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## Designing a Hybrid Multidimensional Curriculum for Arabic Learning in Islamic Boarding Schools

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### Abstract

Arabic language learning in Islamic boarding schools frequently stands at the intersection of classical grammatical literacy, religious text comprehension, and contemporary communicative demands. This study develops and validates a hybrid multidimensional curriculum for Arabic language learning in pesantren-based non-formal education. The study responds to three persistent problems: the dominance of grammar-centered instruction, the weak integration of receptive and productive skills, and the absence of a systematic curriculum model that can reconcile pesantren traditions with communicative language pedagogy. A design-based research approach was employed through five iterative phases: needs analysis, curriculum design, expert validation, classroom implementation, and model revision. Data were collected through observation, semi structured interviews, questionnaires, document analysis, expert validation sheets, and learner performance assessment. The findings indicate that the proposed model integrates four instructional dimensions: grammar-based literacy, communicative language teaching, situational-contextual practice, and skill integration involving listening, speaking, reading, and writing. Expert validation confirmed the model's conceptual relevance, pedagogical feasibility, linguistic accuracy, and assessment coherence. Classroom implementation showed improvement in student engagement, classroom interaction, and the practical use of Arabic in meaningful contexts. The study contributes to Arabic language curriculum studies by offering a context-sensitive curriculum model that does not displace the epistemic value of pesantren grammar traditions, but repositions them within communicative, task-based, and performance-oriented learning. The model is recommended for Arabic programs in Islamic boarding schools and similar institutions seeking curriculum renewal without losing their distinctive religious and textual orientation

**Keywords:** Arabic language learning; curriculum design; design-based research; Islamic boarding schools; multidimensional curriculum; pesantren

## A. Introduction

Arabic has a distinctive position in Islamic education because it is simultaneously a language of communication, a medium of religious literacy, and an epistemic gateway to the classical Islamic intellectual tradition. In Indonesian pesantren, Arabic is rarely taught merely as a foreign language detached from religious formation. It is embedded in the reading of kitab kuning, the cultivation of adab, the memorization of textual patterns, and the long-standing grammar traditions of nahwu and sharf. This situation gives pesantren-based Arabic education a strong historical identity, yet it also produces curriculum challenges when learners are expected to use Arabic functionally in contemporary communicative settings.

The central curriculum problem in many Islamic boarding schools is not the existence of grammar-based instruction itself, but the imbalance between grammatical literacy and communicative performance. Grammar is often treated as the final goal of learning rather than as a resource for meaning-making, textual interpretation, and communicative use. As a consequence, many beginner-level learners can identify grammatical rules but remain hesitant to listen, speak, write, or negotiate meaning in Arabic. This imbalance has been widely discussed in second language pedagogy, where effective language learning is expected to integrate linguistic accuracy, functional use, interaction, and meaningful practice (Canale & Swain, 1980; Ellis, 2003; Larsen-Freeman & Anderson, 2011; Richards & Rodgers, 2014).

The issue becomes more complex in pesantren because Arabic curriculum design is often shaped by institutional tradition, teacher expertise, available textbooks, and inherited subject divisions rather than by explicitly formulated learning outcomes. In some institutions, the curriculum is rich in religious-textual content but lacks a systematic sequence connecting objectives, materials, learning tasks, classroom interaction, and assessment. This condition creates a gap between what is taught, what learners are expected to perform, and how learning achievement is assessed. Curriculum theory emphasizes that a language curriculum should be built through an alignment of needs analysis, content selection, sequencing, methodology, and assessment (Graves, 2008; Nation & Macalister, 2010; Richards, 2013). Without this alignment, Arabic learning risks becoming fragmented: strong in rule transmission but weak in performance evidence.

Recent studies in Arabic language education strengthen the need for adaptive and integrated learning design. Communicative Arabic learning requires alignment among objectives, materials, methods, learner roles, learning environment, and evaluation rather than the isolated use of one teaching technique (Baroroh & Tolinggi, 2020). During and after the digital transformation of education, Arabic learning design has also been pushed to incorporate

communication, collaboration, creativity, and critical thinking as operational learning outcomes (Susanto et al., 2022). Empirical studies further show that structured drill can support communicative learning when it is connected to planning, classroom implementation, and evaluation (Adam & Fitriani, 2023), while task-based language teaching has been shown to improve integrated Arabic skills through active interaction and meaningful tasks (Kosim et al., 2024). These findings are consistent with recent *Lisanan Arabiya* publications: Zuhriyah et al. (2025) reported that Canva-based Arabic media strengthened comprehension and learner involvement; Hariadi and Weeke Alfulanah (2025) argued that task-based learning and the direct method can complement each other in *maharah kalam*; and Ghulam et al. (2025) emphasized adaptive, inclusive, communicative, cooperative, and digitally supported strategies in multicultural Arabic classrooms.

