Journal of Arabic Language and Learning in Focus
e-ISSN: 2987-3347
Volume 1, Issue. 1, 2024, pp. 12-25
https://jurnal.isimupacitan.ac.id/index.php/alif.

Reconstructing the Communicative Competence-Based Arabic Language Curriculum to Enhance the Language Proficiency of Madrasah Students

Balkis Nur Azizah[1], Supandi[2], Khadijah Abdul Razak[3]

[1] *Sunan Giri Islamic Institute, Trenggalek, East Java, Indonesia.*
[2] *Syekh Nurjati State Islamic Cyber University, Cirebon, West Java, Indonesia.*
[3] *Universiti Kebangsaan Malaysia, Malaysia.*
e-mail:
bakisnuraziza@gmail.com
Supandi@gmail.com
khadijah.razak@ukm.edu.my

Submitted: 08-09-2026 Revised : 26-10-2026 Accepted: 31-10-2026

ABSTRACT. *This study aims to analyze the reconstruction of a communicative competence-based Arabic language curriculum to enhance the language proficiency of students at MIS GUPPI Darussalam Anjatan. The study employed a qualitative case study approach involving the principal, curriculum coordinator, Arabic language teachers, and students as key informants. Data were collected through in-depth interviews, classroom observations, and documentation, and were analyzed using the interactive model of data condensation, data display, and conclusion drawing and verification. The findings indicate that Arabic learning at MIS GUPPI Darussalam Anjatan has incorporated several communicative activities, including dialogues, question-and-answer sessions, pair work, and oral practice, but their implementation remains insufficiently systematic. The interviews reveal that teachers and students need more opportunities for meaningful Arabic communication, while observations show that communicative activities have not been consistently integrated into all stages of learning. Documentation further indicates that learning materials and assessment practices remain relatively focused on linguistic knowledge and language forms, creating a gap between students' knowledge of Arabic and their ability to use it functionally. The study concludes that curriculum reconstruction should integrate grammatical, sociolinguistic, discourse, and strategic competence through the four language skills of listening, speaking, reading, and writing. Such reconstruction requires stronger alignment among learning outcomes, instructional content, communicative learning activities, and authentic performance-based assessment. The reconstructed curriculum is expected to provide a more contextual, interactive, learner-centered, and proficiency-oriented framework for improving students' practical Arabic language competence.*

Keywords:*Communicative Competence; Arabic Curriculum; Language Proficiency; Madrasah Students*

https://doi.org/10.52640/alif.332

How to Cite Azizah, B., et al., (2024). Reconstructing the communicative competence-based Arabic language curriculum to enhance the language proficiency of madrasah students. *Journal of Arabic Language and Learning in Focus*, 1(1), 12-25.

INTRODUCTION

Arabic language education in madrasahs has undergone significant curricular changes in response to the increasing need for students to use Arabic as a functional means of communication(Fahmiyah Tsaqofah Islamiy & Eni Fariyatul Fahyuni, 2024). The implementation of the Ministry of Religious Affairs Decree (KMA) No. 183 of 2019 marked an important shift from predominantly structural and theoretical language instruction toward learning that emphasizes language skills, communicative functions, and contextual use. In this framework, Arabic is not merely taught as a collection of grammatical rules but as a language that enables

students to understand religious sources and communicate in everyday situations. The curriculum also emphasizes the development of the four language skills, namely listening (*istima'*), speaking (*kalam*), reading (*qira'ah*), and writing (*kitabah*), as interconnected components of language proficiency(McCombie & Al Masaeed, 2025). This curricular orientation indicates that Arabic instruction at the madrasah level needs to move beyond mastery of linguistic forms toward the development of students' ability to use Arabic appropriately and meaningfully.

The emphasis on communicative competence is increasingly important because language proficiency cannot be adequately measured only through students' ability to memorize vocabulary, grammatical patterns, or translations(Muflihah et al., 2024). Communicative competence involves the ability to understand and produce language appropriately according to linguistic, social, contextual, and communicative demands. In the context of Arabic education, this means that students should be able to apply vocabulary and grammatical structures in meaningful interactions rather than merely identify them in written exercises. The development of communicative competence therefore requires learning experiences that provide students with opportunities to listen, speak, read, and write Arabic in authentic or simulated communicative situations(Primary et al., 2023). The direction of Arabic curriculum development in Indonesian madrasahs has increasingly reflected this principle by emphasizing communicative expressions, functional grammar, contextual texts, and language use within and beyond the classroom.

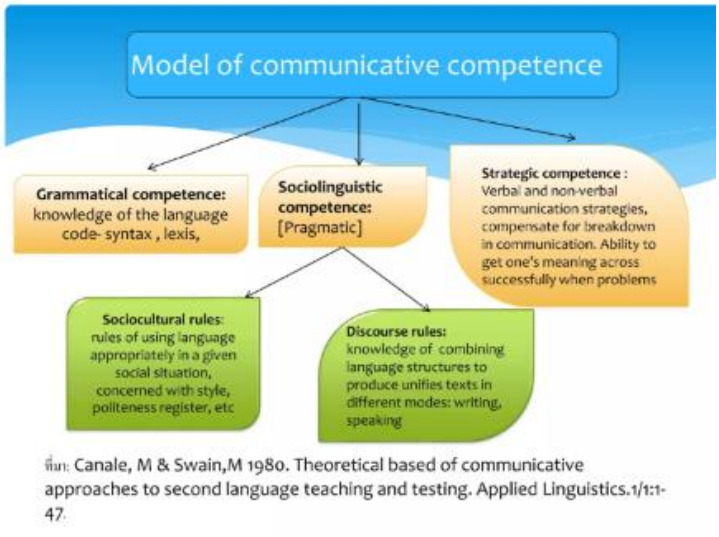


Figure 1. Model of Communicative Competence

Source: Canale and Swain (1980).

