

## RECONSTRUCTING THE ARABIC LANGUAGE CURRICULUM TO ENHANCE ISTIMA' SKILLS IN THE ERA OF DIGITAL TRANSFORMATION

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<p><b>Info Article</b></p> <p>Received : 17 Mei 2025</p> <p>Revised : 10 Juni 2025</p> <p>Accepted : 23 Juli 2025</p> <p>Publication : 30 Juli 2025</p>	<p><b>Abstract:</b> <i>This community service program aimed to reconstruct a digitally based Arabic language curriculum to enhance students' istima' (listening) skills at MIN 3 Rokan Hulu. The activities included curriculum analysis, teacher training, integration of digital media, and evaluation of the learning process. A descriptive qualitative method was used, employing interviews, observations, and documentation techniques. The implementation results showed that using digital media such as interactive audio, learning applications, and content visualization improved students' participation and comprehension in listening activities. Teachers also responded positively to the use of technology after receiving mentoring. This curriculum reconstruction succeeded in creating a more contextual and communicative learning environment suited to students' needs in the digital era. The program demonstrated that integrating technology into Arabic language instruction in madrasahs can be an effective, adaptive, and relevant approach to addressing the challenges of modern education.</i></p>
<p><b>Keywords:</b> Maharah Istima', Arabic Language Curriculum, Digital Media, Technology-Based Learning.</p> <p><b>Kata Kunci:</b> Maharah Istima', Kurikulum Bahasa Arab, Media Digital, Pembelajaran Berbasis Teknologi.</p>	<p><b>Abstrak:</b> Program pengabdian kepada masyarakat ini bertujuan untuk merekonstruksi kurikulum Bahasa Arab berbasis digital guna meningkatkan keterampilan istima' (menyimak) siswa di MIN 3 Rokan Hulu. Kegiatan ini dilakukan melalui analisis kurikulum, pelatihan guru, integrasi media digital, serta evaluasi proses pembelajaran. Metode yang digunakan adalah deskriptif kualitatif dengan teknik wawancara, observasi, dan dokumentasi. Hasil pelaksanaan menunjukkan bahwa penggunaan media digital seperti audio interaktif, aplikasi pembelajaran, dan visualisasi konten mampu meningkatkan partisipasi dan pemahaman siswa dalam menyimak. Guru juga menunjukkan respons positif terhadap penggunaan teknologi setelah diberikan pendampingan. Rekonstruksi kurikulum ini berhasil menciptakan suasana belajar yang lebih kontekstual, komunikatif, dan sesuai dengan kebutuhan siswa di era digital. Program ini membuktikan bahwa integrasi teknologi dalam pembelajaran Bahasa Arab di madrasah dapat menjadi pendekatan yang efektif, adaptif, dan relevan dengan tantangan pembelajaran masa kini. menyimak, melalui pemanfaatan teknologi yang kontekstual dan inovatif</p>
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## INTRODUCTION

The rapid development of information and communication technology in the 21st century has significantly transformed many aspects of human life, including the field of education. Digital transformation not only changes teaching methods but also demands curriculum renewal to be more adaptive to the needs of the era (Setiawan, 2018). In the context of Arabic language learning in Indonesia, this challenge is particularly relevant, especially in improving *maharah istima'* (listening skills), which have often been neglected in the existing curriculum structure (Abdul Hamid Dakak, 2013).

Arabic, as a foreign language taught across formal and non-formal educational institutions, encompasses four main language skills: *istima'* (listening), *kalam* (speaking), *qira'ah* (reading), and *kitabah* (writing). Ideally, these skills should be taught integratively (Sari & Muassomah, 2020). However, in practice, instruction is still heavily grammar-based and focused on rote memorization, while listening skills are rarely developed systematically.

Despite various curriculum reforms, Arabic instruction at the elementary and intermediate levels still lacks a systematic approach to skill-based learning, especially in listening. Teachers often rely on textbook-centered instruction and teacher talk, with minimal exposure to native Arabic audio materials (Kurniawati et al., 2025). Listening serves as the foundation for oral proficiency, yet it remains the least systematically developed skill in many Arabic programs. This gap calls for alternative pedagogical strategies that leverage the digital environment to deliver authentic listening content (Sharif et al., 2024). This results in a disconnect between classroom practices and the real-world communicative competence students are expected to acquire (Ahmad Kamel & Mamat, 2024).