However, much of the existing research remains focused on particular methods, media, or skill areas. Studies on Canva, task-based learning, direct method, digital learning, or multicultural teaching provide important contributions, but they do not yet offer a comprehensive curriculum model for pesantren-based Arabic learning. The present study therefore addresses a more structural question: how can an Arabic curriculum model be designed to integrate pesantren grammar traditions with communicative, situational, and skill-based learning in a systematic and empirically validated way? This question is important because curriculum reform in pesantren should not simply import modern language teaching models without considering the textual, religious, and cultural logic of Islamic boarding schools.

To answer this problem, this study proposes a hybrid multidimensional curriculum model for Arabic language learning in Islamic boarding schools. The model is called hybrid because it integrates traditional grammar-based learning with contemporary communicative and task-oriented pedagogy. It is multidimensional because it connects objectives, content, learning activities, language skills, classroom context, and assessment into a coherent curriculum structure. The study employs design-based research because DBR allows educational innovation to be developed, tested, revised, and theoretically refined in authentic learning environments (Anderson & Shattuck, 2012; McKenney & Reeves, 2019; Wang & Hannafin, 2005). Accordingly, this article aims to develop and validate a hybrid multidimensional curriculum model that is pedagogically feasible, contextually relevant, and theoretically grounded for pesantren-based Arabic education.

## **B. Literature Review and Theoretical Foundation**

Language curriculum design requires more than arranging topics in a syllabus. It involves

principled decisions about learning purposes, learner needs, language content, sequencing, teaching method, classroom resources, and assessment evidence. Contemporary language curriculum studies increasingly emphasize alignment, needs responsiveness, and iterative evaluation, especially when curriculum innovation is implemented in authentic educational settings (McKenney & Reeves, 2019; Mukarromah, 2022). In Arabic education, this alignment is crucial because curriculum decisions must connect grammatical accuracy, communicative use, learner engagement, and institutional goals. Recent studies on Arabic learning during digital and post-pandemic contexts also show that curriculum design must integrate 21st-century skills, learner-centered activities, and context-sensitive materials rather than relying only on textbook transmission (Abdillah et al., 2021; Ritonga et al., 2020, 2021; Susanto et al., 2022). For pesantren, this means that an effective Arabic curriculum cannot be separated from its religious-textual culture, teacher authority, learner profiles, and practical communicative needs.

The grammar-based tradition in pesantren has strong pedagogical and epistemological value. Through nahwu and sharf, students learn to access classical Islamic texts with precision and discipline. This tradition develops grammatical awareness, textual sensitivity, and respect for authoritative knowledge. Yet, second language acquisition studies have repeatedly shown that rule knowledge alone does not automatically develop communicative competence. Communicative competence requires grammatical, sociolinguistic, discourse, and strategic capacities (Canale & Swain, 1980). Learners need opportunities to use language, receive feedback, negotiate meaning, and connect form with communicative function. Thus, the challenge is not to abandon grammar, but to transform grammar from isolated rule memorization into a functional resource for language use.

Communicative language teaching contributes to this transformation by emphasizing interaction, meaning, and practical language use. Recent Arabic pedagogy studies suggest that communicative learning becomes effective when classroom objectives, materials, methods, educator roles, student participation, environment, and evaluation are treated as interrelated components (Baroroh & Tolinggi, 2020). Task-based language teaching extends this orientation by asking learners to use language for purposeful activities such as asking for information, describing routines, negotiating meaning, and producing short oral or written outputs. In Arabic learning, task-based activities are especially relevant because speaking and integrated skills require confidence, fluency, feedback, and repeated opportunities for meaningful use (Ellis et al., 2020; Kosim et al., 2024).

