references on the Arabic curriculum from the classical period onward, drawn from primary and secondary sources. Primary data come from reading books, articles, journals, and other sources on the concept of Arabic-language teaching curriculum development and extracting relevant information from them. Secondary data come from reading books and other related sources that support and contextualize the primary findings.

RESULT AND DISCUSSION ANALYSIS

Tyler's Model

Tyler's curriculum model focuses on how to design a curriculum in line with an educational institution's goals and mission. The model does not lay out curriculum development as a detailed set of concrete steps; instead, Tyler provides the basic foundations for curriculum development, built around four essential elements: formulating curriculum objectives, determining learning experiences, organizing learning experiences, and evaluating (Anh, 2018). Evaluation, in this model, means obtaining information about how far the identified objectives have been achieved. Applied to Arabic curriculum reform, Tyler's model offers a starting point for institutions that need a clear objectives-to-evaluation structure without prescribing detailed implementation steps.

Taba's Model

Taba's model, unlike Tyler's, gives greater weight to curriculum development as a process of continuous improvement and refinement. Taba takes a grassroots approach and holds that teachers, rather than central authorities, should design curricula (Jamaludin et al., 2023). The model proceeds inductively, from the specific to the general, through five stages.

Stage	Description
1. Developing specific instructional units	Teachers first develop a specific instructional unit for their students rather than designing a general curriculum.
2. Testing the pilot units	The pilot units are tested to verify the validity and teachability of the material and to determine the upper and lower limits of the expected level of proficiency.
3. Reviewing and refining the pilot units	The pilot units are reviewed and refined based on the data obtained from the pilot test.
4. Developing the framework	A broader framework is developed on the basis of the reviewed and refined instructional units.
5. Finalizing and disseminating the new units	The new units are finalized and disseminated. Teachers may need preparation through promotion and workshops, while facilities and equipment are arranged to match curriculum requirements.

Oliva's Model

Oliva's curriculum development model rests on three criteria: simplicity, comprehensiveness, and systematicity (Idi, 2016). The model covers the principal components of curriculum development and can expand to add detail and clarify processes the simpler model presupposes. In practical terms, Oliva's model works through six steps (Oliva, 1992).

Oliva's model extends across several dimensions. It can support curriculum improvement in specific areas, including specialized fields of study, such as improving particular school subjects at the level of curriculum planning or the learning process. It can also inform decision-making on curriculum and program design, and it can guide the development of specific learning programs.

Step	Description
1. Stating the philosophy	Formulating the vision and mission of the educational institution through an analysis of students' needs and the needs of society.
2. Stating the objectives	Analyzing students' needs, the needs of the community in which the institution is located, and the urgent need for the specializations the institution should provide.
3. Defining the objectives	Specifying the general and specific objectives of curriculum development.
4. Designing the plan and developing learning strategies	Designing a plan and developing learning strategies capable of achieving the stated objectives.
5. Implementation	Applying the learning strategies in the classroom.
6. Evaluation	Identifying and evaluating the learning strategies used in the classroom to assess the learning prescribed in the curriculum.

Beauchamp's Model

Beauchamp's model, attributed to the curriculum specialist who developed it, sets out five steps in the curriculum development process ([Sanjaya, 2008](#)).

Curriculum evaluation, within this model, stands as an essential component of curriculum development, since it shows whether the curriculum is implemented as intended and whether it reaches its educational purposes. Evaluation, then, covers assessing teachers' implementation of the curriculum, examining the coherence and relevance of its design, measuring student learning outcomes, and evaluating the curriculum system as a whole, a comprehensive process that identifies strengths, diagnoses weaknesses, and generates evidence for curriculum revision and improvement.

Step / Stage	Description
1. Identifying the field or scope of curriculum change	Determining the level at which the curriculum will be changed: one school, one subdistrict, a district, or the national level.
2. Identifying the participants	Selecting the individuals who will take part in the curriculum development process.
3. Identifying the procedures	Determining the procedures to follow, including formulating general and specific objectives, selecting content and learning experiences, and establishing assessment procedures.
4. Implementing the curriculum	This stage follows preparation for factors that affect effective use, including teachers' understanding of the curriculum, facilities and resources, and school administration.
5. Evaluating the curriculum	Assessing curriculum implementation by teachers, the design of the curriculum, student achievement, and the curriculum system.