Moreover, research highlights that young learners, particularly in madrasah environments, benefit greatly from immersive and interactive learning experiences. Exposure to rich, contextual listening input has been shown to improve retention, comprehension, and student engagement (Al-bazayeh, 2024). This underlines the need for curriculum models that provide not only linguistic exposure but also engaging digital input to foster listening development from early stages.

Today's learners are digital natives who are highly familiar with visual and audiovisual media. Unfortunately, Arabic learning methods remain largely conventional and do not take full advantage of digital tools such as Arabic podcasts, educational

videos, mobile applications, or online platforms that can enrich listening experiences (Amrullah, 2021).

This has led to low student motivation and weak mastery of listening skills in Arabic. Therefore, there is a strong need to reconstruct the Arabic language curriculum so that it not only responds to technological advancements but also integrates modern pedagogical dimensions. This includes redesigning the core components of the curriculum objectives, materials, methods, media, and assessment to suit the characteristics of today's learners and the demands of 21st-century competencies (Amin & Rasmuin, 2019). In the context of *maharah istima'*, the curriculum must offer meaningful, authentic, and real-life listening experiences.

The curriculum is no longer merely a static document outlining subjects and schedules, but must serve as a flexible, adaptive, and responsive educational framework that aligns with the demands of the times. In the context of Arabic language education, the need for curriculum reconstruction has become increasingly urgent, particularly in the area of listening skills (*maharah istima'*), which has long been neglected. Curriculum reconstruction is essential to ensure that learning goes beyond translation and grammar, and instead fosters authentic communication competencies through the integration of relevant and contextual digital media (张, 2022).

Various studies affirm that listening is a key entry point in acquiring foreign language proficiency. A solid foundation in listening enhances speaking and reading skills while also improving cultural understanding in cross-linguistic communication (Alfi Shofa A'yuna et al., 2022). Despite this, many Arabic curricula still rely on textual, classical sources (*turats*), with limited technological integration and minimal focus on listening (Sidik et al., 2025). For beginner and intermediate learners, prioritizing listening skills is crucial (Mulyadi, 2021).

Curriculum reconstruction does not mean abandoning traditional values but rather contextualizing them for the modern era. An integrative approach combining *turats* with contemporary technology can form the basis of a dynamic and relevant curriculum. Tools such as Google Classroom, YouTube, Arabic podcasts, AI-based phonetic applications, and voice recognition software can enrich listening instruction. In this model, the teacher is no longer the sole language input provider but a facilitator who grants access to authentic Arabic sources (Albashtawi & Al Bataineh, 2020).

However, such curriculum transformation also requires attention to teacher training. As key implementers, teachers need to be empowered to use digital media, design project-based learning, and apply performance-based assessments like portfolios and listening rubrics (Frismelly & Mukhaiyar, 2022). These efforts aim to build an active, productive, and contextual Arabic learning ecosystem.

In light of these considerations, this study focuses on reconstructing the Arabic language curriculum to enhance students' listening skills through a digital transformation approach. The expected outcome is a practical, relevant curriculum model that contributes meaningfully to Arabic curriculum development in the digital age.

## **METHOD**

This study was conducted through a series of systematic stages to achieve the predetermined objectives. The first stage was preparation, which began with drafting the research proposal and applying for research permission at MIN 3 Rokan Hulu (Walby, 2015). During this phase, the researcher also developed the necessary research instruments, such as interview guidelines and observation forms, and carried out an in-depth literature review to establish a strong theoretical foundation on the reconstruction of the Arabic language curriculum (O'Leary et al., 2023). The next stage was data collection, which was conducted directly in the field. The researcher carried out in-depth interviews, classroom observations, and collected curriculum documents and teaching materials used at MIN 3 Rokan Hulu. The data collected were qualitative in nature and reflected the actual practices of Arabic language instruction at the school.