The direct method and drill-based practice also remain valuable when they are not

reduced to mechanical repetition. Adam and Fitriani (2023) show that drill practice can support Arabic learning with a communicative approach when it is embedded in clear planning, classroom interaction, and evaluation. Hariadi and Weeke Alfulanah (2025) similarly argue that task-based learning and the direct method should not be treated as mutually exclusive because task-based learning strengthens contextual communication, whereas the direct method supports pronunciation, repetition, and spontaneous oral production. This insight is important for pesantren contexts because learners need both structured pattern practice and meaningful communicative tasks. A hybrid curriculum can therefore combine guided repetition, grammar awareness, dialogue practice, contextual tasks, and reflective assessment.

Digital and visual media provide another dimension of curriculum renewal. Technology is not a curriculum by itself, but it can support access, visualization, engagement, and learner autonomy. Studies on Arabic e-learning, social media collaboration, and Moodle-based Arabic learning indicate that digital resources can expand exposure, interaction, and independent practice when they are pedagogically aligned with learning outcomes (Abdillah et al., 2021; Aliyah & Hidayanti, 2022; Ritonga et al., 2020). In Arabic learning, Canva-based media, digital slides, vocabulary infographics, and interactive visual tasks can help students connect abstract linguistic forms with concrete communicative contexts. Zuhriyah et al. (2025) found that Canva-based Arabic media improved understanding, involvement, and independent learning among university students. This finding supports the inclusion of media design as a supportive component within the hybrid multidimensional model.

Another theoretical foundation is contextual and multicultural pedagogy. Arabic classrooms in Indonesia are increasingly diverse in terms of learners' educational backgrounds, regional languages, motivation, prior exposure to Arabic, and familiarity with Islamic texts. Ghulam et al. (2025) show that Arabic teaching in multicultural madrasah settings requires adaptive planning, differentiated instruction, cooperative learning, and culturally responsive communication. In pesantren environments, contextualization is also needed because students learn Arabic within religious routines, dormitory life, teacher-student interaction, and kitab learning. The model therefore treats pesantren life not as a peripheral background, but as a source of vocabulary, dialogue, task design, and performance assessment.

Based on these theoretical strands, this study conceptualizes a hybrid multidimensional curriculum as a structured model that integrates four dimensions. First, the linguistic-textual dimension preserves grammar-based literacy and the ability to read Islamic texts. Second, the communicative dimension develops the use of Arabic for interaction and meaning-making. Third, the situational-contextual dimension connects materials with daily pesantren life,

religious practice, and authentic communicative situations. Fourth, the integrative skill dimension connects listening, speaking, reading, and writing through coordinated tasks and assessments. The model is expected to produce a curriculum that is faithful to pesantren tradition while responsive to contemporary language learning demands.

### C. Method

This study employed design-based research (DBR) to develop and validate a hybrid multidimensional curriculum model for Arabic language learning in Islamic boarding schools. DBR was selected because the study did not merely seek to describe an existing phenomenon, but to design, implement, evaluate, and refine a pedagogical model in a real educational context. DBR is suitable for educational innovation because it combines practical problem solving with theoretical development through iterative cycles of design, implementation, analysis, and revision (Anderson & Shattuck, 2012; McKenney & Reeves, 2019; Wang & Hannafin, 2005).

The research was conducted in an Arabic language center within an Islamic boarding school in Indonesia. The setting represents a non-formal pesantren environment where Arabic is taught intensively to support religious literacy, text reading, and communicative competence. The participants consisted of beginner-level students, Arabic language instructors, and expert validators. Beginner learners were selected because foundational curriculum design is crucial at the early stage of language acquisition. Instructors were involved to provide practical feedback on curriculum feasibility, while expert validators examined content relevance, linguistic accuracy, pedagogical coherence, and assessment suitability.

The DBR procedure consisted of five phases. The first phase was needs analysis. Data were collected through classroom observation, interviews with teachers, student questionnaires, and analysis of existing learning documents. This phase identified the dominant instructional patterns, learner difficulties, curriculum gaps, and institutional expectations. The second phase was curriculum design. Based on the needs analysis and theoretical framework, the research team developed a hybrid multidimensional curriculum model integrating grammar-based learning, communicative tasks, situational materials, and skill integration. The third phase was expert validation. The initial model was reviewed by experts in Arabic language education and curriculum design. Their feedback was used to revise the model before implementation.

The fourth phase was field implementation. The validated curriculum model was implemented in classroom practice through structured lesson plans, integrated skill activities, dialogue-based exercises, grammar-in-context tasks, and performance assessment. Teachers were encouraged to use Arabic in meaningful situations while maintaining explicit attention to grammatical accuracy. The fifth phase was evaluation and revision. Quantitative data from questionnaires, validation sheets, and learning outcomes were analyzed descriptively, while

qualitative data from observation notes, interviews, and teacher reflections were analyzed thematically. Data triangulation was used to strengthen the credibility of findings.

