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Analysis of Arabic Language Curriculum Component Design in Improving Learning Effectiveness: A Qualitative Study in Madrasahs

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Abstrack

This study aims to describe the design of Arabic language curriculum components which include objectives, materials, learning strategies, media and learning evaluation in madrasas, analyze the implementation of Arabic language curriculum component design in improving the effectiveness of Arabic language learning in madrasas and identify supporting and inhibiting factors in the implementation of Arabic language curriculum component design to improve the effectiveness of learning in madrasas. The method in this study uses a descriptive qualitative approach to analyze the design of Arabic language curriculum components in improving the effectiveness of learning in madrasas. Data were obtained from primary and secondary sources through observation, interviews, and documentation. Research informants included Arabic language teachers, madrasah principals, curriculum representatives, and students selected by purposive sampling. Data analysis used the interactive model of Matthew B. Miles and A. Michael Huberman through data reduction, data presentation, and drawing conclusions with triangulation validation of sources and methods. The results of the study indicate that the design and implementation of Arabic language curriculum components in madrasas have been arranged integratively through objectives, materials, strategies, media, and learning evaluation oriented to the development of students' communicative competence. The application of the curriculum in a contextual and communicative manner can increase students' motivation, participation, and Arabic language skills. Learning success is supported by teacher competence, madrasah support, and learning media. The main obstacles include limited facilities, learning time, differences in student abilities, and the lack of an Arabic-language environment.

Keyword: Arabic language curriculum; learning effectiveness; madrasah communicative learning; curriculum component design.

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INTRODUCTION

Arabic language learning in madrasas plays a strategic role in developing students' linguistic, religious, and communicative competencies. However, the implementation of the Arabic language curriculum in various madrasas still faces a number of fundamental issues that affect learning effectiveness (Puji Sumeh Pangestu, Amarullah, Ubaid Ridlo, 2025). First, the design of curriculum components such as objectives, materials, learning strategies, and evaluations are often not systematically integrated, resulting in partial learning and less focused on achieving students' communicative competencies (Fatimah

Azzahra Putri, Sulthon, A., 2026). Second, the Arabic language learning approach in some madrasas is still dominated by traditional teacher-centered methods that emphasize memorization of rules, resulting in students being less active in language practice (Haitsumakunti, I., Faizi, A., & Aisyah, 2025). Third, the learning evaluation process often focuses more on cognitive aspects than on comprehensive language skills, such as maharah istima', kalam, qira'ah, and kitabah. This situation indicates that the design of Arabic language curriculum components requires comprehensive analysis to optimally support effective learning in madrasah environments (Herdah, 2025).

Several previous studies have discussed the Arabic language curriculum and learning in Islamic educational institutions. Research conducted by Fatimah shows that a 21st-century Arabic language curriculum needs to integrate technology, communication, collaboration, and global competencies for students (Fatimah Azzahra Putri, Sulthon, A., 2026). Another study by Rika shows that Arabic language curriculum design aims to develop four language skills through planning, implementation, and evaluation (Utami, 2020). Furthermore, a study conducted by Mohammad Rifqi shows that effective learning media can increase motivation, interactivity, and the quality of Arabic language learning (Busthomi, 2025). All three studies demonstrate that curriculum design plays a crucial role in determining the quality of Arabic language learning.

On the other hand, several recent studies have focused more on the implementation and development of the Arabic language curriculum in madrasas. Research by Ardiansyah shows that Arabic language learning is more effective when using a communicative approach supported by interactive media, vocabulary reinforcement, and the use of learning technology (Ardiansyah Siregar, F., & Kamalia, 2025). Furthermore, research by Fiitriani found that evaluating Arabic language learning, encompassing the cognitive, affective, and psychomotor domains, can increase learning effectiveness (Herdah, 2025). However, most previous research has focused on learning methods, media, or general curriculum implementation, while studies specifically analyzing the design of Arabic language curriculum components comprehensively, including objectives, content, strategies, and evaluation, are still relatively limited, particularly in the madrasah context.