The model provides an important theoretical foundation for reconstructing the Arabic language curriculum at the madrasah level. Grammatical competence provides students with knowledge of vocabulary, syntax, and language forms, while sociolinguistic competence enables them to select language expressions appropriate to particular social situations(Janadbah & Sharef, 2024). Strategic competence, meanwhile, supports students in overcoming communication difficulties through verbal and non-verbal strategies. The model also highlights sociocultural and discourse rules, demonstrating that effective communication requires more than grammatical accuracy. Accordingly, Arabic language curriculum reconstruction should translate these dimensions into learning outcomes, instructional materials, classroom activities, and assessment practices that develop students' ability to communicate meaningfully.

The curricular transformation continued through the implementation of the Madrasah Merdeka Curriculum, particularly following KMA No. 347 of 2022. At the Madrasah Ibtidaiyah level, Arabic learning is explicitly directed toward enabling students to communicate orally and in writing through the four language skills while using Arabic to understand religious knowledge and

communicate in everyday environments. The curriculum also introduces social functions and simple speech acts as important components of language performance, thereby strengthening the connection between linguistic knowledge and actual communication(Hasnain & Halder, 2023). This orientation suggests that Arabic curriculum development at the elementary madrasah level should provide students with progressive and contextual communicative experiences appropriate to their developmental characteristics. Consequently, curriculum implementation needs to ensure that learning objectives, materials, teaching strategies, classroom activities, and assessment are mutually aligned with the development of functional language proficiency.

Despite these curricular developments, the implementation of communicative Arabic learning at the madrasah level may still encounter substantial challenges(Torres-Gordillo et al., 2020). Arabic instruction in many educational contexts has historically been associated with vocabulary memorization, translation, grammatical explanation, and textbook-oriented activities, which can limit opportunities for spontaneous language use. Such practices may result in a discrepancy between students' knowledge about Arabic and their ability to communicate using Arabic in meaningful situations. A curriculum that formally emphasizes communicative competence will therefore not automatically produce communicatively proficient learners unless its components are consistently translated into classroom practices(Xu & Zammit, 2020). The comparison of the 2013 Curriculum with KMA No. 183 of 2019 demonstrates that the latter introduced a more contextual and communicative orientation, but the effectiveness of this paradigm ultimately depends on how teachers interpret and implement the curriculum in specific institutional contexts.

The need for curriculum reconstruction becomes particularly relevant when there is a gap between prescribed curriculum objectives and students' actual language proficiency. Curriculum reconstruction does not necessarily mean replacing the existing curriculum entirely, but rather reviewing, reorganizing, and strengthening its components so that they are more responsive to learners' communicative needs(McCombie & Al Masaeed, 2025). Such reconstruction may involve redesigning learning outcomes, selecting contextual vocabulary and texts, integrating the four language skills, implementing communicative learning activities, and developing authentic performance-based assessment. Research on Arabic curriculum development has shown that activity-based programs can provide meaningful communicative experiences by integrating experiential learning, public speaking, interaction, and language practice beyond conventional classroom instruction(Ulla et al., 2022). Therefore, curriculum reconstruction based on communicative competence can serve as a strategic approach to bridge the gap between students' theoretical knowledge and their practical ability to use Arabic.

The importance of this approach is also supported by the continuing development of national Arabic language curriculum policy in 2024. The Decree of the Director General of Islamic Education No. 3302 of 2024 establishes learning outcomes for Islamic Religious Education and Arabic under the Merdeka Curriculum in madrasahs. The policy reinforces the position of Arabic as a language for religious understanding as well as communication, while emphasizing competencies that are relevant to contemporary educational demands(Wotring et al., 2021). This development demonstrates that Arabic language education in madrasahs is expected to prepare students not only to understand linguistic forms but also to communicate effectively, functionally, and contextually. Thus, curriculum reconstruction needs to consider national curriculum policies while simultaneously responding to the actual characteristics, needs, and learning conditions of students at individual madrasahs.

Within this context, MIS GUPPI Darussalam Anjatan provides an important setting for examining how a communicative competence-based Arabic curriculum can be reconstructed to enhance students' language proficiency. As a Madrasah Ibtidaiyah, the institution has the strategic responsibility of establishing students' foundational Arabic abilities through systematic development of listening, speaking, reading, and writing skills. The reconstruction of its Arabic

curriculum needs to consider not only curriculum documents but also the relationship between learning objectives, instructional materials, teaching methods, classroom interaction, language environment, and assessment practices. A communicative orientation can provide students with greater opportunities to use Arabic through dialogues, role-play, question-and-answer activities, contextual conversations, collaborative tasks, and other meaningful language practices. In this way, Arabic learning can shift from an emphasis on knowledge acquisition toward the development of functional proficiency that students can apply in their academic, religious, and everyday environments(Ureel et al., 2022).