The instruments used in the study included observation checklists, interview guides, student questionnaires, expert validation sheets, lesson plan review forms, and performance assessment rubrics. The validation sheet assessed four main aspects: content relevance, pedagogical suitability, linguistic accuracy, and practical feasibility. Learner performance was assessed through integrated tasks involving listening comprehension, guided speaking, reading comprehension, and short written production. The analysis focused not only on achievement scores, but also on classroom engagement, interaction patterns, teacher implementation, and the coherence between objectives, materials, activities, and assessment.

To make the iterative DBR process explicit, each phase used minimum transition criteria before moving to the next phase. The needs analysis phase was considered complete when data from observation, interviews, questionnaires, and document analysis produced convergent findings on learner needs and curriculum gaps. The expert validation phase was considered sufficient when the mean validation score reached at least 4.21 on a five-point scale, no assessed aspect fell below 4.00, and all qualitative suggestions related to content relevance, linguistic accuracy, feasibility, and assessment coherence had been incorporated into the revised prototype. The model was moved to field implementation only after the alignment checklist showed at least 80% coherence among learning outcomes, materials, tasks, and assessment rubrics. During implementation, a cycle was considered ready for revision when most students completed the assigned performance tasks, classroom engagement reached at least a moderate-to-high level in two consecutive observations, and teacher reflection no longer identified major feasibility obstacles. These criteria were used not as rigid statistical cut-off points, but as practical quality thresholds to ensure that each design decision was empirically justified before entering the next DBR cycle.

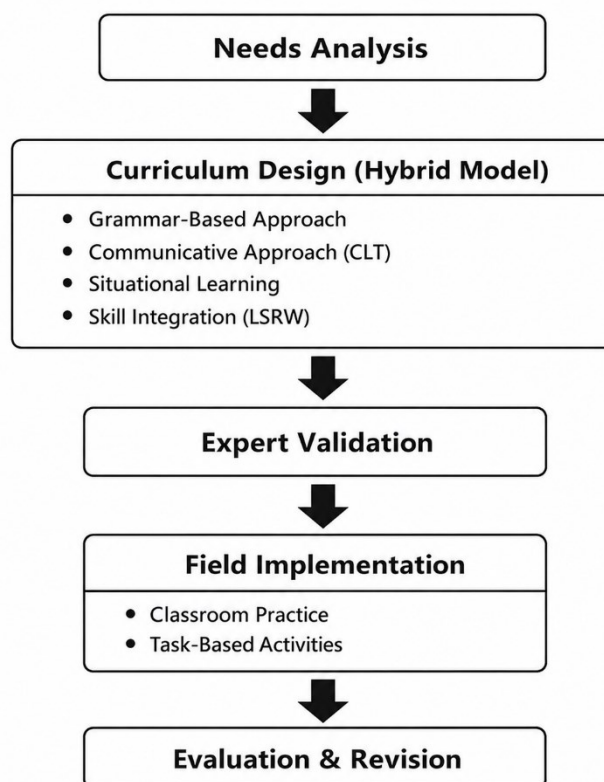
Ethically, the study respected the institutional context of the pesantren. Data collection was conducted with permission from the institution and with attention to participant confidentiality. The purpose of the research was explained to teachers and learners, and the implementation process was designed as part of curriculum improvement rather than as an evaluative judgment of individual teachers.

Table 1. Components of the Hybrid Multidimensional Curriculum Model

| Curriculum Dimension            | Main Orientation                                   | Operational Form  |
|---------------------------------|--|---|
| Grammar-based literacy          | Accuracy, rule awareness, and textual reading      | Nahwu-sharf explanation, guided parsing, short text analysis                |
| Communicative practice          | Meaningful interaction and oral use                | Dialogue, role play, pair work, information-gap tasks                       |
| Situational-contextual learning | Connection with pesantren life and real situations | Vocabulary from daily activities, religious routines, classroom expressions |
| Integrated language skills      | Balanced development of LSRW skills                | Listening input, speaking task, reading text, writing reflection            |
| Performance assessment          | Evidence of language use                           | Rubrics, oral performance, portfolio, formative feedback                    |

### C. Conceptual Model

Figure 1. Hybrid Multidimensional Curriculum Model Based on Design-Based Research



### D. Result and Discussion

The results are presented according to the design-based research phases: needs analysis, model development, expert validation, implementation, and evaluation. The discussion is integrated with the results because the central purpose of this study is not only to report outcomes but also to explain how the model works as a curriculum design for pesantren-based Arabic learning.