Based on this description, a research gap exists, indicating that studies on the effectiveness of Arabic language learning have not yet thoroughly examined the relationship between curriculum component design and learning practices in madrasas (Trifauzi, 2024). Previous research has tended to examine specific aspects, such as methods, media, or learning outcomes, without examining the integral interrelationships between curriculum components. Furthermore, there is little qualitative research describing how curriculum design is implemented in the reality of Arabic language learning in madrasas and the factors that influence its success. Therefore, research capable of analyzing the design of Arabic language curriculum components holistically is needed to determine their contribution to learning effectiveness.

The novelty of this research lies in its focus, which places Arabic language curriculum component design as a primary variable in enhancing learning effectiveness in madrasas. This research not only analyzes curriculum content but also examines the integration between learning objectives, teaching materials, learning strategies, and evaluation systems in Arabic language learning practices. Furthermore, this study uses a qualitative approach to obtain an in-depth overview of curriculum implementation from the perspectives of teachers, students, and the madrasah environment. Thus, this research is expected to provide new insights into the importance of adaptive, integrative, and contextual curriculum design in Arabic language learning.

This research is expected to have theoretical and practical implications for the development of Arabic language education in madrasas. Theoretically, the research findings can enrich studies on Arabic language curriculum design and learning

effectiveness in the context of Islamic education. Practically, this research can serve as a reference for teachers, curriculum developers, and madrasahs in designing more effective, communicative, and competency-oriented Arabic language learning. Furthermore, the research findings are expected to encourage curriculum innovations relevant to the needs of 21st-century learning, so that Arabic language learning in madrasahs is not only oriented towards mastery of theory, but also towards applicable and meaningful language skills.

METHOD

This study employed a qualitative approach with a descriptive approach. The qualitative approach was chosen because the research aimed to deeply understand the design of Arabic language curriculum components and their implementation in improving learning effectiveness in madrasas (Nasution, 2025). Through this approach, researchers were able to explore learning phenomena naturally based on real-world conditions without manipulating the research object. The research focused on analyzing curriculum components, including learning objectives, teaching materials, learning strategies, media, and evaluation of Arabic language learning. The descriptive approach was used to systematically describe how the curriculum design is implemented in the learning process and the factors that support and hinder the effectiveness of Arabic language learning in madrasas (Mustaqim, M., & Darnoto, 2018).

The data sources in this study consisted of primary and secondary data (Sulung & Mohamad Muspawi, 2024). Primary data were obtained directly from key informants involved in the Arabic language learning process at madrasas: Arabic language teachers, madrasa principals, curriculum representatives, and students. Informants were selected using purposive sampling, taking into account their involvement and understanding of the implementation of the Arabic language curriculum (Karina Dwi Nabila, 2026). Primary data included information on lesson planning, implementation of learning strategies, media use, and evaluation of Arabic language learning. Meanwhile, secondary data was obtained from various relevant documents, such as curriculum documents, syllabi, lesson plans (RPP) or teaching modules, Arabic language textbooks, madrasah archives, scientific journals, and previous research related to curriculum design and the effectiveness of Arabic language learning. Secondary data was used to strengthen and complement the research findings in the field.

Data collection techniques in this study included observation, interviews, and documentation. Observations were conducted to directly observe the Arabic language learning process in the classroom, particularly regarding the application of curriculum design components in learning activities. In-depth interviews were conducted with Arabic language teachers, madrasah principals, and students to obtain information on curriculum implementation, learning obstacles, and efforts to improve the effectiveness of Arabic language learning (Nasution, 2025). Documentation was conducted by collecting various supporting documents, such as syllabi, teaching modules, evaluation tools, photographs of learning activities, and other curriculum documents. These three techniques were used in an integrated manner to obtain valid, comprehensive data that aligns with the research focus.

The data analysis technique in this study employed the interactive analysis model by Matthew B. Miles and A. Michael Huberman, which encompasses data reduction, data presentation, and conclusion drawing. Data reduction was carried out by selecting, focusing, and simplifying data relevant to the research on Arabic language curriculum component design (Herdah, 2025). The data was then presented in descriptive narrative form to facilitate researchers' understanding of the relationships between the research findings. The final stage was drawing conclusions and verifying the data to obtain valid and accountable research results. To maintain data validity, this study employed source

and method triangulation techniques by comparing the results of observations, interviews, and documentation to obtain objective and reliable data.

