



Bridging Competency and Workplace Gaps in Arabic Language Education: Inequality, Innovation, and Reform in Resource-Constrained Schools

Raudlatul Hikmah^{1*}, Halimatus Sa'diyah², Lailatul Qadriah³, Aqna Rahma Atika⁴

^{1,2,3} Universitas Nurul Jadid, Indonesia

⁴ Universitas Al Azhar, Egypt

DOI: <https://doi.org/10.61987/ljce.viii.1>

Article History:

Received: 09 January 2026

Revised: 14 March 2026

Accepted: 20 April 2026

Keywords:

Arabic Language Education,
Graduate Competencies,
Educational Inequality,
Educational Innovation

Abstract:

The relevance of Arabic language education is increasingly challenged by the gap between graduate competencies and workplace demands, unequal access to educational resources, and limited implementation of educational innovation. This study examines the challenges shaping Arabic language education and their implications for developing practical and communicative competencies in a resource-constrained educational context. A qualitative case study was conducted at a school, involving one principal, seven teachers, and twenty-three students. Data were collected through in-depth interviews, direct observations, and documentation and analyzed through data condensation, reduction, display, and verification, supported by source and technique triangulation. The findings reveal three interconnected challenges: a graduate competency-workplace gap, inequality in educational access and quality, and limitations in implementing innovation and education reform. The study concludes that theoretical mastery alone is insufficient and must be complemented by authentic communication, practical learning, teacher development, appropriate technology, and contextual educational support. These findings suggest that Arabic education requires an integrated curriculum, professional development, improved resources, and context-sensitive policy implementation to strengthen graduate readiness and educational quality.

INTRODUCTION

In the era of globalization and rapid technological advancement, education plays a central role in preparing individuals to participate effectively in society and the workforce. Education is expected not only to transmit theoretical knowledge but also to develop the practical, communicative, technological, and adaptive competencies required in today's changing professional environments (Rajab et al., 2025; Raswan et al., 2025). However, persistent disparities between educational outcomes and labor-market expectations indicate that many graduates remain insufficiently prepared for real-world demands. This situation is especially serious

*Email Correspondence: hikmah045@gmail.com

in language education because communication competence directly influences employability and professional participation. Therefore, improving the relevance of education is a social necessity, requiring stronger alignment among curriculum, teaching practices, technology, and workplace expectations to ensure that graduates possess applicable competencies and can respond effectively to changing societal and professional demands (Almelhes & Alsaiani, 2024; Kamal, 2025).

A major problem underlying this situation is the dominance of educational practices that emphasize memorization, theoretical content, and examination-oriented achievement rather than practical competence. These approaches can limit learners' opportunities to develop transferable skills needed in contemporary workplaces. (Jumhana et al., 2025; Rekan et al., 2025). In Arabic language education, the problem becomes more specific because learning frequently prioritizes *nahwu*, *sharaf*, and vocabulary memorization, while communicative competencies such as *maharah al-kalam* and *maharah al-istima'* receive comparatively less attention (Abdallah et al., 2025; Uccelli, 2023). Consequently, students may demonstrate strong linguistic knowledge but struggle to apply Arabic in authentic academic, social, and professional communication contexts. This mismatch between theoretical knowledge and practical competence indicates that Arabic education requires systematic improvement, particularly through learning approaches that connect linguistic knowledge with authentic communication and workplace-oriented skills.

Field conditions demonstrate that the problem is shaped by unequal learning opportunities and resources. Rural or less-developed institutions may have more limited access to technologies, digital platforms, and learning materials than institutions in urban areas. In Arabic learning, these limitations can reduce opportunities to practice conversation, access authentic Arabic content, interact through digital platforms, and develop technology-supported communicative competence (Maujud & Syaharuddin, 2025; Vassel et al., 2025). At the same time, differences in graduate competence remain visible between learners who mainly master linguistic theory and those who can use Arabic functionally in communication. Some learners can understand grammatical structures and vocabulary but remain hesitant when communicating in real situations. (Akkary & Jureidini, 2024; Bohnacker et al., 2025). These conditions indicate that curriculum relevance, learning practices, technological access, and educational resources collectively influence the development of applicable Arabic language competencies and contribute to differences in graduate preparedness.