The needs analysis revealed three major problems. First, Arabic instruction was dominated by grammar explanation and translation practice. Students were familiar with terms from nahwu and sharf, yet many of them struggled to use Arabic orally in simple classroom interactions. Second, the curriculum sequence was not always connected to explicit learning outcomes. Teachers had strong content mastery, but learning objectives, activities, and assessments were not consistently aligned. Third, language skills were often taught separately, with greater attention to reading and grammatical analysis than to listening, speaking, and writing. These findings confirm the need for a curriculum model that respects grammar tradition while expanding the scope of language competence.

The first problem, grammar dominance, should be interpreted carefully. In pesantren, grammar is not merely a technical subject; it is part of the intellectual infrastructure for reading Islamic texts. Therefore, curriculum renewal should not marginalize grammar. Instead, grammar needs to be repositioned as a tool for communication and interpretation. In the proposed model, each grammatical point is connected to a communicative function and a textual purpose. For example, nominal sentences are not only explained as *mubtada'* and *khabar*, but also practiced through self-introduction, description of pesantren activities, and reading short religious expressions. Verb forms are not only memorized but used in daily routine narratives, instructions, and dialogue tasks.

The second problem concerns alignment. A curriculum may contain strong materials but remain weak if objectives, activities, and assessment are disconnected. The hybrid multidimensional model addresses this issue by organizing each unit through a sequence: learning outcome, linguistic focus, vocabulary field, situational context, skill-based task, and performance evidence. This structure reflects the curriculum principle that content selection and assessment must be connected to learner needs and institutional goals (Graves, 2008; Nation & Macalister, 2010; Richards, 2013). In pesantren, the intended outcome is not only general communication but also functional access to Islamic learning activities. Therefore, the curriculum includes both everyday communicative situations and religious-textual contexts.

Expert validation indicated that the model is conceptually relevant and practically feasible. Validators appreciated the model's effort to combine pesantren grammar traditions with communicative and task-based learning. The validation phase was closed because all assessed components exceeded the minimum score of 4.00 and the overall mean met the very valid criterion of 4.21 or higher. Validators also suggested that the model should avoid excessive complexity at the beginner level. Based on this feedback, the curriculum design was revised by simplifying learning outcomes, reducing overlong grammar explanations, increasing examples from daily pesantren life, and using clear performance rubrics. This revision is

consistent with the DBR principle that educational design must be refined through expert review, practical feedback, and iterative testing (McKenney & Reeves, 2019; Mukarromah, 2022).

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Table 2. Expert Validation Results

| Aspect                  | Mean Score | Category   |
|-------------------------|------------|------------|
| Content relevance       | 4.60       | Very valid |
| Pedagogical suitability | 4.50       | Very valid |
| Linguistic accuracy     | 4.70       | Very valid |
| Practical feasibility   | 4.40       | Valid      |
| Assessment coherence    | 4.45       | Valid      |

The implementation phase showed that students became more active when grammar was connected to communicative tasks. In conventional practice, students tended to wait for teacher explanation and respond only when asked. Under the hybrid model, they were given structured opportunities to speak, listen, respond, and produce short written texts. Classroom interaction increased because tasks required learners to exchange information, ask simple questions, and describe familiar contexts. This supports the argument that meaningful interaction and contextual practice are central to communicative competence (Canale & Swain, 1980; Ellis, 2003; Nunan, 2004).

The integration of task-based learning and direct method elements was particularly useful for maharah kalam. Direct repetition helped students gain pronunciation confidence, while task-based activities encouraged them to use language beyond mechanical drills. This finding is aligned with Hariadi and Weeke Alfulanah (2025), who recommend combining task-based learning and the direct method according to learning objectives and learner needs. In the pesantren context, this combination is pedagogically realistic because teachers are already familiar with repetition and oral drills, but these practices can be expanded into more meaningful interaction.

