
Reconstruction of Arabic Language Learning Planning Based on a Systems and Humanistic Approach

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Abstract

Learning planning is a strategic foundation in the educational process because it allows teachers to organize objectives, materials, methods, media, and evaluation in a targeted manner. In Arabic language learning, planning becomes increasingly important because learning requires not only mastery of linguistic elements but also the development of integrated language skills. However, Arabic language learning planning has tended to be understood within a systems framework that emphasizes regularity, measurability, and integration of components, while the dimension of the learner as the subject of learning has not received sufficient attention. This article aims to reconstruct Arabic language learning planning through a synthesis of the systems approach and the humanistic approach. This study uses library research methods with a conceptual approach and descriptive-critical analysis. The results of the study indicate that the systems approach remains important as a structural foundation for Arabic language learning planning, but has limitations when used alone because it tends to be technical and administrative, and less sensitive to the individual needs of learners. Meanwhile, the humanistic approach contributes to placing learners at the center of learning, paying attention to affective and psychological aspects, and encouraging more adaptive, participatory, and meaningful learning. Based on this, this article offers a conceptual model for humanistic-system-based Arabic language learning planning, which includes analysis of student needs, formulation of integrative objectives, systematic and contextual organization of materials, selection of adaptive methods and media, implementation of participatory learning, and comprehensive and reflective evaluation. In conclusion, the reconstruction of humanistic-system-based Arabic language learning planning produces a more complete planning paradigm, namely remaining systematic but simultaneously oriented towards holistic student development.

Keywords

Learning Planning, Arabic, Systems Approach, Humanistic, Reconstruction



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INTRODUCTION

Learning planning is a strategic foundation for the entire educational process, as it enables teachers to organize objectives, materials, approaches, strategies, media, and

evaluation in a targeted manner. In the context of Arabic language learning, planning becomes even more crucial because this subject not only requires mastery of linguistic elements but also the integrated development of four language skills. Recent studies on Arabic language learning planning at the elementary school or Islamic elementary school level indicate that thorough planning includes an analysis of student conditions, drafting learning objectives, learning documents, approaches, strategies, methods, media, and evaluation as an interrelated whole (Yulia et al., 2025). Despite this, the practice of Arabic language learning planning in various educational institutions is still often framed within a predominantly systemic-technical framework. Planning is more commonly understood as the process of developing learning materials that are administratively orderly, procedurally logical, and measurable in terms of targets. While this framework is important because it provides clear direction for teachers, it also has the potential to make the learning process too component-centric and under-represent the dynamics of students as learning subjects. In studies on the implementation of a communicative approach, increased student confidence and fluency emerged when learning provided space for dialogue, group discussions, presentations, and everyday language practice. Although consistency of the language environment and grammatical accuracy remain challenges that must be managed in a planned manner (Fahim & Wijaya, 2026).

This issue is further complicated by the distinct characteristics of Arabic language learning compared to other subjects. Arabic is studied not only as a system of signs and rules, but also as a means of communication, expression, and the formation of meaningful learning experiences. Challenges in productive aspects, particularly writing and speaking skills, demonstrate that Arabic language learning problems cannot be resolved simply by arranging material sequentially. Recent theoretical studies on learning the Qur'an confirm that low learning motivation and poor visual accuracy in dealing with complex letter structures remain significant obstacles (Mauludiah et al., 2026). Therefore, Arabic language learning planning must not only be systematic but also be sensitive to psychological, affective, and individual learning barriers. In addition, psychological factors such as speaking anxiety and personal character have also been shown to influence Arabic learning performance, so learning planning needs to consider the affective aspects of students from the start of learning design (Jumhana, 2025; Sutarjo, 2025).

This is where the humanistic approach gains strong relevance. The humanistic approach views students as subjects with natural potential for optimal development, therefore, learning must be designed in a more holistic, meaningful, and humane manner. In a recent conceptual study, the humanistic approach to Arabic language learning is described as a paradigm capable of providing a supportive psychological environment, reducing language anxiety, increasing intrinsic motivation, and developing communicative competence more holistically (Inayah et al., 2026). These findings suggest that Arabic language learning planning should not stop at developing instructional components but should be directed toward creating a safe, motivating, and liberating learning experience for students.