Once the data had been gathered, the next stage was data analysis. The researcher employed a qualitative approach using thematic analysis to identify key patterns and themes related to the implementation of curriculum reconstruction (Braun & Clarke, 2006). The analysis was conducted in stages, beginning with transcription, followed by coding, and finally interpretation of the data. The final stage of the research process was the preparation of the research report. In this stage, the results of the data analysis were systematically compiled into a scientific report, which included in-depth discussions and conclusions relevant to the research objectives. This report also presented recommendations that could serve as a reference for further development of the Arabic language curriculum at MIN 3 Rokan Hulu.

The research was conducted at Madrasah Ibtidaiyah Negeri (MIN) 3 Rokan Hulu, located in Rokan Hulu Regency, Riau Province. This location was purposively selected

based on the consideration that the school is in the process of developing its Arabic curriculum but still faces limitations in the use of digital technology in teaching. These characteristics make MIN 3 Rokan Hulu a representative site to explore how curriculum reconstruction can enhance students' *istima'* (listening) skills in a primary-level Islamic school located in an area with limited technological access. The population in this study included all students at MIN 3 Rokan Hulu who participate in Arabic language classes, particularly those in grades V. To obtain relevant and in-depth data, the researcher employed purposive sampling, selecting respondents who were directly involved in Arabic learning activities that applied a digitally based curriculum reconstruction approach. In addition to students, Arabic language teachers and the school principal were also involved as key informants, given their strategic roles in curriculum planning and implementation.

Data collection was carried out using three primary techniques: in-depth interviews, observation, and documentation. In-depth interviews were conducted with Arabic language teachers, the school principal, and several students actively engaged in the learning process. The aim was to explore their understanding, experiences, and perceptions of the reconstructed curriculum and the use of digital technology in learning. Direct observation was conducted during Arabic language lessons in the classroom. This technique allowed the researcher to observe firsthand the interactions between teachers and students, the use of digital media, and the instructional strategies employed to enhance *istima'* skills.

Meanwhile, documentation involved examining relevant documents, such as syllabi, lesson plans, teaching materials, and learning records. These secondary data served to complement and validate the findings from interviews and observations. The data collected were analyzed using thematic analysis, which involved several key stages. First, all interview and observation data were fully transcribed to ensure completeness of the information. This was followed by coding, which involved identifying and labeling relevant segments of the data to be grouped into major themes such as curriculum implementation, digital technology usage, and its influence on *istima'* skills.

Subsequently, the researcher conducted interpretation of each identified theme to gain deeper insights and connect the findings with the theoretical framework employed. Finally, the research findings were systematically organized into a comprehensive report, which not only described the realities observed in the field but also provided critical

analysis and recommendations for further development of the Arabic curriculum at MIN 3 Rokan Hulu.

## **RESULTS AND DISCUSSION**

This study aims to analyze the implementation of a digitally-based reconstructed Arabic curriculum in improving students' listening skills (*istima'*) at MIN 3 Rokan Hulu. Based on data obtained through in-depth interviews, direct classroom observations, and documentation of the curriculum and learning tools, the researcher identified several key findings organized into four main themes: (1) Implementation of curriculum reconstruction, (2) Utilization of digital technology, (3) Impact on listening skills (*istima'*), and (4) Challenges and solutions in the implementation of curriculum reconstruction. Each theme is analyzed thematically and linked to relevant theories and previous research findings.

### **Implementation of Curriculum Reconstruction**

The reconstruction of the Arabic language curriculum at MIN 3 Rokan Hulu is a response to the challenges of education in the digital era, as well as an effort to align the teaching and learning process with the increasingly diverse and complex needs of students. Initial observations and in-depth interviews with Arabic language teachers and the school principal revealed an urgent need to reform the curriculum not merely focusing on grammatical aspects, but also moving towards comprehensive mastery of language skills.