The use of situational materials also strengthened student engagement. When vocabulary and expressions were taken from pesantren life, such as study schedules, dormitory routines,

mosque activities, teacher-student interaction, and kitab learning, learners found Arabic more meaningful. This finding supports contextual language pedagogy: learners are more likely to participate when language is connected to familiar situations. It also resonates with Ghulam et al. (2025), who emphasize that Arabic teaching in diverse educational settings requires cultural responsiveness, adaptive planning, and inclusive strategies. In pesantren, contextual responsiveness means recognizing the lived world of santri and transforming it into learning material.

Digital and visual media functioned as supportive resources rather than as the core of the curriculum. Canva-based vocabulary cards, short slides, and visual prompts helped learners understand abstract vocabulary and organize dialogue tasks. This supports Zuhriyah et al. (2025), who found that Canva-based media can improve comprehension, student involvement, and independent learning. However, the implementation also showed that media must remain integrated with objectives and tasks. Visual media is effective only when it supports language use, not when it merely decorates classroom materials.

Learning outcome data indicated improvement in classroom participation, oral confidence, and integrated language performance. The improvement was not only reflected in scores but also in observable changes: students asked more questions, responded more quickly to familiar prompts, and demonstrated greater willingness to use Arabic in pair and group activities. Teachers also reported that the model made lesson planning more structured because each lesson had clearer outcomes, materials, activities, and assessment indicators.

The model also offers a theoretical contribution. It shows that pesantren Arabic curriculum design can be developed through an integrative logic rather than a binary opposition between traditional and modern pedagogy. The traditional grammar approach provides textual accuracy and epistemic continuity, while communicative and task-based approaches provide interaction, fluency, and functional use. Situational learning connects Arabic with the learner's environment, and integrated skills ensure that language competence is not reduced to rule knowledge. This combination makes the model hybrid, but not eclectic in a random sense. Each dimension has a clear function within the curriculum structure.

Table 3. Student Achievement and Engagement Outcomes

| Indicator           | Before Implementation         | After Implementation          | Interpretation  |
|---------------------|-------------------------------|-------------------------------|---|
| Class participation | Low to moderate               | Moderate to high              | Students became more involved in pair and group tasks             |
| Speaking confidence | Limited and teacher-dependent | Improved in guided situations | Students used Arabic in short dialogues and classroom expressions |

|                     |                            |   |   |
|---------------------|----------------------------|---|---|
| Skill integration   | Mostly reading and grammar | Listening, speaking, reading, and writing connected | Learning became more balanced                 |
| Assessment evidence | Dominated by written tests | Performance rubric and formative feedback           | Achievement was measured through language use |
| Teacher planning    | Content-based and flexible | Outcome-based and sequenced                         | Lesson planning became more systematic        |

From a curriculum perspective, the most important finding is that the model improves coherence. Coherence means that objectives, content, method, and assessment are mutually reinforcing. In the old pattern, students could complete grammar exercises without demonstrating communicative use. In the revised model, each grammar point leads to communicative output and each communicative task is evaluated through transparent criteria. This structure helps teachers maintain the value of grammar while avoiding grammar-only learning.

The model also demonstrates the value of DBR for Arabic curriculum development. Unlike one-time curriculum design, DBR allows iterative refinement. The first design was not treated as final; it was validated, implemented, criticized, and revised. This process is important because pesantren-based Arabic learning is situated within a living educational tradition. A model that works in one context may require adaptation in another. DBR therefore provides a methodological pathway for curriculum innovation that is both empirical and respectful of local realities.

The originality of the model lies in its attempt to work from within the pesantren educational logic rather than imposing an external communicative model without adaptation. Many curriculum reforms fail because they treat inherited traditions as obstacles. In this study, the grammar tradition is treated as a curriculum asset, but one that needs to be reorganized through outcomes, contexts, and performance tasks. This allows teachers to preserve the authority of classical Arabic literacy while giving learners more chances to use Arabic as a living language in classroom and pesantren interactions.

The multidimensional structure also helps solve the common problem of method-centered reform. In many Arabic programs, innovation is often reduced to adopting a single method, such as the direct method, communicative language teaching, task-based learning, or digital media. The findings of this study suggest that no single method is sufficient to answer the complexity of pesantren-based Arabic learning. Beginners need rule clarity, controlled practice, oral repetition, contextual vocabulary, interactional tasks, visual support, feedback, and gradual assessment. The curriculum model therefore functions as a design framework that enables teachers to select methods according to the learning outcome rather than follow one method rigidly.