Previous studies have identified teacher quality, professional development, instructional methods, and educational technology as important factors in improving educational relevance (Idhan et al., 2026; Moustafa et al., 2026). In Arabic education, research has similarly emphasized teacher competence, communicative approaches, active learning, and technology use as pathways toward more effective learning. These studies show that instructional improvement is necessary to develop meaningful learning experiences (Asiri, 2023; Khazaleh & Hawamdeh, 2023). However, many studies tend to address these components separately rather than examining their interconnections within a broader educational framework. Teacher development, curriculum improvement, technology integration, and communicative learning are frequently discussed as individual strategies. Consequently, understanding remains limited of how these

dimensions can be integrated to address the relationship between Arabic language education and workplace requirements, particularly when educational institutions operate with different levels of resources and technological access.

The literature also reveals important contextual gaps concerning educational inequality and improvement strategies in limited-resource settings. Several studies have discussed disparities in educational facilities, technology access, teacher capacity, and learning opportunities. (Hosman et al., 2024; Selim, 2023). However, available evidence remains fragmented regarding how these structural constraints interact with Arabic curriculum design and the development of practical Arabic language competencies. Infrastructure-focused or teacher-focused solutions may therefore be insufficient on their own. The mismatch between educational content and professional requirements requires attention to both pedagogical and structural dimensions. (Husisy-Sabek & Lapidot-Lefler, 2023; Razkane et al., 2025). This research positions Arabic language education within the broader relationship among curriculum relevance, communicative competence, digital access, teacher capacity, educational resources, and employability. Addressing this intersection is important for reducing educational inequality and strengthening graduate preparedness across different institutional and geographical contexts.

The proposed state of the art is an integrated approach to strengthening educational relevance by aligning Arabic language curriculum, communicative competence, authentic practice, applied digital technology, teacher capacity, and labor-market needs. Rather than treating these dimensions as isolated interventions, the study views them as mutually reinforcing elements of educational improvement. Linguistic theory remains important, but it should connect to authentic communication, technology-supported practice, contextual learning, and competencies relevant to professional environments. This orientation is particularly important for institutions that must balance educational quality with resource limitations. By linking pedagogical improvement to structural and technological considerations, the study seeks to extend existing approaches that often focus on individual dimensions of Arabic language learning or general educational quality without adequately addressing their interaction within a comprehensive, applicable educational framework.

Based on these issues, the research problem concerns how Arabic language education can reduce the mismatch between graduate competencies and labor-market needs while addressing unequal access to quality learning resources. The study argues that memorization-based instruction alone cannot address this problem. A more relevant response requires aligning the curriculum with workplace competencies, strengthening communicative Arabic practice, supporting continuous teacher development, purposefully integrating digital technology, and improving access to learning resources. Accordingly, this research examines the factors and strategies that can support such integration and considers their contribution to applicable and equitable educational outcomes. The study is expected to provide practical recommendations for curriculum development, teacher training, educational technology, learning resources, and educational policy, particularly for strengthening Arabic education in diverse institutional contexts.

RESEARCH METHODS

This study used a qualitative research design and a case study approach to gain an in-depth understanding of educational practices and challenges within a specific institutional context. The case study approach was selected because it enables the researcher to investigate educational phenomena in their natural setting and examine interactions among instructional practices, available resources, technology utilization, and students' learning experiences. The research was conducted at SMP Nurul Amin, Tangerang, Banten, Indonesia, which was purposively selected because it represents an educational context that requires attention to the availability and use of educational resources, particularly technology and teacher development. The site provided a relevant context for examining the challenges and strategies associated with Arabic language education and the development of students' practical competencies.

Data were collected through in-depth interviews, direct observations, and documentation. The informants included one principal, seven teachers, and twenty-three students, purposively selected for their direct involvement in teaching and learning activities. Interviews explored participants' experiences, perceptions, challenges, and strategies related to Arabic language learning, instructional practices, educational resources, technology use, and students' practical competencies. Observations were conducted during relevant learning activities to examine classroom interactions, teaching practices, student participation, and the use of available learning resources and technology. Documentation complemented the interview and observation findings through relevant school documents, learning materials, institutional records, and other supporting evidence. Data collection focused on obtaining comprehensive information concerning the educational practices and contextual challenges experienced by the research participants.

Data analysis followed four systematic stages: data condensation, data reduction, data display, and data verification. (Chang et al., 2025; Laari, 2025). Data condensation involved selecting, focusing, simplifying, and organizing information obtained from interviews, observations, and documentation. The condensed data were reduced by identifying meaningful information and grouping it into themes related to instructional practices, Arabic language learning, educational resources, technology use, and students' competencies. The organized findings were then displayed through thematic descriptions, matrices, and tables to facilitate interpretation and identify emerging patterns. The researchers continuously verified data by comparing interpretations with the collected evidence. The trustworthiness of the findings was established through source and technique triangulation. Source triangulation compared information from the principal, teachers, and students, while technique triangulation compared findings from interviews, observations, and documentation. These procedures strengthened the credibility, dependability, confirmability, and transferability of the research findings.