RESULT AND DISCUSSION

Arabic Language Curriculum Component Design

The design of Arabic language curriculum components in madrasas is prepared systematically by taking into account the needs of students, the characteristics of educational institutions, and the learning outcomes to be achieved (Zaimatuz Zakiyah, Afdhal Fikri Mirma, M. Nur Pahlevi, 2021). The Arabic language curriculum is not only oriented towards mastering linguistic theory, but is also directed at developing students' communicative abilities in using Arabic actively and contextually (Fatimah Azzahra Putri, Sulthon, A., 2026). Based on the results of interviews with Arabic language teachers and deputy heads of curriculum, it is known that curriculum preparation is carried out through adjustments between the national curriculum and learning needs in the madrasa environment. This aims to ensure that learning Arabic is not only academic, but also has relevance to the religious and social life of students (Utami, 2020).

In the learning objective component, madrasahs determine achievements that include cognitive, affective and psychomotor aspects. The aim of learning Arabic is directed at mastering four language skills, namely maharah istima', kalam, qira'ah, and kitabah (Taubah, 2019). Apart from that, learning objectives are also focused on forming a positive attitude towards Arabic as the language of the Koran and the language of international communication in the Islamic world (Jamil, S., & Nandang, 2025). Based on the results of observations, teachers not only emphasize the ability to understand the rules of nahwu and sharaf, but also encourage students to be able to use simple expressions in everyday communication. This shows that the design of learning objectives has led to a communicative approach that places students as active subjects in the learning process.

Research findings show that the objectives of Arabic language learning in madrasas have been designed in stages according to the level of students' abilities. At the basic level, learning objectives are more directed at introducing vocabulary and the ability to read simple texts, while at the advanced level students are directed at being able to understand more complex texts and carry out simple conversations using Arabic. The teacher stated that preparing learning objectives in stages makes it easier for students to understand the material and reduces the difficulty of learning Arabic, which has been considered difficult by some students. Thus, clear and measurable learning objectives are an important factor in supporting the effectiveness of Arabic language learning in madrasas (Rahmi, 2017).

In the learning material aspect, the research results show that Arabic language material is prepared based on the principles of sustainability, integration and relevance to students' needs. Learning materials include mufradat, hiwar, qira'ah, qawaid, and kitabah which are arranged in stages. Teachers use the main textbook from the madrasah and develop additional materials in the form of student worksheets, simple dialogues and activity-based exercises. Based on the results of the learning tool documentation, Arabic language material is also integrated with Islamic values and students' daily lives, such as themes of family, school, worship, the environment and daily activities.

Integrating material with students' life contexts has a positive impact on their interest in learning Arabic. Students more easily understand Arabic vocabulary and expressions when the material is linked to their everyday experiences. Furthermore, teachers use simple texts relevant to students' lives to make learning more meaningful (Ariani, Y., Fitriah, 2024). This finding aligns with Abdul Hamid's opinion that contextual learning materials can increase student motivation and engagement in the Arabic language learning process.

The learning strategy component is a crucial component of Arabic curriculum design in madrasas. Based on classroom observations, teachers implement various active and communicative learning strategies. These strategies include group discussions, demonstrations, role-playing, drills, language games, and simple project-based learning. Teachers strive to create an interactive learning environment to prevent students from becoming bored during the lesson. The use of communicative strategies is evident when teachers ask students to engage in simple conversations in Arabic in pairs or small groups (Ardiansyah Siregar, F., & Kamalia, 2025).

In addition to communicative strategies, teachers also implement a collaborative approach in Arabic language learning (Ismail et al., 2025). Students are given the opportunity to work together to complete assignments, translate texts, and construct simple dialogues. This strategy has been shown to increase student participation in the learning process. Interviews revealed that students feel more confident when learning in groups because they can help each other understand material they find difficult. The findings of this study indicate that varied learning strategies can create more active, enjoyable, and effective learning (Ismail et al., 2025).

In terms of learning media, madrasas have utilized various media to support the Arabic language learning process. These media include whiteboards, vocabulary cards, images, instructional videos, pronunciation audio, digital presentations, and Arabic language learning applications. Teachers stated that the use of visual and audiovisual media significantly assists students in understanding the meaning of Arabic vocabulary and pronunciation correctly. Observations showed that students appear more enthusiastic when teachers use digital media-based videos and games compared to learning methods that rely solely on lectures (Busthomi, 2025).