Another important implication concerns assessment. Traditional Arabic assessment often privileges written tests, grammatical parsing, and memorization. These forms of assessment remain useful, especially for measuring textual accuracy, but they are insufficient to capture communicative growth. The hybrid model introduces performance-based assessment through oral tasks, short dialogue, reading aloud with comprehension, guided writing, and classroom interaction. Such assessment does not replace written tests; it complements them by providing evidence of actual language use. This makes assessment more aligned with the curriculum's broader goals.

Teacher readiness is a crucial factor in the implementation of this model. The study showed that teachers can adopt the model more easily when the design is presented in practical unit formats rather than abstract theory. For this reason, the model should be accompanied by sample lesson plans, task banks, vocabulary lists, rubrics, and contextual dialogue materials. Teacher training should not only explain communicative theory but also demonstrate how to transform familiar grammar topics into communicative and situational tasks. This is important because curriculum reform depends not only on documents but also on teacher interpretation and classroom enactment.

The model also has institutional implications. Pesantren leaders and Arabic program coordinators need to support curriculum standardization without eliminating teacher creativity. The model can be used as a shared framework for designing yearly programs, weekly lesson sequences, and assessment systems. At the same time, teachers may adapt themes, texts, and tasks according to learner level and institutional culture. This balance between standardization and flexibility is necessary because pesantren differ in their learning schedules, student backgrounds, target competencies, and religious-textual priorities.

In relation to recent *Lisanan Arabiya* publications, the present study extends the discussion from media, method, and multicultural strategy toward curriculum architecture. Zuhriyah et al. (2025) focus on Canva-based media; Hariadi and Weeke Alfulanah (2025) examine the relationship between task-based learning and direct method; Ghulam et al. (2025) analyze adaptive strategies in multicultural Arabic classrooms. This article draws these insights into a broader curriculum model in which media, method, context, and assessment are integrated into one design logic. In this sense, the study strengthens the scholarly conversation of *Lisanan Arabiya* by offering a model-oriented contribution to Arabic language education.

The findings also suggest that Arabic curriculum development in Islamic boarding schools should avoid two extremes. The first extreme is traditionalism without redesign, where inherited materials are repeated without considering learner needs and communicative outcomes. The second extreme is methodological modernization without contextual grounding,

where fashionable approaches are introduced but detached from pesantren culture and teacher capacity. The hybrid multidimensional model offers a middle path: it maintains the intellectual seriousness of Arabic grammar and textual learning while embedding them in communicative, contextual, and skill-integrated practices.

For beginner-level learners, the most effective sequence is gradual and cumulative. Students first need comprehensible input and controlled patterns, then guided interaction, and finally simple performance tasks. Direct correction should be balanced with encouragement because excessive correction may reduce speaking confidence. Grammar explanation should be brief, functional, and immediately followed by examples. Vocabulary should be thematically connected to daily life and Islamic learning activities. Reading texts should be short but meaningful, while writing tasks should begin with sentence completion and guided paragraph construction. These operational principles make the model usable in actual classrooms rather than remaining an abstract diagram.

The model can also support future integration with digital learning. Digital tools may be used for vocabulary review, pronunciation practice, listening input, interactive quizzes, and portfolio documentation. However, the study confirms that technology should follow curriculum design, not replace it. A strong curriculum determines what learners need to achieve, what materials are appropriate, what tasks are meaningful, and what evidence of learning should be collected. Digital tools then become instruments for strengthening these decisions. This principle is especially important in pesantren, where technological access may vary and where face-to-face teacher-student interaction remains pedagogically central.

Overall, the hybrid multidimensional curriculum model provides a feasible response to the complex needs of Arabic learning in Islamic boarding schools. It is not a universal formula, but a design framework that can be adapted. Its main contribution is the articulation of a curriculum logic that connects tradition and innovation, accuracy and fluency, text and communication, teacher guidance and learner participation, as well as classroom learning and pesantren life.

Nevertheless, the study has limitations. It was conducted in one pesantren-based Arabic program, so the findings cannot be generalized mechanically to all Islamic boarding schools. The implementation period was also limited, making it difficult to measure long-term proficiency development. Furthermore, the model focused primarily on beginner learners. Intermediate and advanced learners may require different task complexity, textual depth, and assessment forms. Future studies should test the model across different pesantren types, proficiency levels, and learning durations. Longitudinal research is especially needed to

examine whether the model produces sustained improvement in communicative competence and religious-textual literacy.