Furthermore, the demand for learner-centered learning is also evident in the need to adapt learning for diverse learning groups. Research on the evaluation model for Arabic language learning for students with disabilities in inclusive Islamic elementary schools (*madrasah ibtidaiyah*) indicates that student characteristics must be a crucial basis for designing evaluations and the overall learning process (Yuslam et al., 2024). Although the focus of this research is evaluation, the implication is clear: Arabic language learning planning cannot be structured with a uniform logic for all students. It must be based on an understanding of the varying characteristics, needs, obstacles, and learning potential. On the other hand, the development of studies on Arabic language teaching methods in Indonesia demonstrates that methodological discourse is constantly evolving and is no longer adequate if limited to a single orientation. A study of the history of the development of Arabic language teaching methods in Indonesia confirms that the issue of methods remains a crucial area for reforming Arabic language learning (Rifqi & Promadi, 2025). However, methodological reform will not have a significant impact if it is not accompanied by reforms in the way learning is designed from the planning stage. In other words, method innovation must be supported by a planning design that connects system demands, methodological developments, and the actual needs of students.

Based on this description, it can be said that there are two major trends in contemporary Arabic language learning discourse. First, the need for systematic, structured, and measurable planning remains essential, as it is the foundation for effective learning management. Second, a humanistic orientation is increasingly needed to prevent Arabic language learning from becoming bogged down in administrative formalities and dry instructional mechanisms. The problem is, these two tendencies are often positioned separately. Studies on Arabic language learning planning emphasize the systems and management aspects of learning, while humanistic studies are more often discussed at the level of methods, motivation, or learning atmosphere. However, the most pressing need lies in how these two approaches are integrated within a comprehensive learning planning framework.

Based on this, this article starts from the assumption that Arabic language learning planning needs to be reconstructed through a synthesis of the systems approach and the humanistic approach. The systems approach remains necessary to ensure the orderliness of learning components, consistency of objectives, and clarity of instructional steps. However, this approach must be enriched with a humanistic perspective so that planning is not only procedurally effective but also responsive to the psychological, social, and developmental conditions of students. Therefore, this article aims to reconstruct Arabic language learning planning based on the systems and humanistic approaches to produce a conceptual planning model that is systematic, adaptive, participatory, and oriented toward developing the full potential of students.

Unlike previous studies that tended to discuss Arabic language learning planning from a technical, systems perspective or to examine the humanistic approach at the level of

methods, motivation, and learning atmosphere separately, this article places both approaches within a single, integrative conceptual framework. The novelty of this article lies in the formulation of a conceptual model for Arabic language learning planning based on a synthesis of systems and humanistic approaches, a concept that has not been formulated in an integrated manner in many previous studies. Thus, this article not only describes the importance of planning or the relevance of a humanistic approach but also offers a conceptual reconstruction that positions systems order and student-centeredness as two complementary foundations in Arabic language learning design.

METHODS

This study employs a qualitative approach with a library research design. This method is chosen because the objective of the study is not to test field-based hypotheses, but rather to examine, critique, and reconstruct the concept of Arabic language learning planning through a theoretical synthesis between the systems approach and the humanistic approach. In recent studies, library research has also been widely used to explore theoretical, conceptual, and model-development issues in Arabic language learning, making this method relevant for research oriented toward building new conceptual frameworks (Inayah et al., 2026; Mauludiah et al., 2026). The approach used in this study is a conceptual approach with a descriptive-analytical orientation. The conceptual approach is employed to examine key ideas related to instructional planning, the systems approach, the humanistic approach, and the characteristics of Arabic language learning, and then integrate them into a coherent framework of thought. Meanwhile, descriptive-analytical analysis is used to systematically describe concepts, identify relationships among ideas, and critically evaluate the limitations of existing approaches (Janah et al., 2026; Alfinnas et al., 2026).