Previous studies have provided important foundations for understanding communicative Arabic learning, but there remains a need for context-specific research on curriculum reconstruction at the Madrasah Ibtidaiyah level. Studies of Arabic curriculum development have examined the transition from structural approaches toward communicative and contextual orientations, while other research has highlighted the importance of experiential activities and authentic communication in strengthening students' Arabic abilities(Mohamed, 2023). Nevertheless, curriculum reconstruction requires attention to the specific institutional conditions in which the curriculum is implemented, including students' initial proficiency, teacher competence, available learning resources, instructional practices, and the linguistic environment of the school. This study therefore positions MIS GUPPI Darussalam Anjatan not simply as a site for evaluating curriculum implementation but as a context for developing a more responsive and communicative curriculum model. Such an approach is expected to contribute both practically to the improvement of Arabic instruction at the school and theoretically to discussions on communicative competence-based Arabic curriculum development in madrasahs.

Based on this background, the present study aims to examine the reconstruction of a communicative competence-based Arabic language curriculum to enhance the language proficiency of students at MIS GUPPI Darussalam Anjatan. The study focuses on how curriculum objectives, content, learning strategies, communicative activities, language environments, and assessment can be organized to support the development of students' Arabic proficiency. The reconstruction is grounded in the understanding that effective Arabic learning should integrate linguistic knowledge with the ability to use language appropriately in meaningful communicative contexts. This orientation is consistent with the direction of Arabic curriculum development in Indonesian madrasahs, which increasingly emphasizes the integration of language skills, functional communication, contextual learning, and authentic language performance. Ultimately, the study seeks to formulate a curriculum framework that is more communicative, contextual, learner-oriented, and capable of strengthening students' practical Arabic language proficiency.

METHOD

This study employed a qualitative case study approach to investigate the reconstruction of a communicative competence-based Arabic language curriculum at MIS GUPPI Darussalam Anjatan. The case study was selected because the research focuses on understanding curriculum planning, implementation, learning activities, assessment, and the contextual factors that influence students' Arabic language proficiency within a specific educational setting. Data were collected through in-depth interviews, classroom observations, and documentation involving the principal, Arabic language teachers, curriculum coordinator, and selected students. Interviews were conducted to explore participants' perceptions and experiences regarding curriculum objectives, learning materials, communicative teaching strategies, language practices, and assessment, while observations were used to examine the actual implementation of communicative Arabic learning in the classroom. Documentation included curriculum documents, teaching modules, lesson plans, learning materials, assessment instruments, and other

relevant school documents that could support the interpretation of the research findings(Rufaiqoh et al., 2024).

The data were analyzed using the interactive model of Miles, Huberman, and Saldaña (2019), consisting of data condensation, data display, and conclusion drawing and verification. During data condensation, information obtained from interviews, observations, and documents was selected, coded, categorized, and organized according to the main dimensions of communicative competence and curriculum reconstruction. The data were then displayed thematically to identify patterns concerning curriculum objectives, linguistic and communicative content, learning strategies, classroom interaction, assessment practices, and students' Arabic language proficiency(Molbæk & Kristensen, 2019). Data triangulation was applied by comparing information obtained from different participants and data collection techniques to strengthen the credibility of the findings. The final stage involved interpreting the emerging patterns to formulate a reconstruction of the Arabic language curriculum that integrates grammatical, sociolinguistic, discourse, and strategic competence with contextual learning activities aimed at enhancing students' functional Arabic language proficiency.

RESULT AND DISCUSSION

Results

The findings reveal that the reconstruction of the Arabic language curriculum at MIS GUPPI Darussalam Anjatan is directed toward strengthening students' communicative competence and practical Arabic language proficiency. Data obtained from interviews, observations, and documentation indicate that the existing Arabic learning process has provided students with foundational knowledge of vocabulary, sentence patterns, reading, and writing, but opportunities for spontaneous oral communication remain limited. The interviews with the principal, Arabic language teachers, curriculum coordinator, and students consistently indicated the need to make Arabic learning more contextual, interactive, and oriented toward language use. Teachers explained that students generally demonstrated better performance when learning materials were connected to familiar situations, such as greetings, introductions, classroom instructions, family, school activities, and daily routines. These findings indicate that curriculum reconstruction needs to shift the emphasis from mastery of linguistic forms alone toward the integrated development of grammatical, sociolinguistic, discourse, and strategic competence.

The interview findings further showed that teachers viewed vocabulary mastery as an important foundation for developing students' communicative abilities, but vocabulary instruction was considered more effective when followed by opportunities to use the vocabulary in sentences and short conversations. Teachers reported that students tended to remember expressions more effectively when they were repeatedly practiced through dialogues, question-and-answer activities, role-play, and classroom interaction. One Arabic language teacher explained that students were more enthusiastic when they were asked to "*practice the expressions directly through conversation rather than only memorizing their meanings*." Another teacher emphasized that students' different levels of Arabic proficiency required differentiated learning activities so that students with limited vocabulary could participate alongside students who were more proficient. Student interviews similarly indicated that they preferred activities that allowed them to speak Arabic with classmates because such activities made the learning process less monotonous and helped them become more confident. The interview data therefore suggest that communicative activities should become an integral component of the reconstructed curriculum rather than being treated as supplementary classroom activities.