## **E. Conclusion, Implications, and Future Research**

### **1. Conclusion**

This study developed and validated a hybrid multidimensional curriculum model for Arabic language learning in Islamic boarding schools. The model responds to the persistent gap between grammar-centered instruction and the need for communicative, contextual, and skill-integrated Arabic learning. Through a design-based research process, the study found that Arabic curriculum renewal in pesantren should not be framed as a replacement of traditional grammar with modern methods. Rather, it should be designed as an integrative curriculum in which grammar supports communication, communication is grounded in pesantren contexts, and learning outcomes are assessed through meaningful performance.

Future research should apply the model in multiple pesantren and madrasah settings, examine its long-term effects, and develop differentiated versions for intermediate and advanced learners. Beyond non-formal pesantren programs, the model can also be adapted by formal institutions such as madrasahs, Islamic schools, and university Arabic programs by mapping institutional competency standards onto the four dimensions of the model: grammar-based literacy, communicative practice, situational-contextual learning, and integrated language skills. Scaling should begin with teacher training, a shared unit-design template, performance rubrics, and a bank of contextual tasks that can be modified according to learner level. Further studies may also integrate digital learning platforms, corpus-based vocabulary design, and CEFR-informed assessment to strengthen the model's adaptability. The key implication is that Arabic curriculum reform in Islamic boarding schools and similar institutions will be more effective when it is designed through contextual integration rather than methodological replacement.

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### **2. Implications**

#### **2.1 Theoretical Implications**

This study contributes to the field of Arabic language education by introducing a hybrid multidimensional curriculum framework that integrates traditional and modern pedagogical approaches. Unlike previous studies that focus on isolated aspects of curriculum development, this model emphasizes the interconnectedness of linguistic, communicative, and contextual dimensions.

The findings also reinforce the relevance of communicative competence theory and task-based learning frameworks in non-formal educational contexts, particularly in Islamic boarding schools. By demonstrating the applicability of these theories in pesantren settings, this study extends the scope of second language acquisition (SLA) research beyond formal educational environments (Nunan, 2004; Willis & Willis, 2007).

From a practical perspective, the proposed curriculum model offers a structured and adaptable framework for Arabic language instruction in Islamic boarding schools and similar formal educational institutions. In pesantren, the model can be used to reorganize nahwu-sharf lessons into communicative and text-based tasks. In madrasahs or Islamic schools, it can be aligned with competency standards and semester learning plans. In higher education, it can support Arabic intensive programs by integrating classroom tasks, digital media, and performance-based assessment. Educators can use this model to:

From a practical perspective, the proposed curriculum model offers a structured and adaptable framework for Arabic language instruction in Islamic boarding schools and similar institutions. Educators can use this model to:

- 1 Design competency-based learning objectives
- 2 Integrate language skills systematically
- 3 Apply communicative and task-based teaching strategies
- 4 Implement performance-based assessment

The model also supports the development of more engaging and learner-centered instructional practices, which are essential for improving language proficiency outcomes in non-formal education settings (Nation & Macalister, 2010; Sapawi & Yusoff, 2025).

### **2.3 Policy Implications**

This study highlights the need for curriculum reform in traditional Islamic educational institutions. Policymakers and educational stakeholders are encouraged to:

- 1 Promote curriculum standardization based on competency frameworks
- 2 Integrate modern pedagogical approaches into traditional systems
- 3 Support teacher training in communicative and student-centered methodologies

Such efforts are crucial to ensure that Arabic language education remains relevant and responsive to contemporary educational demands (Harisca et al., 2023; Hasanah et al., 2021).

### 3. Limitations

Despite its contributions, this study has several limitations. First, the research was conducted in a single pesantren context, which may limit the generalizability of the findings. Second, the duration of the implementation phase was relatively short, which may not fully capture long-term learning outcomes. Third, the study primarily focused on beginner-level learners, leaving other proficiency levels unexplored.

### 4. Future Research

Future research should explore the application of the hybrid multidimensional curriculum model in diverse educational contexts, including formal schools and higher education institutions. Longitudinal studies are also needed to examine the long-term impact of the model on language proficiency and learner development. In addition, future studies may investigate the integration of digital technologies and blended learning approaches within the proposed model, as recent research highlights the growing importance of technology-enhanced language learning (Husna et al., 2026; Sapawi & Yusoff, 2025). Finally, further research is recommended to develop and test similar curriculum models for intermediate and advanced learners, as well as to explore cross-cultural adaptations in different non-Arab contexts.

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