RESULTS AND DISCUSSION

Results

Graduate Competency–Workplace Gap

The gap between graduate competencies and workplace needs refers to the mismatch between students' acquired knowledge and their ability to apply it in practical, communicative, and problem-solving situations. Operationally, this sub-finding was identified through three interconnected indicators: low practical skills, limited work readiness, and the dominance of theoretical learning. In Arabic language education, the gap is evident in students' limited ability to transform knowledge of *qawa'id*, including *nahwu* and *sharaf*, into functional language use. Expected competencies include *maharah al-kalam*, *maharah al-istima'*, contextual text comprehension, translation, and communication in authentic situations. Thus, the gap concerns not merely what students know, but their limited capacity to mobilize linguistic knowledge effectively in practical and work-related contexts.

Interview data revealed that students' theoretical understanding was not consistently accompanied by practical competence. A teacher explained, "Students understand theory, but struggle in practice." This statement suggests that students possess conceptual knowledge but struggle to apply it in concrete activities. The researcher interprets this condition as a disconnect between knowledge acquisition and competency development. In Arabic learning, students may memorize grammatical rules and vocabulary but remain hesitant when speaking, listening, or responding to simple communicative situations. The principal expressed a similar concern: "We realized that our graduates are still under-employed, especially in terms of technical and communication skills." This statement extends the competency gap from classroom achievement to work readiness, indicating that educational outcomes have not fully corresponded with competencies required in professional contexts.

Observation of classroom activities provided further evidence of this condition. Learning was predominantly organized around teacher explanations, textbook use, grammatical exercises, and curriculum completion, while opportunities for *hiwar*, *munaqasyah*, role-play, contextual problem-solving, and simulated communication were comparatively limited. The researcher interprets these observations as indicating that students receive insufficient opportunities to actively use Arabic rather than merely recognize or reproduce linguistic information. Limited authentic practice consequently constrains the development of confidence, spontaneity, listening responsiveness, contextual comprehension, and functional language use. These findings reinforce the interview data, showing that the problem is not simply students' lack of linguistic knowledge but their limited ability to transform theoretical knowledge into practical, communicative competence relevant to real-life and professional situations.

Taken together, the findings demonstrate an imbalance between knowing Arabic and using Arabic. Students show familiarity with theoretical components, particularly grammatical rules and vocabulary, but have limited capacity to apply this knowledge in authentic communication and practical situations. The data reveal a consistent pattern of strong theoretical learning orientation, limited opportunities for authentic practice, weak communicative application, and reduced work readiness. The teacher identifies the immediate difficulty in applying

knowledge, the principal highlights its implications for graduates' preparedness, and classroom observations demonstrate the instructional conditions that reinforce the gap. Thus, the competency gap emerges through the interaction between curriculum-oriented learning, limited opportunities for authentic practice, and insufficient development of work-related Arabic competencies.

Table 1. The Gap between Graduate Competencies and the Needs of the World of Work

Informant Position	Interview Excerpt	Indicator
Teacher	"Students understand theory, but struggle in practice."	Low practical skills
Principal	"We realized that our graduates are still under-employed, especially in terms of technical and communication skills."	Low work readiness
Teacher	"Our focus is still on completing the curriculum."	Dominance of theoretical learning

Table 1 shows that informants consistently identified a competency gap, although they emphasized different dimensions of the problem. The teacher highlighted students' difficulty applying theoretical knowledge in practice, while the principal associated limited technical and communication skills with inadequate work readiness; meanwhile, the teacher's emphasis on curriculum completion suggests an instructional factor underlying the problem. These findings indicate that the competency gap is not simply a matter of students' inability to master Arabic, but concerns the limited transformation of linguistic knowledge into functional competence. Students may understand qawa'id, vocabulary, and textual content while still struggling with speaking, listening, contextual comprehension, translation, and authentic communication. Thus, the findings suggest that theoretical learning becomes problematic when linguistic knowledge is insufficiently connected to authentic practice and the development of communicative and workplace-oriented competencies.