The data sources in this study consist of primary and secondary data. Primary data include scholarly works that directly discuss Arabic language learning planning, systems approaches in education, humanistic approaches in education, and studies addressing the integration of instructional design and learner characteristics. Secondary data consist of journal articles, books, and other relevant research findings that support the analysis. Priority is given to scientific journal articles published within the last five years to ensure that the discussion remains contextual and aligned with recent developments in Arabic language learning studies, while older books and sources are used selectively as foundational conceptual references (Alfinnas et al., 2026; Mauludiah et al., 2026). Literature selection is conducted based on several criteria. First, thematic relevance, meaning that sources must be directly related to at least one of the four main focuses: instructional planning, systems approach, humanistic approach, and Arabic language learning. Second, recency, prioritizing publications from the last five years to capture current developments. Third, academic quality, emphasizing articles from accredited journals and scholarly sources with clear authorship, publication year, and identifiable publication details. Fourth, substantive relevance, where sources are selected if they contain concepts, findings, or arguments that can be used to explain, compare, or synthesize the two

main approaches in this study. Based on these criteria, sources that are general, repetitive, or lack substantive relevance to the research focus are excluded from the analysis.

Data collection techniques are carried out through documentation study and literature review. At this stage, the researcher identifies relevant literature, categorizes sources into primary and secondary data, and records key concepts related to the research focus. The selected literature is then classified into several main themes, namely: concepts of Arabic language learning planning, characteristics of the systems approach, contributions of the humanistic approach, psychological factors of learners, and the development of Arabic language learning media. This classification ensures that the analysis process goes beyond mere collection of references and moves toward conceptual mapping as the basis for synthesis (Inayah et al., 2026; Rifqi & Promadi, 2025). Data analysis is conducted through five stages. First, concept identification, which involves identifying key ideas from each source related to the research focus. Second, concept categorization, which involves grouping findings into similar analytical themes. Third, critical analysis, which compares the strengths and limitations of the systems approach and examines the contributions of the humanistic approach in Arabic language learning. Fourth, conceptual synthesis, which integrates findings from both approaches to identify points of convergence that serve as the foundation for reconstruction. Fifth, model formulation, which organizes the synthesis results into components of a system-humanistic-based Arabic language learning planning model, presented in subsection 3.5. Through these stages, the resulting model is not merely a summary of theories, but a conceptual construct derived from carefully selected and critically analyzed literature (Alfinnas et al., 2026; Inayah et al., 2026).

To maintain the strength of the argument, this study prioritizes recent sources as the dominant references, while supporting sources are used to strengthen definitions, context, and continuity of the theoretical framework. Thus, the method not only explains the origin of the data but also demonstrates operationally how the processes of selection, classification, analysis, and synthesis are conducted to produce a conceptual model of system-humanistic-based Arabic language learning planning.

FINDINGS AND DISCUSSION

The Urgency of a Systems Approach in Arabic Language Learning Planning

The results of this study indicate that the systems approach still holds an important position in planning Arabic language learning. Its urgency primarily lies in its ability to provide an organized, directed, and controllable framework. In Arabic language learning, teachers are not dealing with a single instructional element, but rather with a series of interrelated components, ranging from objectives, materials, methods, media, learning activities, to evaluation. Therefore, without a systemic framework, the planning process risks becoming sporadic and losing continuity between components (Yulia et al., 2025). The urgency of the systems approach is also

evident in its function of maintaining the measurability of learning objectives. Arabic language learning requires clear planning because the competencies to be achieved encompass several aspects simultaneously, such as vocabulary mastery (*mufradāt*), structural understanding, and both receptive and productive skills. In such situations, the systems approach helps teachers ensure that every learning activity truly leads to the formulated objectives.

In addition, the systems approach is important because it helps teachers organize the complexity of Arabic language materials. This complexity demands a gradual, logical, and continuous sequencing of content. In this regard, the systems approach provides a foundation for structuring materials from simpler to more complex levels, as well as from introduction to more communicative use (Mauludiah et al., 2026). The systems approach also remains urgent as it serves as a prerequisite for consistency in the implementation of learning. Previous research shows that the success of Arabic language learning implementation, including communicative approaches, is strongly influenced by the clarity of activity management, continuity of practice, and support from a well-planned learning environment (Fahim & Wijaya, 2026).