The interviews also identified several challenges affecting the development of students' communicative competence. Teachers indicated that limited instructional time, differences in

students' initial Arabic proficiency, limited exposure to Arabic outside the classroom, and students' tendency to rely on Indonesian during interaction could reduce the intensity of Arabic communication. Some students were able to recognize vocabulary and understand simple written texts but experienced difficulties when they were required to produce Arabic orally without preparation. Teachers therefore emphasized the importance of creating a gradual language environment in which students could practice simple expressions before progressing toward more complex communication. The curriculum coordinator further indicated that curriculum planning needed to remain consistent with the national direction of Arabic language learning while being adapted to the actual characteristics and needs of students at the school. These findings demonstrate that curriculum reconstruction at MIS GUPPI Darussalam Anjatan should be contextual rather than merely administrative, with particular attention to students' communicative needs and the conditions of Arabic learning in the school.

Classroom observations provided evidence that the implementation of Arabic learning already contained several elements consistent with a communicative approach. Teachers began lessons by introducing vocabulary and expressions related to the learning topic and subsequently asked students to repeat, respond to questions, and practice simple dialogues. In several learning activities, students worked in pairs or small groups to practice conversations, read short texts, identify vocabulary, and respond to questions from the teacher. The observations also showed that teacher-student interaction was an important source of students' exposure to Arabic, particularly through greetings, classroom instructions, questions, and short responses. However, the intensity of communication varied according to the topic and students' proficiency, and Indonesian was still frequently used when students encountered difficulties in understanding or producing Arabic. This condition indicates that the communicative orientation was present in classroom practice but required stronger and more systematic integration into curriculum planning.

The observation findings also demonstrate the importance of integrating the four Arabic language skills rather than teaching them as isolated competencies. Listening activities were generally developed through teacher pronunciation and students' responses, while speaking activities appeared through repetition, dialogue, and question-and-answer exercises. Reading activities were conducted through short Arabic texts and vocabulary recognition, whereas writing activities involved copying, completing sentences, and producing simple written responses. Nevertheless, the relationship between these skills could be strengthened through integrated tasks in which students listen to a model conversation, identify its meaning, practice the conversation orally, read a related text, and finally produce a short written response. Such activities would allow students to move progressively from language input to language production. The observation data consequently support the need for a curriculum structure that connects listening, speaking, reading, and writing within meaningful communicative themes.

The documentation analysis strengthens the interview and observation findings by showing that curriculum documents at MIS GUPPI Darussalam Anjatan contain learning objectives, materials, activities, and assessments related to Arabic language development. The reviewed documents included curriculum materials, teaching modules or lesson plans, Arabic textbooks, learning assignments, and assessment instruments. The documents demonstrate that vocabulary, sentence patterns, reading comprehension, and basic language skills remain important components of Arabic instruction. However, the assessment materials tend to provide greater space for written knowledge and recognition of language forms than for authentic oral communication and functional language use. This finding suggests a degree of misalignment between the development of communicative competence as an educational objective and the extent to which communicative performance is assessed. Therefore, curriculum reconstruction should include assessment instruments that evaluate students' ability to understand and produce Arabic in meaningful situations.

The documentation further indicates that the reconstruction of the curriculum can be organized around four interconnected components: learning outcomes, communicative content, learning activities, and authentic assessment. Learning outcomes need to specify students' ability to use Arabic appropriately in familiar academic, social, and religious contexts. Communicative content should include functional expressions, contextual vocabulary, simple discourse patterns, and language structures that students can immediately apply in interaction. Learning activities should provide opportunities for students to practice communication through dialogues, role-play, collaborative tasks, simulations, and contextual problem-solving activities. Assessment should subsequently measure not only grammatical accuracy but also students' fluency, appropriateness, comprehension, interaction, and ability to employ strategies when communication difficulties occur.

The triangulation of interviews, observations, and documentation reveals a consistent pattern concerning the direction of curriculum reconstruction. First, interviews demonstrate that teachers and students require more opportunities for meaningful Arabic communication. Second, classroom observations confirm that communicative activities are already emerging but have not yet been implemented systematically across the learning process. Third, documentation shows that curriculum and assessment components still provide stronger emphasis on linguistic knowledge than authentic communicative performance. The convergence of these three sources indicates that curriculum reconstruction should not eliminate grammatical instruction but should reposition grammar and vocabulary as resources that support communication. Accordingly, the reconstructed curriculum is oriented toward an integrated model in which linguistic knowledge, sociolinguistic appropriateness, discourse organization, and strategic communication are developed through contextual Arabic learning.

Overall, the findings indicate that a communicative competence-based Arabic language curriculum at MIS GUPPI Darussalam Anjatan should be developed through systematic alignment between curriculum objectives, learning content, classroom activities, and assessment. The reconstruction emphasizes the gradual development of students' ability to use Arabic in familiar situations, beginning with basic expressions and vocabulary and progressing toward short interpersonal communication. The findings also demonstrate that teachers have a central role in creating a supportive Arabic-speaking environment by modeling expressions, facilitating interaction, providing corrective feedback, and encouraging students to communicate without excessive fear of making mistakes. The combination of interview, observation, and documentation data confirms that strengthening communicative activities and authentic assessment is essential for transforming Arabic learning from knowledge-oriented instruction into proficiency-oriented learning. Thus, curriculum reconstruction provides a strategic pathway for enhancing students' functional Arabic language proficiency while remaining consistent with the curricular objectives of Arabic education at the madrasah level.