The data point to what I call a theory–practice–readiness discontinuity. Students spend most of class time on grammar rules and textbook exercises, and the curriculum favors theoretical content over real language use. They get few chances to practice Arabic in situations that resemble everyday speech, so their grammatical knowledge never turns into communicative ability. The evidence shows up in two places: students hesitate and struggle when they try to use Arabic outside the classroom, and many say they doubt they are ready for the job market. One problem feeds the next: heavy theoretical instruction crowds out authentic practice, limited practice keeps applied competence weak, and weak competence leaves students unprepared for work. These three links explain the gap between what graduates can do and what employers expect.

Inequality of Educational Access and Quality

In this study, inequality of educational access and quality refers to differences in the availability of educational facilities, technological resources, learning materials, and opportunities for teacher competency development that affect learning quality. Operationally, this sub-finding was identified through three interconnected indicators: limited technological facilities, inadequate teacher

competency development, and less innovative learning practices. In Arabic language education, these inequalities are reflected in students' limited access to authentic Arabic resources, including digital learning media, listening materials, conversational videos, interactive applications, and contemporary reference materials. Such limitations reduce opportunities for students to experience contextual and communicative Arabic learning. Therefore, educational inequality concerns not only differences in physical facilities but also differences in the learning opportunities available to teachers and students.

Interview data revealed that technological limitations directly affected Arabic language learning. A teacher stated, "We are constrained by facilities and networks for digital learning." The researcher interprets this as limiting teachers' ability to integrate digital resources and students' exposure to authentic Arabic materials. Without reliable internet access and appropriate digital facilities, teachers have fewer opportunities to use conversational videos, listening materials, interactive platforms, and other technology-supported resources. The principal further explained, "Access to teacher training is very limited in the regions." This statement indicates that inequality also concerns opportunities for professional development. The researcher interprets limited training as a factor that may constrain teachers' adoption of contemporary Arabic teaching approaches, innovative instructional strategies, and technology-supported learning practices. Thus, educational inequality extends from infrastructure to teacher competency development.

Observation of classroom activities provided further evidence of these conditions. Learning activities relied mainly on conventional textbooks and familiar instructional methods, while the use of digital media, authentic Arabic materials, interactive applications, and technology-supported communication activities was limited. The researcher interprets these observations as evidence that constraints in technological facilities and teacher development are reflected in classroom practices. Students consequently have fewer opportunities to listen to authentic Arabic, observe natural conversations, practice communication through interactive media, and engage with contextual language materials. The observed learning environment reinforces the interview findings, showing that infrastructure and professional development limitations shape the diversity and innovation of instructional practices. These conditions ultimately restrict students' opportunities to develop communicative Arabic competencies through varied and authentic learning experiences.

Taken together, the findings show that educational inequality operates across interconnected dimensions of learning resources, teacher development, and instructional practices. Limited access to technology reduces students' exposure to authentic Arabic resources, while limited teacher training constrains the adoption of innovative, communicative approaches. These conditions contribute to conventional learning practices and fewer opportunities for contextual language use. The data reveal a consistent pattern in which limited educational resources and professional development shape the instructional environment and, in turn, restrict students' access to authentic and communicative Arabic learning experiences. Therefore, improving educational quality requires attention not only to physical infrastructure but also to teacher professional development and the capacity to

utilize available resources effectively in meaningful, contextual, and communicative Arabic language learning.

Table 2. Sub-Findings on Educational Access and Quality Inequality

Informant Position	Sub-Finding	Evidence Dimension
Teacher	Digital learning constraints	Technological access
Principal	Limited teacher training opportunities	Teacher professional development
Teacher	Continued use of conventional methods	Instructional innovation

Table 2 shows that educational access and quality inequality is reflected in three interconnected dimensions: technological access, teacher professional development, and instructional innovation. Teachers identified constraints in digital learning facilities and the continued use of conventional methods, while the principal emphasized limited opportunities for teacher training. These findings indicate that educational inequality extends beyond physical infrastructure to include differences in teachers' opportunities to develop their competencies and implement innovative learning practices. Consequently, limited technological resources and professional development opportunities may restrict the use of digital and communicative learning approaches, thereby reducing students' exposure to more varied, contextual, and authentic Arabic language learning experiences.

Limitations in the Implementation of Innovation and Education Reform

The limitations in implementing educational innovation and reform refer to the gap between policy expectations for innovative, technology-supported, and student-centered learning and the actual capacity of schools and teachers to implement them. Operationally, this sub-finding was identified through three indicators: limited teacher capacity, non-contextual educational policies, and resistance to instructional change. In Arabic language education, these limitations are reflected in the low implementation of communicative approaches such as *al-madkhal al-ittishali*, the limited use of Arabic digital media, and the inadequate integration of technology in developing *maharah lughawiyah*. Thus, the limitations of reform implementation concern not only the availability of innovative policies but also the capacity and contextual conditions needed to translate those policies into classroom practice.