Furthermore, the urgency of the systems approach can be understood from its position as a foundation for instructional innovation. The development of methods, media, and strategies in Arabic language teaching cannot run optimally without a clear design. The evolution of Arabic teaching methods in Indonesia shows that instructional methods continue to develop in response to contemporary needs, but these developments will only have a real impact if they are integrated into structured and coherent planning (Rifqi & Promadi, 2025). Based on this discussion, it can be affirmed that the systems approach remains essential in planning Arabic language learning because it provides structure, measurability, component integration, material continuity, and a clear basis for evaluation. However, this urgency does not mean that the systems approach alone is sufficient to meet all learning needs.

Limitations of the Systems Approach When Used Independently

Although the systems approach remains essential in planning Arabic language learning, this study shows that it has limitations when used independently. The most fundamental limitation lies in its strong tendency toward technical, procedural, and administrative aspects. In practice, planning is often focused on fulfilling components such as objectives, materials, methods, media, and assessment, so that learning success appears to be measured merely by the neatness of the design and the achievement of formal targets (Yulia et al., 2025). These limitations become more apparent when Arabic language learning encounters the diversity of student

characteristics. In real classrooms, students do not come with the same level of readiness. If the systems approach is applied rigidly, learning tends to follow a uniform design and provides little room for pedagogical differentiation (Yuslam et al., 2024).

Moreover, a standalone systems approach tends to be less capable of addressing the affective dimension in Arabic language learning. In fact, successful language learning is determined not only by the sequence of materials and the appropriateness of methods, but also by factors such as a sense of security, intrinsic motivation, self-confidence, and the courage to communicate. Studies on the humanistic approach in Arabic language learning emphasize that a holistic, meaningful, and human-centered learning environment contributes to the cognitive, affective, and psychomotor development of students (Inayah et al., 2026). Another limitation of the systems approach is its lack of flexibility in responding to the increasingly dynamic demands of Arabic language learning. The development of methods, media, and strategies in Indonesia shows a need for instructional designs that are not only structurally organized but also open to contextual changes and evolving needs (Rifqi & Promadi, 2025; Fahim & Wijaya, 2026). Thus, the limitation of the systems approach when used independently does not lie in its lack of usefulness, but in its insufficient scope to accommodate all dimensions of Arabic language learning. Therefore, the systems approach must be maintained as a foundation but enriched with a humanistic perspective.

Contribution of the Humanistic Approach to Arabic Language Learning Planning

The humanistic approach makes an important contribution to planning Arabic language learning by shifting the orientation of planning from merely organizing components to developing the overall learning experience of students. From this perspective, planning is not only directed toward achieving instructional objectives but also toward creating a meaningful, safe, and supportive learning environment for students as active subjects of learning (Inayah et al., 2026). The first contribution lies in expanding the orientation of learning objectives. While the systems approach tends to formulate objectives operationally and measurably, the humanistic approach broadens them toward the balanced development of cognitive, affective, and psychomotor aspects. In Arabic language learning, this means that objectives are not only aimed at mastering linguistic elements and skills but also at fostering students' self-confidence, learning motivation, and courage to communicate (Inayah et al., 2026).

The second contribution is reflected in a shift in perspective toward students. The humanistic approach positions students not as passive recipients of material but

as individuals with diverse needs, interests, challenges, and potentials. Consequently, Arabic language learning planning must be more sensitive to student diversity so that the learning process does not become uniform and mechanical (Inayah et al., 2026; Yuslam et al., 2024). The third contribution relates to the creation of a psychologically safe learning environment. In Arabic language learning, barriers often arise from fear of making mistakes, anxiety in speaking, and low self-confidence. The humanistic approach provides a foundation for planning that considers these affective dimensions, ensuring that learning activities reduce emotional barriers and encourage active student engagement (Jumhana, 2025; Sutarjo, 2025).