The use of learning media also helps teachers explain abstract material in a more concrete and understandable way (Nurfadhillah et al., 2021). For example, teachers use images and videos to explain themes of daily activities in Arabic so that students can directly understand the context in which vocabulary is used. However, research has found that the use of digital media is not fully optimal due to limited technological facilities in some classrooms. Nevertheless, teachers continue to strive to use simple available media to maintain effective learning (Adrian Saputra, L. M., & Ulin Nuha, 2025).

Regarding the learning evaluation component, research results show that teachers implement continuous evaluation through formative and summative assessments. Evaluation is conducted not only to measure knowledge but also students' skills and attitudes in learning Arabic. The forms of evaluation used include written tests, speaking practice, reading Arabic texts, memorization of vocabulary, individual assignments, and assessment of student engagement during the learning process. Teachers stated that practical evaluations are more effective in determining students' actual abilities than written tests alone (Wahana Roza, R., Suparmanto, S., Yazid, Y., Candra Pramana, G., & Nurcahaya, 2025).

Furthermore, learning evaluations are also used as reflection material to improve the learning strategies and methods implemented by teachers (Adinda Putri Wiyogo, Assifa Salsabilla Chaniago, Anita Handayani, Dimas Tri Nugroho, 2025). Evaluation results indicate that students understand the material more easily when learning is conducted interactively and using engaging media. Therefore, teachers continue to innovate in the learning process to improve student learning outcomes. The findings of this study indicate that the evaluation of Arabic language learning in madrasas has shifted toward authentic assessments that assess students' abilities comprehensively (Herdah, 2025).

Based on the overall research findings, it can be understood that the design of the Arabic language curriculum components in madrasas has been integrative through the integration of learning objectives, materials, learning strategies, media, and evaluation. Each component supports each other in creating an effective Arabic language learning

process oriented towards developing student competencies. The success of this curriculum design is evident in the increase in student participation, learning motivation, and students' ability to understand and use Arabic simply. Thus, the systematic and contextual design of curriculum components is a crucial factor in improving the quality of Arabic language learning in madrasas.

Implementation of Arabic Language Curriculum Component Design in Increasing the Effectiveness of Arabic Language Learning in Madrasahs

The implementation of the Arabic language curriculum component design in madrasas is carried out in a structured manner through interconnected learning planning, implementation, and evaluation (Anif Fadillah, Irvan, Muhammad Taufiq Ismail, 2026). Arabic language teachers develop learning materials based on the learning outcomes and curriculum objectives established by the madrasa. These materials include teaching modules, teaching materials, learning media, learning strategies, and evaluation instruments tailored to student characteristics. Based on observations, the implementation of the Arabic language curriculum not only emphasizes mastery of language theory but also focuses on developing students' communicative skills in using Arabic in simple and contextual ways (Jannah, 2024).

The implementation of Arabic language learning objectives is evident in the systematic and phased learning activities (Nur Munajat, Muhammad Ghozil Aulia, 2026). Teachers begin the lesson with apperception and vocabulary introduction related to the learning topic. Next, students are given the opportunity to listen to vocabulary pronunciations, read simple texts, engage in conversations, and write short sentences in Arabic. Based on interviews with teachers, the learning objectives were designed so that students not only understood qawaid theory but also were able to use Arabic in simple communication within the madrasah environment. This approach demonstrates a paradigm shift in Arabic language learning from teacher-centered to student-centered learning, which positions students as active subjects in the learning process (Herdah, 2025).

The effectiveness of implementing the learning objectives was evident in the increased student engagement during the learning process. Students were more active in asking questions, answering questions, and attempting to use Arabic in simple classroom interactions. Teachers also motivated students to use Arabic expressions in daily activities, such as greetings, asking permission, and small talk. Based on observations, learning oriented toward language practice provided a more meaningful learning experience for students than learning that focused solely on memorizing Arabic rules (Jamil, S., & Nandang, 2025).