Interview data revealed that limited teacher capacity was a main constraint on educational innovation. A teacher stated, "We have not had enough training to implement innovative learning." The researcher interprets this statement as evidence that teachers lack sufficient practical opportunities to develop the competencies needed to implement innovative instructional approaches. In Arabic language learning, limited training may affect teachers' ability to apply communicative activities, including *hiwar* (conversation), *istima'* (listening), role play, discussion, and the use of Arabic-language digital media. Consequently, although teachers may be expected to implement more active and student-centered learning, their practical preparation for translating these expectations into classroom activities remains limited.

Interview data from the principal further indicated that educational policies were not always aligned with school conditions. The principal stated, "The policy often does not match the conditions of our schools." The researcher interprets this statement as indicating a contextual gap between policy expectations and the resources and capacities available at the school level. In Arabic language education, curriculum expectations for innovation and communicative competence may be difficult to implement when schools lack supporting facilities such as language laboratories, reliable digital access, and authentic Arabic learning resources. The finding therefore suggests that reform implementation depends not only on teachers' willingness or competence but also on how well educational policies adapt to schools' actual conditions.

Observation of classroom activities provided further evidence of the limited implementation of educational innovation. Some teachers continued to rely on conventional instructional practices, particularly approaches emphasizing textbook use, grammatical explanation, and text analysis rather than active communication. In Arabic language learning, this pattern was reflected in the continued use of *qawa'id wa tarjamah* (grammar-translation) practices, with relatively limited opportunities for students to engage in conversation, listening activities, role play, interactive tasks, or technology-supported language practice. The researcher interprets these observations as evidence that the implementation of innovation remains limited at the classroom level. The observed practices are consistent with the interview findings, particularly the reported lack of training and the mismatch between policy expectations and available school conditions.

Taken together, the findings indicate that limited educational innovation implementation is not attributable to a single factor. Rather, it involves the interaction of teacher capacity, policy relevance, and instructional practices. Limited training constrains teachers' practical ability to implement innovative methods, while policies that are insufficiently aligned with school conditions create additional implementation difficulties. These conditions are reflected in the continued use of conventional Arabic language teaching practices and limited opportunities for communicative and technology-supported learning. Therefore, the data indicate that educational reform is harder to implement when policy expectations are not matched with adequate teacher preparation and contextual support.

The data reveal a consistent pattern in which limited teacher training, non-contextual policy implementation, and continued reliance on conventional instructional practices are interconnected. The pattern begins with limited opportunities for teachers to develop practical competencies, followed by difficulties in translating innovation-oriented policies into contextually appropriate classroom practices. These conditions are further reflected in teachers' continued reliance on familiar instructional methods, particularly grammar-translation practices. In Arabic language education, the pattern is characterized by limited professional preparation, insufficient contextual support, and restricted instructional innovation, resulting in fewer opportunities for students to engage in communicative, interactive, and technology-supported language learning.

Discussion

The finding that limited teacher capacity constrains educational innovation is consistent with literature emphasizing professional development as a prerequisite for meaningful technology and pedagogical integration. The present study found that teachers lacked sufficient training to implement innovative Arabic learning, reflected in their continued reliance on conventional practices. (Akkary & Jureidini, 2024; Bohnacker et al., 2025). Previous research similarly shows that professional development can strengthen teachers' knowledge and skills for technology-supported instruction. At the same time, systematic reviews identify teacher competence, confidence, and professional development as important conditions for digital integration. (Maujud & Syaharuddin, 2025; Vassel et al., 2025). However, this study extends the discussion by showing how inadequate training operates specifically within Arabic language education, where innovation requires not only technological skills but also the pedagogical ability to develop communicative activities such as *hiwar*, *istima'*, and contextual language practice. (Baharun et al., 2025; Khomairohtusshiyamah et al., 2025).

The finding concerning the persistence of conventional methods also corresponds with recent Arabic language education literature. Studies on Arabic instruction indicate that grammar-translation approaches emphasize grammatical structures and textual translation, whereas communicative approaches prioritize authentic language use and interaction. (Asiri, 2023; Khazaleh & Hawamdeh, 2023). The present study similarly found that classroom practices remained oriented toward grammatical explanation, textbook use, and text analysis, with limited opportunities for active communication. This indicates a continuity between the current findings and previous concerns regarding the dominance of theoretical learning in Arabic education. (Dermawan & Yusuf, 2026; Hosna et al., 2025; Wedasuwari et al., 2026). However, the present study contributes a contextual explanation by connecting this persistence not simply to instructional preference, but to limited training, resource constraints, and institutional conditions. Theoretically, this suggests that pedagogical change should be understood as a contextual implementation process rather than merely a methodological choice. (Idhan et al., 2026; Moustafa et al., 2026).