The fourth contribution lies in strengthening communicative and participatory learning. Effective Arabic language learning requires space for dialogue, discussion, presentation, and real language practice. In this regard, the humanistic approach encourages teachers to design methods and activities that allow students to participate, express themselves, and build more meaningful language experiences (Fahim & Wijaya, 2026). The fifth contribution is its encouragement of pedagogical flexibility. The humanistic approach ensures that planning is not trapped in uniformity but remains open to adjustments in materials, methods, media, and evaluation based on students' real conditions. Thus, Arabic language learning planning becomes more adaptive, contextual, and responsive to evolving learning needs (Rifqi & Promadi, 2025).

Based on the above, it can be affirmed that the humanistic approach contributes to Arabic language learning planning in five main aspects: expanding goal orientation, positioning students at the center of design, creating psychologically safe learning environments, strengthening communicative-participatory learning, and encouraging pedagogical flexibility. This approach does not replace the systems approach but complements it with a stronger focus on students' learning experiences (Inayah et al., 2026; Fahim & Wijaya, 2026).

System–Humanistic Synthesis as a Reconstructive Paradigm

The findings of this study indicate that the systems approach and the humanistic approach should not be positioned dichotomously in planning Arabic language learning. The systems approach remains necessary as it provides structure, component integration, clarity of objectives, and measurable evaluation. Meanwhile, the humanistic approach ensures that the overall instructional design remains oriented toward students as whole individuals. Thus, the two approaches are not mutually exclusive but complementary in building more comprehensive Arabic language learning planning (Yulia et al., 2025; Inayah et al., 2026).

This system–humanistic synthesis is understood as an effort to integrate two main needs in Arabic language learning: the need for pedagogical order and the need for meaningful learning experiences. From the systems perspective, Arabic learning requires structured planning to ensure logical and continuous organization of objectives, materials, methods, media, and evaluation. From the humanistic perspective, it requires attention to affective and psychological aspects, pedagogical flexibility, and active student involvement. Therefore, their synthesis forms the basis for reconstructing planning that remains systematic while retaining its human dimension (Fahim & Wijaya, 2026; Jumhana, 2025). As a reconstructive paradigm, this synthesis not only combines two approaches conceptually but also reorganizes the orientation of Arabic language learning planning. The logic of systems is maintained in ensuring structural order and clarity of direction, while the humanistic approach emphasizes student-centeredness, meaningful learning experiences, and responsiveness to diverse needs. Thus, planning is no longer seen merely as a technical document but as a structured pedagogical design that humanizes learners (Inayah et al., 2026; Sutarjo, 2025).

The main added value of this synthesis lies in its ability to produce planning models that are systematic, adaptive, flexible, and participatory. It is systematic because all components are designed in an organized and interconnected manner; adaptive and flexible because it responds to students' needs and development; and participatory because it promotes interaction, language confidence, and active engagement. Therefore, the system–humanistic synthesis can be regarded as the main conceptual contribution of this article and as a foundation for reconstructing Arabic language learning planning to meet contemporary educational needs (Yulia et al., 2025; Inayah et al., 2026).

Theoretical and Practical Implications

Theoretically, this study shows that Arabic language learning planning is no longer sufficient if understood merely as a technical process of linking objectives, materials, methods, media, and evaluation. While previous studies at the elementary madrasah level emphasize the importance of integrating these components into a systematic design, recent humanistic studies highlight the need to address affective, psychological, and holistic student development. Therefore, this article expands the theoretical understanding of planning from a predominantly structural paradigm toward a more integrative one that combines system rationality with humanistic orientation (Yulia et al., 2025; Inayah et al., 2026).

Another theoretical implication is the affirmation that the systems and humanistic approaches do not need to be opposed but can be synthesized into a new

conceptual foundation for Arabic language learning planning. The systems approach remains relevant for providing structure and measurability, while the humanistic approach adds meaning, flexibility, and student-centeredness. Through this synthesis, planning is understood not only as a managerial activity but also as a pedagogical process aimed at creating meaningful and humanizing learning experiences (Inayah et al., 2026; Jumhana, 2025). Furthermore, this conceptual model strengthens the position of students in learning planning theory. Previously, planning often emphasized component sequences, with students treated as one element within the system. The humanistic perspective asserts that students must be positioned as primary subjects with diverse potentials, needs, interests, challenges, and experiences. This enriches planning theory by incorporating pedagogical differentiation and learning experience as conceptual foundations (Inayah et al., 2026; Sutarjo, 2025).