Table 1. Summary of Findings and Their Implications for Curriculum Reconstruction

Data Source	Main Findings	Implications for Curriculum Reconstruction
Interviews	Teachers and students require more opportunities for meaningful Arabic communication.	Strengthen speaking activities, dialogues, role-plays, and interactive language practices.
Observations	Communicative activities are already implemented but have not yet been systematically integrated into the learning process.	Integrate communicative activities into every stage of Arabic language instruction.
Documentation	Learning materials and assessment practices remain relatively oriented toward linguistic knowledge and language forms.	Develop authentic and performance-based assessment to measure students' actual communicative abilities.

Triangulation	A gap exists between students' knowledge of Arabic and their ability to use Arabic in meaningful communication.	Establish stronger alignment among learning outcomes, instructional activities, learning materials, and assessment.
Overall Findings	A communicative competence-based curriculum is needed to strengthen students' functional Arabic proficiency.	Integrate grammatical, sociolinguistic, discourse, and strategic competence into curriculum objectives, learning activities, and assessment.

The findings indicate that MIS GUPPI Darussalam Anjatan has already established a foundation for communicative Arabic learning, but its implementation requires systematic reconstruction. The interview data demonstrate that both teachers and students recognize the importance of increasing opportunities for direct Arabic communication, particularly through speaking activities, dialogues, and interactive classroom practices. This finding suggests that students' language proficiency cannot be optimally developed when Arabic learning is dominated by vocabulary memorization and grammatical exercises. Instead, linguistic knowledge needs to function as a foundation for meaningful language use. The implication is that the reconstructed curriculum should position communication as the central orientation of Arabic instruction rather than merely as an additional learning activity.

The observation data reinforce this interpretation by showing that communicative activities have already emerged in classroom practice, but their implementation remains inconsistent. Activities such as question-and-answer sessions, dialogues, pair work, and oral practice provide students with opportunities to produce and understand Arabic in relatively meaningful contexts. However, when such activities are not systematically connected to learning outcomes, materials, and assessment, their contribution to overall language proficiency may remain limited. This indicates the importance of curricular coherence, in which each learning component contributes directly to the development of communicative competence. Therefore, curriculum reconstruction should ensure that communicative practice is embedded throughout the learning sequence, from the introduction of new language input to guided practice, independent communication, and assessment.

The documentation findings reveal another important issue, namely the potential misalignment between communicative learning objectives and assessment practices. Although curriculum documents and learning materials include vocabulary, grammar, reading, and writing, assessment tends to place greater emphasis on students' knowledge of language forms than on their ability to use Arabic in authentic communication. Such an orientation may encourage students to demonstrate what they know *about* Arabic without adequately demonstrating what they can *do with* Arabic. The development of authentic and performance-based assessment is therefore essential because students need to demonstrate their ability to understand messages, respond appropriately, construct meaningful utterances, and interact with others. In this sense, assessment should become an instrument for measuring communicative performance rather than merely testing linguistic knowledge.

The triangulation of interview, observation, and documentation data provides stronger evidence that the central issue is not the absence of Arabic learning activities but the lack of systematic alignment among curriculum components. Teachers and students express the need for more communication, observations show the presence of communicative practices, and documents reveal the continuing dominance of knowledge-oriented materials and assessment. The convergence of these findings indicates a gap between students' declarative knowledge of Arabic and their functional communicative proficiency. Consequently, curriculum reconstruction needs to connect *learning outcomes, content, teaching strategies, classroom interaction,* and *assessment* within a unified communicative framework. Such alignment is expected to create a learning environment

in which students progressively transform linguistic knowledge into practical language competence.

Overall, the findings support the reconstruction of the Arabic language curriculum around four interconnected dimensions of communicative competence: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence provides students with the linguistic resources needed to construct accurate utterances, while sociolinguistic competence enables them to select expressions appropriate to particular contexts and relationships. Discourse competence helps students organize language coherently in conversations and texts, whereas strategic competence enables them to overcome communication difficulties and maintain interaction. The integration of these dimensions can transform Arabic learning from a primarily knowledge-oriented process into a proficiency-oriented and communication-based learning experience. Thus, the reconstructed curriculum at MIS GUPPI Darussalam Anjatan should emphasize meaningful interaction, contextual language use, integrated four-skill development, and authentic assessment as interconnected strategies for enhancing students' Arabic language proficiency.

Discusions

The findings demonstrate that the reconstruction of the Arabic language curriculum at MIS GUPPI Darussalam Anjatan should be oriented toward the development of communicative competence and functional language proficiency. Interviews, observations, and documentation consistently reveal that students already possess foundational knowledge of vocabulary, sentence patterns, reading, and writing, but their opportunities to use Arabic spontaneously remain limited. This condition indicates that curriculum reconstruction should not simply add new materials but should reorganize the relationship between learning objectives, content, instructional activities, and assessment. Such an orientation is consistent with (Mohamed, 2023)development of an Arabic curriculum framework based on CEFR descriptors, which emphasizes the specification of language ability through progressive and functional performance levels. Therefore, the present findings strengthen the argument that Arabic curriculum development needs to move beyond linguistic knowledge toward students' ability to use language appropriately in meaningful contexts.