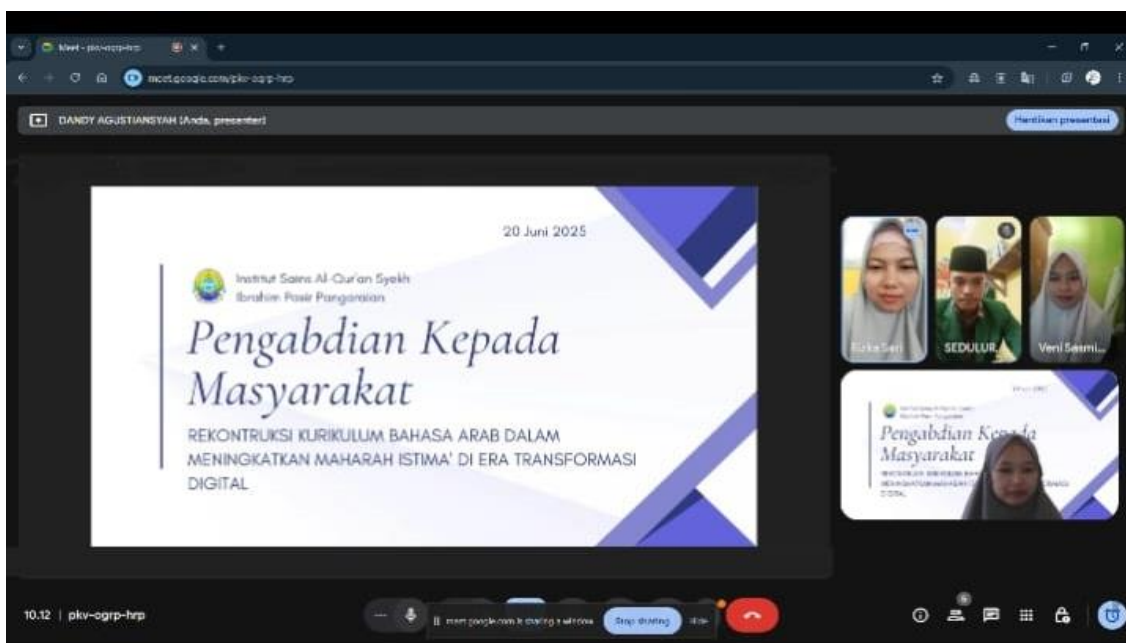
The changes were implemented gradually by adapting the existing basic competencies using a thematic and contextual approach. Teachers were guided to integrate instructional content with students' everyday life contexts, while also utilizing digital media as a means to enhance learning. This reflects the curriculum reconstruction principle according to Tyler, which emphasizes designing learning experiences that are relevant and meaningful to learners (Franklin, 2018).

One of the initial steps in this program was conducting direct observations of Arabic language teaching practices in the classroom. The findings indicated that listening skills (*maharah istima'*) remained an underdeveloped component. Teachers still relied heavily on conventional methods, like the example below:



**Figure 1. Learning Before The Curriculum Reconstruction**

The second phase involved intensive mentoring for teachers through regularly scheduled online sessions via Google Meet. These sessions functioned as forums for training and pedagogical reflection, where teachers were guided to design Lesson Plans (RPP) based on listening skills with the integration of digital media.



**Figure 2. Intensive Mentoring For Teachers Through Online Sessions Via Google Meet**

Furthermore, the learning approach was reinforced through the use of applications and interactive audio devices that present dialogues, instructions, and texts with native

speaker voices. Teachers also began implementing learning by using headphones for students as a form of instructional innovation. Headphones help students focus better on listening to audio materials without environmental distractions, as well as strengthen their understanding of the sounds and structure of the Arabic language accurately.



**Figure 3. Learning After The Curriculum Reconstruction**

Along with the global trends in educational technology, teachers have also begun to be introduced to adaptive learning technologies that implement deep learning principles, which involve artificial intelligence capable of adjusting the material to the individual abilities of students based on their patterns of interaction in listening and responding to audio. Although not yet widely implemented, this approach opens great opportunities to create more personalized and responsive learning tailored to students' needs. A study by (Zawacki-Richter et al., 2019) shows that the integration of artificial intelligence and deep learning in education can enhance learning effectiveness through real-time data analysis and the provision of adaptive automated feedback.

In addition, teachers were also introduced to visual design platforms such as Canva, which greatly assist in creating more engaging and interactive listening (istima') materials. Canva enables teachers to easily and aesthetically produce infographics, illustrated vocabulary cards, conversation storyboards, and integrated visual/audio media. The use of Canva makes the learning content more lively, less monotonous, and able to capture students' attention while strengthening their understanding of the material

presented. This serves as a practical tool for delivering creative Arabic language learning, especially in the listening skills aspect that requires visualization and contextualization (Salsabila, 2024).