Practically, this study implies that Arabic language teachers need to design learning plans that go beyond administrative completeness. Planning must remain systematic but should begin with analyzing students' needs, including prior abilities, interests, learning challenges, and classroom context. Thus, learning tools should function as dynamic pedagogical instruments rather than mere formal documents (Yulia et al., 2025; Inayah et al., 2026). Another practical implication concerns the selection of methods and media. Teachers should choose approaches that not only efficiently deliver content but also foster interaction, participation, and communicative confidence. Activities such as dialogue, discussion, presentation, and active language practice contribute significantly to fluency and confidence (Fahim & Wijaya, 2026).

In a more contemporary context, practical implications also include adapting learning media to digital transformation. The development of mobile applications such as An-Najah demonstrates that technology can enhance Arabic reading skills through accessible and engaging media. Digital transformation enables learning to be more effective, efficient, flexible, and accessible beyond time and space limitations (Jumhana, 2025; Sutarjo, 2025). At the evaluation level, this article highlights the need to shift from result-oriented assessment to more comprehensive and reflective evaluation. Teachers should design assessments that measure not only formal achievement but also learning processes, participation, challenges, and development of confidence and communication skills (Yuslam et al., 2024; Jumhana, 2025).

Additionally, this study has implications for future research. The system-humanistic conceptual model remains theoretical and needs to be empirically tested in various contexts, including madrasahs, pesantren, general schools, and

universities. Such research is necessary to assess its applicability in instructional design, classroom implementation, digital media development, and learning evaluation (Yulia et al., 2025; Pratama et al., 2025). In conclusion, the theoretical implication of this article lies in expanding the paradigm of Arabic language learning planning from a purely technical orientation to an integrative system–humanistic paradigm. Practically, it encourages teachers to design learning that is systematic yet adaptive, participatory, contextual, and student-centered, including in the use of digital technology. Thus, the model contributes not only to theoretical enrichment but also to improving real-world instructional practices (Inayah et al., 2026; Pratama et al., 2025).

CONCLUSION

Based on the study's findings, it can be concluded that the systems approach remains crucial in Arabic language learning planning because it provides an organized, directed, and measurable framework. Through this approach, objectives, materials, methods, media, and evaluation can be integrated, ensuring a clear structure for learning. In the context of Arabic language learning, the systems approach helps teachers organize the complexity of language elements and language skills more systematically. However, the systems approach has limitations when used alone. Its strong emphasis on technical, procedural, and administrative aspects makes it inadequate to address individual student needs, affective aspects, and the dynamics of the language learning experience. Learning Arabic is not merely a process of mastering material, but also fostering communication skills, learning motivation, self-confidence, and student engagement in meaningful learning experiences. In this context, the humanistic approach makes a significant contribution by placing students at the center of learning. This approach broadens the planning orientation from merely achieving instructional targets to holistic student development, encompassing cognitive, affective, and psychomotor aspects.

Based on this, this article emphasizes the need for a reconstruction of Arabic language learning planning through a synthesis of systems and humanistic approaches. This synthesis produces a conceptual model for Arabic language learning planning based on a systems-humanistic approach, encompassing six main stages: student needs analysis, formulation of integrative objectives, systematic and contextual organization of materials, selection of adaptive methods and media, participatory learning implementation, and comprehensive and reflective evaluation. This model demonstrates that ideal Arabic language learning planning is not only systematic but also flexible, adaptive, participatory, and oriented toward the holistic development of students. Thus, the main contribution of this article lies in strengthening the paradigm of Arabic language learning planning from a predominantly technical one to an integrative, systems-humanistic one. This paradigm is expected to serve as a conceptual foundation for the development of Arabic language learning studies and practices that are more relevant to student needs and contemporary learning challenges. At

the same time, the conceptual model developed in this article requires further empirical testing to determine its operationality and effectiveness in real-life learning contexts.

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