In implementing the learning materials, teachers delivered them in stages according to the students' ability levels (Silva Intan Fajar Saputri, 2026). Learning materials are not only sourced from the main textbook but are also developed through supplementary teaching materials such as simple dialogues, student worksheets, and visual-based learning media. Teachers strive to relate the learning materials to students' daily lives to make them easier to understand and apply. For example, on the topic of التعارف (introduction), students are asked to engage in direct conversation in pairs using Arabic. Meanwhile, on the topic of المدرسة (school), students are asked to name objects in the classroom using Arabic vocabulary (Ariani, Y., Fitriah, 2024).

The implementation of contextual materials has a positive impact on student comprehension. Based on interviews, students found it easier to understand the material when it was related to their daily activities. Furthermore, the use of simple and gradual materials helped students reduce their fear of learning Arabic. The findings of this study

indicate that learning materials relevant to students' experiences can increase learning interest and facilitate the process of understanding Arabic.

In implementing learning strategies, teachers use a variety of methods to prevent monotony. Strategies used include interactive lectures, group discussions, demonstrations, role-plays, drills, language games, and collaborative learning. Based on observations, role-playing is one of the most effective methods in increasing students' confidence in speaking Arabic. Teachers provide examples of simple conversations, then ask students to practice them in pairs in front of the class. This strategy creates an active and enjoyable learning atmosphere (Ardiansyah Siregar, F., & Kamalia, 2025).

Furthermore, teachers also implement group-based learning to enhance cooperation and interaction among students. In group activities, students help each other understand vocabulary and construct simple sentences in Arabic. The implementation of this collaborative strategy increases student participation, which previously tended to be passive. This finding aligns with Ahmad Fuad Effendy's opinion that Arabic language learning will be more effective if students are given the opportunity to use the language directly in social interactions.

The implementation of learning media is also a crucial factor in increasing the effectiveness of Arabic language learning in madrasas. Teachers utilize various media, such as images, vocabulary cards, learning videos, pronunciation audio, and digital presentations to help students understand the material. Based on observations, the use of audiovisual media can increase student attention and motivation to learn. Students appear more enthusiastic when teachers use Arabic conversation videos compared to lessons that only use lecture methods (Busthomi, 2025).

Learning media helps students understand the meaning of Arabic vocabulary and pronunciation more clearly. Teachers also use images to introduce objects around the school and home environment in Arabic. The use of visual media makes it easier for students to remember new vocabulary. In addition, some teachers utilize simple Arabic language learning applications to practice students' listening and reading skills. However, research has found that the use of digital technology still faces obstacles such as limited facilities and internet access in some classrooms.

In implementing learning evaluations, teachers conduct ongoing assessments through formative and summative evaluations. Evaluations are conducted to determine students' level of understanding of the material they have learned. These evaluations include written tests, speaking practice, reading Arabic texts, vocabulary memorization, individual assignments, and assessments of student engagement during the learning process. Teachers have stated that practical evaluations are more effective in measuring students' language skills than written evaluations alone (Wahana Roza, R., Suparmanto, S., Yazid, Y., Candra Pramana, G., & Nurcahaya, 2025)..

Based on research findings, the implementation of authentic evaluation has a positive impact on student development. Students are not only required to understand Arabic language theory but also to practice it in simple communication. Teachers also provide direct feedback on pronunciation and vocabulary errors, allowing students to gradually improve their language skills. Thus, learning evaluation serves not only as a tool for measuring learning outcomes but also as a means of improving the learning process.

The effectiveness of implementing the Arabic language curriculum component design in madrasas is evident in the increased learning motivation, active participation, and basic language skills of students. Students become more confident in reading, writing, and speaking Arabic. Furthermore, the learning environment becomes more interactive because teachers employ a variety of learning strategies and utilize engaging learning

media. Learning Arabic, previously considered difficult and boring, is transforming into a more enjoyable and meaningful learning activity for students.

However, the research also identified several obstacles in implementing the Arabic language curriculum in madrasas. These obstacles include limited learning time, differences in students' basic abilities, and limited learning media facilities. Some students still experience difficulty reading Arabic letters and understanding simple sentence structures, requiring teachers to provide more intensive support. Furthermore, limited learning time means teachers are unable to develop all language skills to their full potential in each session.