This reconstructed curriculum is not only oriented toward content but also focuses on the learning process and students' experiences. Learning is now directed toward the integrated mastery of the four main skills (istima', kalam, qira'ah, and kitabah), while fostering active student engagement through media that align with their digital world. (Pardede, 2020). The teacher acts as a facilitator in a more communicative and collaborative learning process, supported by continuously evolving technology. (Jufri et al., 2023).

With this approach, MIN 3 Rokan Hulu not only made administrative changes to the curriculum but also substantially transformed learning practices to be more adaptive, participatory, and relevant to the developments of the times.

### **Utilization of Digital Technology in Istima' Learning**

Based on interviews with Arabic language teachers and field observations, it was found that the use of digital media in istima' (listening) learning at MIN 3 Rokan Hulu is still very limited and has not been implemented systematically. Teachers still rely on conventional methods such as lectures, reading texts, and oral repetition without the support of digital devices like audio recordings, learning videos, or interactive applications.

However, in open discussions, teachers showed a fairly high awareness of the importance of digital technology in supporting listening skills. They believe that media such as audio recordings can help students with pronunciation and strengthening listening comprehension, while videos and visual animations can provide more realistic and engaging contexts. The main obstacles to the use of digital media are limited facilities, minimal internet access, and a lack of technical training for teachers.

As a solution and form of support for the curriculum reconstruction that prioritizes istima' skills, the following table presents recommended digital media that teachers can use if the resources are available. The table includes the types of media, their main functions, and examples of easily accessible platforms or tools:

**Table 1. Recommended Digital Media For Maharah Istimah Learning**

No.	Types of Digital Media	Main Functions in Listening (Istimah)	Examples of Platforms/Tools
1.	Audio Recording of a Conversation	Practicing listening skills, pronunciation, and intonation	Vocaroo, SoundCloud, AudioLingua
2.	Learning Video	Providing visual and cultural context through narration	YouTube Edu, Nahla wa Nahil, Canva Video
3.	Interactive Illustrated Animation	Engaging students and reinforcing visual-audio associations	Powtoon, Animaker, Canva for Education
4.	Audio-Based Games	Training active and responsive listening	Wordwall, Quizizz (audio mode), Educandy
5.	Language Learning Application	Integrating listening and speaking practice	Duolingo Arabic, Memrise, Mondly

The table above is designed to provide practical guidance and inspiration for Arabic language teachers in developing more engaging and effective istimah (listening) learning strategies. The use of digital media does not necessarily depend on a strong internet connection some tools like Canva, Vocaroo, or Wordwall allow offline access or prior downloading of materials (Rizka Sari & Anwar Sidik, 2025).

Supported by technical training and the provision of simple devices such as headphones and portable speakers, digital media can become an essential part of implementing a more contextual and communicative Arabic language curriculum.

### Improving Students' Istimah Skills

The researcher analyzed student score data from the beginning and end of the semester assessments, supported by direct classroom observations. This data was used to evaluate the effectiveness of the reconstructed Arabic curriculum implementation, specifically in strengthening maharah istimah (listening skills).

The analysis results showed a significant improvement in students' listening abilities after applying a learning approach that integrated audio and digital media. The average student scores at the beginning of the semester ranged from 60 to 70, while after the implementation of the new curriculum, the average scores increased to the range of 75 to 85.

**Table 2 Range of Scores For Students' Improvement In Istimah Skills**

No.	Range of Scores	Before (%)	After (%)
1.	60–70	65%	10%
2.	71–75	25%	35%
3.	76–85	10%	55%

Before the implementation, 65% of students scored within the 60–70 range, which is categorized as low. After implementation, the percentage in this range drastically decreased to only 10%, indicating that the majority of students had surpassed the initial minimum competency threshold. Conversely, students scoring above 75 increased from 10% to 55%, representing a surge of +45 percentage points in the high-score group. The middle-score group (71–75) also increased from 25% to 35%, indicating a gradual improvement in student performance.

The average student score also showed a significant increase, rising from 68.4 at the beginning of the semester to 78.2 at the end, with a difference of +9.8 points.