The emphasis on communicative competence is particularly relevant because the students in this study demonstrated greater engagement when Arabic materials were connected with familiar situations such as greetings, introductions, classroom instructions, family, school activities, and daily routines. This finding corresponds with research showing that Arabic learners benefit when instruction connects linguistic forms with pragmatic and functional meanings rather than presenting grammar as an isolated body of knowledge. (Abdel-Malek, 2020), for example, demonstrates that genre-based pedagogy can help Arabic learners establish a relationship between linguistic form, meaning, and communicative purpose. Similarly, research on Arabic learning in higher education indicates that curriculum design needs to consider students' different backgrounds, institutional contexts, and actual language-learning needs (Ritonga et al., 2020). Thus, contextualization in the reconstructed curriculum should be understood as a strategy for transforming vocabulary and grammatical knowledge into resources that students can immediately employ in communication.

The interview findings further indicate that vocabulary acquisition becomes more effective when it is followed by opportunities for students to use newly learned expressions in sentences, dialogues, question-and-answer activities, and role-play. This finding is supported by research on communicative Arabic instruction, which reports that direct communication practice can increase students' speaking activity and confidence, particularly when supported by continuous vocabulary practice and an appropriate language environment (Azhar et al., 2022). More broadly, task-based language teaching research demonstrates that meaningful tasks can promote oral production

because learners are required to use their linguistic resources to achieve communicative purposes rather than merely reproduce memorized forms (Hasnain & Halder, 2023). Therefore, dialogues, role-play, simulations, and pair-work activities should not be positioned as supplementary activities but incorporated systematically as core components of the reconstructed Arabic curriculum.

The need for systematic communicative practice is also related to students' willingness to communicate in the target language. The present findings show that some students understand Arabic vocabulary and simple texts but hesitate when required to produce Arabic orally without preparation, while students also tend to return to Indonesian when they experience communication difficulties. This phenomenon is important because willingness to communicate is influenced not only by linguistic knowledge but also by learners' confidence, anxiety, classroom conditions, and opportunities for meaningful interaction. (Firdaus, 2024)found that the sequencing of instructional examples and communicative tasks can influence learners' willingness to communicate, anxiety, and communication competence. (Ducker, 2021) demonstrates that peer-based strategy sharing can help learners protect and enhance their willingness to communicate during classroom interaction. Consequently, curriculum reconstruction should establish a gradual communicative environment in which students first practice controlled expressions and subsequently progress toward increasingly independent interaction.

Another important finding concerns the integration of the four Arabic language skills. Classroom observations indicate that listening, speaking, reading, and writing are already present in the learning process, but the relationship among these skills has not yet been systematically integrated into meaningful communicative tasks. The findings suggest, for example, that students can listen to a model conversation, identify its meaning, practice the conversation orally, read a related text, and finally produce a short written response. Such integration is consistent with task-supported approaches in which language skills are developed through meaningful sequences of input, interaction, and output rather than through completely separated activities. (Qiu & Xu, 2022)found that task-supported language teaching positively influenced L2 listening proficiency, demonstrating the potential of communicative tasks to strengthen receptive skills while maintaining an interactive orientation. Accordingly, the reconstructed curriculum should organize the four skills around common themes and communicative purposes so that each skill reinforces the development of the others.

The documentation findings reveal that the strongest area requiring reconstruction is the alignment between learning objectives, instructional activities, and assessment. Although the curriculum documents already include vocabulary, grammar, reading, writing, and other basic language competencies, assessment practices tend to give greater attention to written knowledge and recognition of language forms than to authentic oral communication. This creates a potential discrepancy because students may become proficient in demonstrating knowledge about Arabic without necessarily becoming proficient in using Arabic for authentic communication. Research on constructive alignment in foreign language education similarly emphasizes the importance of coherence between curricular intentions, classroom teaching, and assessment practices (de Graaff et al., 2022). Therefore, assessment in the reconstructed curriculum should include performance-based tasks such as dialogues, oral presentations, role-play, question-and-answer activities, and contextual language simulations.

Authentic assessment is particularly important because communicative competence cannot be adequately represented through conventional written tests alone. The present findings indicate that students need to demonstrate their ability to understand messages, respond appropriately, construct meaningful utterances, and maintain interaction when communication difficulties occur. This perspective is supported by research on integrated speaking assessment, which highlights the importance of carefully designed tasks and consideration of the cognitive demands imposed on learners during communicative performance (Zhang & Zhang, 2022). Authentic

assessment should therefore evaluate not only grammatical accuracy but also fluency, appropriateness, comprehension, interaction, and strategic competence. In this respect, curriculum reconstruction involves a transformation of assessment from measuring what students know about Arabic toward measuring what students can actually do with Arabic.

The triangulation of interviews, observations, and documentation provides a strong basis for interpreting the central problem as one of curricular alignment rather than the complete absence of communicative activities. Teachers and students request more opportunities for communication, classroom observations show that dialogues and pair activities already occur, while curriculum documents reveal that linguistic knowledge continues to receive stronger emphasis in assessment. This convergence suggests a gap between students' declarative linguistic knowledge and their functional communicative proficiency. Research on constructive alignment similarly demonstrates that communicative approaches may be difficult to implement when learning materials, teacher practices, and assessment are not consistently aligned with communicative objectives. Thus, the reconstruction proposed by this study should focus on systemic coherence, ensuring that learning outcomes, content, teaching strategies, interaction patterns, learning resources, and assessment all support the same communicative goals.