Based on the overall research findings, it is clear that the implementation of Arabic curriculum component design significantly contributes to improving the effectiveness of Arabic language learning in madrasas. The integration of learning objectives, materials, learning strategies, media, and evaluation creates a more active, communicative, and competency-oriented learning process. Therefore, the development of the Arabic language curriculum needs to be continuously adaptive and innovative so that Arabic language learning in madrasas becomes more relevant to student needs and the development of modern education (Astoya Saimulani, Agus Pahrudin, 2025).

Supporting and Inhibiting Factors in the Implementation of Arabic Language Curriculum Component Design to Increase Learning Effectiveness in Madrasas

The successful implementation of the Arabic language curriculum component design in madrasas is influenced by various supporting factors, both internal and external to the learning environment. These factors play a crucial role in creating effective, active Arabic language learning that aligns with the curriculum's objectives. Based on observations, interviews, and documentation, it was found that teacher competence, madrasah support, student motivation, the use of learning media, and a conducive learning environment are the primary factors supporting the effectiveness of the Arabic language curriculum implementation in madrasas (Fatimah Azzahra Putri, Sulthon, A., 2026).

The first supporting factor is Arabic language teachers' competence in designing and implementing learning. Teachers possess the ability to develop learning materials, select appropriate learning strategies, and develop engaging learning media for students. Based on interviews, Arabic language teachers stated that they strive to adapt learning methods to students' needs and abilities to ensure a more effective learning process. Teachers not only use lecture methods but also implement communicative strategies, group discussions, language games, and role-playing to increase student engagement in learning (Ayu Rahma Fitri Prameswari Zain, Ahmad Ahsanul Khuluq, 2024). Teachers' pedagogical and professional competence positively impacts the effectiveness of Arabic language learning. Based on observations, teachers are able to create an active and interactive learning environment, resulting in more enthusiastic student participation. Teachers also possess the ability to provide motivation and guidance to students experiencing difficulties understanding Arabic language material. This research finding aligns with Acep Hermawan's view that the success of Arabic language learning is greatly influenced by teachers' ability to manage the learning process creatively and innovatively.

The second supporting factor is the support of the madrasah (Islamic school) for the implementation of the Arabic language curriculum. Madrasas provide support through

the provision of learning tools, learning facilities, and programs to support Arabic language learning. According to interviews with the madrasah principal, the institution regularly supervises learning and provides training to teachers to improve their competencies in developing Arabic language learning. Furthermore, madrasas also support extracurricular activities such as muhadharah (religious study), Arabic speeches, and simple daily conversations, which aim to familiarize students with using Arabic in the school environment (Ayu Rahma Fitri Prameswari Zain, Ahmad Ahsanul Khuluq, 2024). This institutional support has a positive influence on the implementation of the Arabic language curriculum component design. Students have the opportunity to practice Arabic not only in the classroom but also through supporting activities within the madrasa environment. This helps students improve their speaking skills and confidence in using Arabic. Furthermore, collaboration between teachers, the madrasah principal, and the curriculum facilitates the implementation of learning that aligns with the curriculum's objectives.

Another supporting factor is student motivation and interest in learning Arabic. Based on interviews, most students are interested in learning Arabic because it is considered the language of the Quran and an important language for understanding Islamic teachings. This religious motivation is a strong factor in supporting Arabic learning in madrasas. Furthermore, the use of engaging learning methods and media also increases student interest in participating in the learning process (Taufik Akasah Tia, 2018). Students appear more active when learning is conducted interactively through language games, audiovisual media, and simple conversational practice. Enjoyable learning makes it easier for students to understand the material and feel less burdened in learning Arabic. Research findings indicate that high learning motivation influences increased student participation in learning and their success in understanding Arabic language materials.

In addition to supporting factors, research also identified various inhibiting factors in the implementation of Arabic language curriculum design components in madrasas. The first inhibiting factor is limited facilities and learning media. Although some madrasas have utilized digital media in their teaching, there are still limitations in facilities such as projectors, language laboratories, audio equipment, and adequate internet access. Based on observations, the use of digital learning media has not been optimally implemented in all classes due to limited facilities (Herdah, 2025). These limited facilities lead teachers to frequently use conventional learning methods such as lectures and written assignments (Neng Siti Nur Saadah, Reni Anggraeni, Dwi Awaliyah Fitriani, Usep Suherman, 2025). As a result, Arabic language learning sometimes becomes less engaging and provides less interactive learning experiences for students. However, the use of audiovisual media and learning technology significantly assists students in understanding Arabic pronunciation, vocabulary, and contextual use. Therefore, limited facilities are a barrier to effective Arabic language learning.