The percentage increase in average scores was calculated using the following formula:

$$\frac{\text{Final Score} - \text{Initial Score}}{\text{Initial Score}} \times 100 \%$$

Using the data:

Initial Score = 68.4

Final Score = 78.2

Therefore:  $\frac{78,2-68,4}{68,4} \times 100 \% = \frac{9,8}{68,4} \times 100 \% = 14,33 \%$

An average score increase of 14.33% demonstrates a positive and significant impact from the implementation of digital and audio media-based learning approaches on students' mastery of istima' skills. Additionally, the shift in score distribution from low to medium and high categories indicates that the curriculum reconstruction is effective not only for high-achieving students but also inclusive for students who initially had lower performance.

Beyond quantitative data, classroom observations and teacher interviews supported these findings. Teachers reported that after applying audio- and digital media-based approaches, students became more enthusiastic, actively listened, and were able to give verbal responses appropriate to the learning context. Students also showed improvement in understanding Arabic instructions from teachers that were previously difficult to grasp.

These findings reinforce the cognitive social learning theory (Bandura, 1986), which states that language skills can be improved through observation and imitation of the models heard. When students listen to accurate pronunciation models from audio or video, they can record and reproduce them correctly within the learning context.

A fifth-grade student stated: *“I prefer learning by listening to voices because it’s easier to remember the words and their meanings.”*

This shows that the auditory learning style can be optimally utilized in developing istima' skills. This approach becomes even more effective when supported by appropriate learning media and a conducive learning environment.

Thus, these results confirm that the reconstruction of the Arabic curriculum with integrated audio and digital media can significantly improve students' listening skills. This approach not only enhances learning outcomes quantitatively but also increases motivation and the quality of learning interactions.

### **Challenges and Solutions in the Implementation of Reconstruction**

Despite progress in the implementation of the new curriculum, teachers and the school principal acknowledged several challenges that need to be addressed. The main obstacles identified include: *First*, Limited Technological Facilities: Many classrooms still lack essential audio-visual equipment such as speakers or projectors. *Second*, Low Digital Literacy Among Teachers: Not all teachers are able to independently create or access digital content. *Third*, Lack of Training on the New Curriculum: Teachers have not yet received intensive training on implementing the digitally based curriculum. Although many online training programs are available, in reality, teachers have struggled to apply them effectively in the classroom. As a solution, the school has initiated internal training programs and established partnerships with higher education institutions for teacher development. Some teachers have also started forming WhatsApp-based communities to share instructional media. Thus, this study not only provides an overview of practices in the field but also contributes valuable insights for the national reconstruction of the Arabic language curriculum particularly for madrasahs in technology-limited areas. It also opens opportunities for developing curriculum models that are adaptive to changing times and student needs. A flexible, technology-based curriculum is essential to ensure Arabic language learning remains relevant in the digital transformation era.

### **CONCLUSION**

This study has examined the reconstruction of the Arabic language curriculum at MIN 3 Rokan Hulu, with a particular focus on enhancing students' listening (istima') skills through the integration of digital media. The research findings reveal that the traditional curriculum, which emphasizes grammar and translation, has limited effectiveness in developing students' communicative competence especially in listening.

Through thematic analysis of interviews, observations, and curriculum documents, it was found that digital tools such as podcasts, educational videos, and interactive platforms can significantly enhance listening comprehension and learner engagement. The reconstruction of the curriculum not only addresses pedagogical gaps but also offers a scalable model for Islamic educational institutions operating in regions with limited technological infrastructure. By empowering teachers with digital competencies and aligning curriculum components with 21st-century skills, the study provides a framework for effective curriculum innovation.

From an economics and business perspective, this study contributes to the development of human capital in Islamic education by fostering digital literacy and communication skills from an early stage. These competencies are essential in preparing students for future academic and professional environments where language proficiency, adaptability, and digital fluency are critical assets. Additionally, the integration of educational technology opens new opportunities for edtech development, curriculum consulting, and teacher training services supporting a broader educational ecosystem that aligns with the demands of a knowledge-based economy. Thus, the results of this research support the creation of a dynamic, contextually relevant Arabic curriculum that contributes not only to educational advancement but also to the economic empowerment of learners and institutions through improved digital infrastructure and pedagogical innovation.

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