Teacher competence and classroom interaction also emerge as critical elements in the reconstructed curriculum. The findings indicate that teachers need to model Arabic expressions, facilitate interaction, provide corrective feedback, and encourage students to communicate without excessive fear of making mistakes. This finding is consistent with research demonstrating that teachers' beliefs and classroom practices influence the extent to which communicative approaches can be implemented successfully. In Arabic education specifically, (Tang & Calafato, 2021)highlight the importance of teachers' development of learner self-regulation and language awareness, while research on Arabic curriculum development also emphasizes the need to adapt pedagogical approaches to learner characteristics and educational contexts. The implication is that curriculum reconstruction should be accompanied by teacher development so that teachers can move from predominantly transmitting linguistic knowledge toward facilitating meaningful language use. Consequently, the teacher should function as a language model, facilitator, interaction organizer, and provider of formative feedback within the reconstructed curriculum.

Finally, the reconstructed curriculum should integrate grammatical, sociolinguistic, discourse, and strategic competence rather than eliminating grammar instruction. The findings clearly indicate that grammar and vocabulary remain necessary foundations, but they should function as resources that enable students to communicate rather than as isolated learning targets. This position is supported by Arabic curriculum research emphasizing the importance of linking language forms with communicative functions and by the development of Arabic curriculum frameworks that organize proficiency around meaningful language performance (Abdel-Malek, 2020); (Mohamed, 2023). In addition, contemporary task-based research demonstrates that communicative tasks can improve oral production when tasks are appropriately designed, sequenced, and connected to learners' proficiency levels (Zhang & Zhang, 2022). Therefore, the reconstruction of the Arabic curriculum at MIS GUPPI Darussalam Anjatan should establish an integrated model in which contextual content, four-skill development, communicative interaction, teacher facilitation, and authentic assessment operate as interconnected components for developing students' functional Arabic proficiency.

CONCLUSION

This study concludes that the reconstruction of the Arabic language curriculum at MIS GUPPI Darussalam Anjatan is necessary to strengthen students' functional Arabic language proficiency through a more systematic communicative orientation. The findings from interviews, classroom observations, and documentation indicate that Arabic learning has already

incorporated several communicative practices, but these activities have not yet been consistently integrated into curriculum objectives, learning materials, instructional strategies, and assessment. The main challenge lies in the gap between students' knowledge of Arabic linguistic forms and their ability to use Arabic meaningfully in actual communication. Therefore, curriculum reconstruction should shift the emphasis from language knowledge alone toward the integrated development of students' ability to understand, produce, and interact using Arabic in contextual situations.

The reconstructed curriculum should integrate grammatical, sociolinguistic, discourse, and strategic competence through the four language skills of listening, speaking, reading, and writing. Learning activities should provide greater opportunities for meaningful interaction through dialogues, role-play, question-and-answer activities, collaborative tasks, and contextual communication, while assessment should move toward authentic and performance-based forms that measure students' actual communicative abilities. The alignment among learning outcomes, learning content, learning activities, and assessment is essential to ensure that communicative competence becomes an integral part of curriculum implementation rather than an additional classroom activity. This reconstruction is expected to create a more learner-centered, contextual, interactive, and proficiency-oriented Arabic learning environment. Ultimately, a communicative competence-based curriculum can serve as a strategic framework for enhancing students' practical Arabic proficiency while maintaining the linguistic and educational objectives of Arabic instruction in the madrasah context.

REFERENCE

Abdel-Malek, M. (2020). Empowering Arabic learners to make meaning: A genre-based approach. *System*, *94*, 102329. https://doi.org/10.1016/j.system.2020.102329

Azhar, M., Wahyudi, H., & Promadi, P. (2022). Arabic Language Learning with Communicative Method and Factors Affecting Student's Speaking Ability. *Takuana: Jurnal Pendidikan, Sains, Dan Humaniora*, *1*(2), 92–101. https://doi.org/10.56113/takuana.v1i2.33

Ducker, N. (2021). Protecting and enhancing willingness to communicate with idiodynamic peer-peer strategy sharing. *System*, *103*, 102634. https://doi.org/10.1016/j.system.2021.102634

Fahmiyah Tsaqofah Islamiy & Eni Fariyatul Fahyuni. (2024). Development of Arabic Teaching Modules Based on Constructivism with a Communicative Approach: Pengembangan Modul Ajar Bahasa Arab Berbasis Konstruktivisme dengan Pendekatan Komunikatif. *Al Mahāra: Jurnal Pendidikan Bahasa Arab*, *10*(2), 279–295. https://doi.org/10.14421/almahara.2024.0102-05

Firdaus, S. (2024). Arabic Speaking Skill Learning Using the Experiential Learning Theory-Based Learning Model and Its Role in Learning Model Development | taʿlīm mahārat al-kalām ʿalāḍaw' naẓariyyat al-taʿallum al-tajrībī wa-tawẓīfuhā fī iʿdād namūdhaj taʿlīmihā. *Al-Ta'rib : Jurnal Ilmiah Program Studi Pendidikan Bahasa Arab IAIN Palangka Raya*, *12*(1), 189–202. https://doi.org/10.23971/altarib.v12i1.7353

Hasnain, S., & Halder, S. (2023). Task-Based Language Teaching Approach for Improving Speaking Fluency: Case Study of Trainee Teachers in West Bengal. *World Futures*, *79*(7–8), 747–775. https://doi.org/10.1080/02604027.2021.1996189

Janadbah, A. A., & Sharef, A. A. (2024). Improving the Language Competencies of Non-native Arabic Speakers through the Communicative Approach. *International Journal of Learning and Teaching*, *10*(3). https://doi.org/10.18178/ijlt.10.3.418-427