Wheeler's Model

Wheeler treats curriculum development as a cyclical process that runs continuously through five stages in systematic sequence, so the second stage cannot begin until the first is complete; once all five stages finish, the process returns to the first stage, and curriculum development continues indefinitely ([Sanjaya, 2008](#)).

Wheeler's five stages run as follows. First, general and specific objectives are identified: general objectives are normative, covering philosophical aims or broad practical

educational objectives, while specific objectives are observable, measurable, and readily assessed. Second, learning experiences are identified, covering the activities students undertake to reach the first-stage objectives. Third, content or instructional material is identified in line with these learning experiences. Fourth, the learning experiences are organized and integrated for coherence. Fifth, each stage of the development process and the achievement of objectives are evaluated. Wheeler's steps, taken together, show that curriculum development in this model covers learning itself, not only curriculum design.

Nichols' Model

Nichols' model adopts a cyclical, responsive approach similar to Wheeler's ([Trowsdale & McKay, 2023](#)), and fits situations where a new curriculum must be developed or an existing one substantially revised in response to changing educational, social, institutional, or learner needs. Rather than treating curriculum development as a one-time sequence of fixed decisions, the model emphasizes continuous analysis, adjustment, and evaluation, which lets curriculum developers track changing circumstances, align learning objectives and content with those circumstances, and refine the curriculum based on evaluation results. Nichols' model runs through five interrelated steps.

Step	Description
1. Situation analysis	Examines learners' needs, educational contexts, and other circumstances that influence curriculum development.
2. Formulation of specific objectives	Establishes clear and measurable learning outcomes that guide the curriculum.
3. Identification and organization of lesson content	Selects and arranges the content students need to learn in line with the intended objectives.
4. Identification and organization of teaching methods	Selects and organizes teaching methods that align with the content, learning objectives, and learners' needs.
5. Evaluation	Determines the extent to which the curriculum achieves its intended objectives and provides a basis for identifying weaknesses and making continuous improvements.

Dynamic Curriculum Development Model

Skilbeck's Dynamic Model works as a school-based curriculum development approach ([Noptario et al., 2023](#)), intended for teachers who need to develop a curriculum responsive to school-specific needs. For the development process to work effectively, developers, including teachers, need to understand five principal elements that extend from situation analysis through evaluation, and Skilbeck proposes the model as an alternative approach to school-based curriculum development.

The stages run as follows. Situation analysis examines a school's internal and external conditions, including learners' needs, available resources, institutional priorities, and social and cultural circumstances, providing the foundation for a curriculum that fits the school context realistically. Formulation of objectives sets clear educational objectives based on the situation analysis, guiding the selection of content, learning experiences, teaching methods, and assessment procedures. Program development selects, organizes,

and sequences the content, learning experiences, materials, and assessment activities needed to reach the stated objectives, aiming for coherence between what students should learn and how learning happens. Interpretation and implementation translates the curriculum plan into classroom practice, interpreting objectives and content to fit learners' needs and applying suitable teaching strategies and resources, which needs teachers' understanding, professional judgment, and collaboration with the school community. Monitoring, feedback, evaluation, and reconstruction continuously tracks implementation, collects feedback from teachers and students, evaluates curriculum effectiveness, and revises or reconstructs components as needed, keeping curriculum development dynamic, context-sensitive, and open to continuous improvement.

Comparative Discussion: Implications for Arabic Curriculum Reform

Read together, these seven models point to two broad strategies for Arabic curriculum reform in higher education. Tyler's, Oliva's, and Beauchamp's models organize development around a defined objectives-to-evaluation sequence set largely by institutional authorities, which suits Arabic language departments that need a clear, centrally coordinated reform process, particularly where curriculum change must align with university-wide accreditation or standardization requirements. Taba's, Wheeler's, Nichols', and Skilbeck's Dynamic Model, by contrast, treat curriculum development as continuous, cyclical, or teacher-led, which suits Arabic language departments that need ongoing responsiveness to shifting student needs, institutional resources, and social context, rather than a fixed reform event.