The second inhibiting factor is the differences in students' basic abilities in understanding Arabic. Based on interviews with teachers, some students have a good foundation in reading Arabic, while others still struggle to recognize the hijaiyah alphabet and read simple texts. This difference in ability requires teachers to adapt their teaching strategies to ensure all students can participate optimally (Romadlon, Dyah Worowirastri Ekowati, 2026). This often impacts learning effectiveness, as teachers must repeat basic material for students who haven't yet grasped previous lessons. As a result, the delivery of new material is slower, and learning targets are not always achieved as planned. Furthermore, students with lower proficiency tend to lack confidence in practicing

speaking Arabic in class. Therefore, teachers need to provide special guidance and attention to ensure all students can develop optimally.

Another inhibiting factor is the limited time available for Arabic language learning in madrasas. Based on documentation of lesson schedules, the time allocated for Arabic language learning remains relatively limited compared to the scope of material students must learn. Teachers stated that the short learning time makes it difficult for them to develop all language skills in a balanced manner in a single session. Learning often focuses more on delivering material and written exercises than on direct Arabic communication practice (Ardea Pramesti, Ade Dwi Juliani Ritonga, Muhammad Wildan Fikri Azkia, 2024). Time constraints also impact the evaluation of students' speaking skills and language practice. Teachers need more time to conduct authentic evaluations that include maharah istima', kalam, qira'ah, and kitabah. However, limited learning schedules mean that practical evaluations cannot be carried out optimally for all students. This presents a challenge in implementing an Arabic curriculum design oriented towards communicative competence (Ardea Pramesti, Ade Dwi Juliani Ritonga, Muhammad Wildan Fikri Azkia, 2024).

Furthermore, research has found that an Arabic language environment outside the classroom has not been consistently established. Students rarely use Arabic in daily communication due to a lack of familiarization and environmental support. Arabic language use remains limited to the classroom learning process. Yet, the language environment plays a crucial role in supporting successful Arabic language learning. Minimal Arabic language practice outside the classroom causes students to quickly forget learned vocabulary and expressions (Fajariyanto, M.A., & Fauji, 2024). Based on the overall research findings, it is clear that supporting and inhibiting factors significantly influence the effectiveness of implementing Arabic language curriculum components in madrasas. Teacher competence, madrasah support, student motivation, and the use of learning media are key factors supporting successful Arabic language learning. Meanwhile, limited facilities, differences in student abilities, limited learning time, and the lack of an Arabic language environment are obstacles that need to be addressed collaboratively.

Therefore, efforts are needed to develop a more innovative and adaptive Arabic language curriculum and learning environment. Madrasas need to improve learning facilities, strengthen Arabic language programs, and provide ongoing training for teachers to make Arabic learning more effective. With synergy between teachers, students, and madrasas, the implementation of the Arabic language curriculum component design is expected to improve the quality of learning and produce students with better Arabic language competency.

CONCLUSSION

The Arabic language curriculum components in madrasas have been designed in an integrated manner, integrating learning objectives, materials, learning strategies, media, and evaluation, oriented toward developing students' communicative competence. The curriculum is systematically implemented through active, contextual, and communicative learning, thereby enhancing students' motivation, participation, and Arabic language skills. Successful curriculum implementation is supported by teacher competence, madrasah support, and the use of a variety of learning media. However, curriculum implementation still faces several obstacles, such as limited facilities, learning time, differences in students' basic abilities, and a lack of Arabic language environments outside the classroom.

The results of this study provide important implications for Arabic language education institutions in general, particularly in developing a more adaptive, communicative, and student-centered curriculum. Educational institutions need to strengthen the integration of learning objectives, materials, strategies, media, and evaluation so that Arabic language learning focuses not only on theoretical aspects but also on practical language skills. Furthermore, this study emphasizes the importance of improving teacher competence, providing adequate learning facilities, and creating an Arabic language environment that supports active learning. Thus, the development of an innovative and contextual Arabic language curriculum is expected to improve the quality of learning and produce students who have optimal Arabic language competencies.

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