Kementerian Agama Republik Indonesia. (2019).*Keputusan Menteri Agama Republik Indonesia Nomor 183 Tahun 2019 tentang Kurikulum Pendidikan Agama Islam dan Bahasa Arab pada Madrasah.*

Kementerian Agama Republik Indonesia. (2022).*Keputusan Menteri Agama Republik Indonesia Nomor 347 Tahun 2022 tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah.*

Kementerian Agama Republik Indonesia. (2024).*Keputusan Direktur Jenderal Pendidikan Islam Nomor 3302 Tahun 2024 tentang Capaian Pembelajaran Pendidikan Agama Islam dan Bahasa Arab Kurikulum Merdeka pada Madrasah.*

Lazuardi, F., Tamami, K., Ridho, U., & Maswani.*Telaah perbandingan Kurikulum 2013 dan KMA 183–184 Tahun 2019 dalam pembelajaran Bahasa Arab di Madrasah Tsanawiyah.*

McCombie, S., & Al Masaeed, K. (2025). L2 Arabic pragmatics in the classroom: Insights from language instructors' beliefs and practices. *System*, *128*, 103546. https://doi.org/10.1016/j.system.2024.103546

Miles, M. B., Huberman, A. M., & Saldaña, J. (2019). *Qualitative data analysis: A methods sourcebook* (4th ed.). SAGE Publications.

Mohamed, S. (2023). The development of an Arabic curriculum framework based on a compilation of salient features from CEFR level descriptors. *The Language Learning Journal*, *51*(1), 33–47. https://doi.org/10.1080/09571736.2021.1923781

Molbæk, M., & Kristensen, R. M. (2019). Triangulation with video observation when studying teachers' practice. *Qualitative Research Journal*, *20*(1), 152–162. https://doi.org/10.1108/QRJ-07-2019-0053

Muflihah, M., Sholehan, S., & Baihaqi, M. (2024). Integration of Four Language Skills in Arabic Language Learning. *Jurnal Al Bayan: Jurnal Jurusan Pendidikan Bahasa Arab*, *16*(1), 69. https://doi.org/10.24042/albayan.v16i1.18381

Primary, M. A., Emilia, E., & Sukyadi, D. (2023). Program evaluation of English language learning for EYL curriculum development in Indonesia: Teachers' perception, challenges, and expectation. *Journal on English as a Foreign Language*, *13*(1), 314–338. https://doi.org/10.23971/jefl.v13i1.6068

Qiu, X., & Xu, J. (2022). 'Listening should be done communicatively': Do task-supported language teaching and post-task self-reflection facilitate the development of L2 listening proficiency? *System*, *109*, 102897. https://doi.org/10.1016/j.system.2022.102897

Ritonga, M., Asrina, A., Widayanti, R., Alrasi, F., Julhadi, J., & Halim, S. (2020). Analysis of Arabic Language Learning at Higher Education Institutions with Multi-Religion Students. *Universal Journal of Educational Research*, *8*(9), 4333–4339. https://doi.org/10.13189/ujer.2020.080960

Rufaiqoh, E., Sutiah, S., Ulum, S., Yaqin, M. 'Ainul, Nuruddin, A., & Aloraini, M. A. M. (2024). An Analysis of Arabic Language Curriculum Development in Indonesia. *Jurnal Al-Maqayis*, *11*(1), 1–16. https://doi.org/10.18592/jams.v11i1.9843

Sugiyono. (2022). *Metode penelitian kualitatif*. Alfabeta.

Tang, F., & Calafato, R. (2021). Multilingual, bilingual, and monolingual Arabic teachers' development of learner self-regulation and language awareness in the Emirates. *Foreign Language Annals*, *54*(1), 233–254. https://doi.org/10.1111/flan.12515

Torres-Gordillo, J. J., Guzmán-Simón, F., & García-Ortiz, B. (2020). Communicative competence assessment for learning: The effect of the application of a model on teachers in Spain. *PLOS ONE*, *15*(5), e0233613. https://doi.org/10.1371/journal.pone.0233613

Ulla, M. B., Bucol, J. L., & Na Ayuthaya, P. D. (2022). English language curriculum reform strategies: The impact of EMI on students' language proficiency. *Ampersand*, *9*, 100101. https://doi.org/10.1016/j.amper.2022.100101

Ureel, J. J. J., Diels, E., Robert, I. S., & Schrijver, I. (2022). The development of L2 sociolinguistic competence in translation trainees: An accommodation-based longitudinal study into the acquisition of sensitivity to grammatical (in)formality in English. *The Interpreter and Translator Trainer*, *16*(1), 78–95. https://doi.org/10.1080/1750399X.2021.1900712

Wotring, A., Chen, H., & Fraser, M. (2021). Exploring Curriculum Alignment through Syllabus Document Analysis: From National Language Policy to Local ELT Practice. *Iranian Journal of Language Teaching Research*, *9*(2). https://doi.org/10.30466/ijltr.2021.121045

Xu, W., & Zammit, K. (2020). Applying Thematic Analysis to Education: A Hybrid Approach to Interpreting Data in Practitioner Research. *International Journal of Qualitative Methods*, *19*, 1609406920918810. https://doi.org/10.1177/1609406920918810

Zhang, W., & Zhang, L. J. (2022). Understanding assessment tasks: Learners' and teachers' perceptions of cognitive load of integrated speaking tasks for TBLT implementation. *System*, *111*, 102951. https://doi.org/10.1016/j.system.2022.102951