Applied to the concept of Arabic curriculum development discussed above, this comparison suggests that no single model fits every reform effort. A university introducing a wholly new Arabic program may find Tyler's or Oliva's structured objectives-based approach more practical for establishing initial coherence, while a department refining an existing Arabic curriculum in response to ongoing feedback, such as declining student engagement or shifting labor-market demands for Arabic competence, may find Taba's grassroots refinement or Skilbeck's situation analysis and reconstruction cycle better suited to sustained improvement. In every case, the models converge on a shared requirement: curriculum development needs systematic attention to objectives, content, learning experience, and evaluation together, not ad hoc adjustment to isolated components. This convergence supports the earlier argument that Arabic curriculum development at the university level needs a research-based, dynamic, cumulative approach integrated with the university's teaching, research, and community-service functions, rather than a one-off materials update.

Limitations

This study carries limitations characteristic of library research. It draws entirely on secondary literature about curriculum development models and does not test any model empirically against a specific Arabic language program or institution. The models reviewed originate mainly from general curriculum theory rather than Arabic-language education specifically, so their fit with the linguistic and cultural demands of Arabic instruction rests on interpretation rather than direct empirical validation. The study also does not compare how these models perform when applied concurrently or in

combination within a single institution. These limitations point to a need for future empirical research that applies one or more of these models to an actual Arabic language curriculum reform process and evaluates the outcomes.

Contribution

This study brings together seven curriculum development models, originally developed across general education, foreign language teaching, and school-based curriculum theory, into a single applied framework for Arabic language curriculum reform in higher education. By linking these models directly to the concept of research-based, dynamic, cumulative Arabic instruction and to the university's integrated functions of teaching, research, and community service, this study offers Arabic language departments a comparative reference for selecting a curriculum development approach suited to their specific reform context, an integration that current Arabic curriculum literature, often focused on single-institution case analysis, has not yet provided in consolidated form.

CONCLUSION AND SUGGESTIONS

Conclusion

Curriculum development concerns identifying the knowledge, skills, and values students learn in schools or universities. Developing a research-based Arabic language curriculum at the university level, then, stands as an important academic and practical requirement that lets the university fulfill its three functions: administering education and instruction, conducting scientific research and advancing knowledge, and providing social services ([Mustofa et al., 2021](#)). This effort benefits from a dynamic, cumulative perspective on the Arabic language, in which linguistic accumulation, the Arabic teacher's ability to build on previously learned vocabulary to expand learners' lexicon and support retention by linking earlier items to subsequent ones, plays a central role. Seven curriculum development models, Tyler's, Taba's, Oliva's, Beauchamp's, Wheeler's, Nichols', and the Dynamic Curriculum Development Model, offer complementary routes for putting this reform into practice, each suited to different institutional needs and reform contexts.

Suggestions

For Arabic language departments, this study suggests selecting a curriculum development model based on reform scope: structured objectives-based models such as Tyler's or Oliva's for introducing a new program, and cyclical, teacher-led models such as Taba's or Skilbeck's Dynamic Model for the continuous refinement of an existing curriculum.

For universities, this study suggests aligning Arabic curriculum reform with the institution's integrated functions of teaching, research, and community service, and grounding curriculum content and instructional materials in ongoing scientific research on teaching Arabic to non-native speakers rather than treating curriculum revision as a one-time materials update.

For future researchers, this study suggests conducting empirical research that applies one or more of these curriculum development models to an actual Arabic language program, evaluating outcomes such as student linguistic competence, retention, and

graduate readiness, to build the empirical evidence base that current library-based curriculum literature still lacks.

AUTHOR CONTRIBUTIONS STATEMENT

Sulfiatin and Faruq Abdul Muid conceived the research idea, conducted the library research and content analysis, and drafted and revised the manuscript. Additional author names, if any, should be listed here along with their specific contributions. All authors approved the final manuscript for publication.

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