The finding that educational policies may not correspond with school conditions further develops the discussion beyond teacher-level explanations. The principal's account indicated a mismatch between policy expectations and available institutional resources, while observations showed limited implementation of innovation at the classroom level (Arifin et al., 2025; Mulyadi, Mulyadi, Mar'atun Sholihah, Sahrizal Vahlevi, 2025; Suratman & Sugiyono, 2025). This finding is consistent with research showing that technology integration depends on professional development, appropriate resources, school conditions, and supportive institutional environments (Abdallah et al., 2025; Uccelli, 2023). Recent systematic evidence also identifies limited systemic support, including inadequate resources and technical assistance, as major barriers to technology-integrated instruction. The difference lies in the present study's emphasis on the interaction between policy relevance and Arabic language teaching conditions (Jumhana et al., 2025; Rekan et al., 2025). Thus, educational reform cannot be evaluated solely by policy availability; its effectiveness depends on whether policy

expectations are feasible within teachers' competencies, infrastructure, and pedagogical realities.

Theoretically, these findings support an integrated understanding of educational reform in which teacher capacity, institutional context, resources, and instructional practice function as interconnected dimensions rather than isolated variables. This interpretation is supported by literature showing that successful technology integration requires both teacher preparation and institutional conditions, including planning, leadership, collaboration, and staff training. Practically, the findings imply that reform in Arabic language education should be accompanied by sustained professional development that combines technological competence with communicative pedagogy. (Hosman et al., 2024; Selim, 2023). Training should therefore provide teachers with opportunities to design and practice *hiwar*, listening activities, role play, authentic tasks, and digital learning activities rather than focusing only on theoretical knowledge. Schools also need context-sensitive support that allows teachers to adapt innovation to available facilities and student needs. This approach can make reform more feasible and sustainable.

The main contribution of this study is its integrated explanation of why innovation and education reform remain difficult to implement in a resource-constrained Arabic language learning context. Rather than treating teacher competence, policy implementation, technology access, and conventional teaching as separate problems, the findings demonstrate their interdependence. This extends existing literature that frequently examines technology integration or communicative Arabic pedagogy through individual dimensions. Recent research on Arabic digital learning similarly indicates that technology can support communicative competence but that unequal access and teacher readiness remain important challenges. (Husisy-Sabek & Lapidot-Lefler, 2023; Razkane et al., 2025). The present study therefore contributes a contextual model of reform implementation in which professional preparation, policy-context alignment, institutional resources, and instructional change must be addressed simultaneously. The contribution is particularly relevant for schools seeking to introduce communicative and technology-supported Arabic learning without assuming that policy adoption automatically produces classroom-level innovation.

CONCLUSION

This study concludes that the mismatch between Arabic language graduates' competencies and workplace demands, unequal educational access and quality, and limitations in implementing educational innovation are interconnected challenges that shape the quality of Arabic language education. The key lesson is that theoretical mastery alone is insufficient; meaningful Arabic learning requires opportunities to develop communicative, practical, contextual, and technology-supported competencies that correspond to real educational and workplace needs. The study contributes theoretically by extending understanding of Arabic language education through an integrated perspective that links graduate competency, educational inequality, and innovation constraints in a resource-limited context. Practically, the findings highlight the importance of strengthening teacher professional development, contextualizing educational policies, improving

learning resources, and expanding authentic communicative learning. However, the study is limited by its qualitative case-study design and focus on a single school, which restricts broader transferability. Future research should therefore examine multiple schools and contexts through comparative, longitudinal, or mixed-method approaches to further investigate how contextual conditions influence Arabic language learning outcomes and graduate readiness.

ACKNOWLEDGEMENT

The authors gratefully acknowledge the educational institution for granting research permission and providing institutional support throughout the study. The authors also extend sincere appreciation to the school leadership, teachers, and students for their cooperation, participation, and valuable contributions to the data collection process. Their support was instrumental in completing this research successfully.

CONFLICTS OF INTEREST

The author declares no conflict of interest related to this study.

USE OF ARTIFICIAL INTELLIGENCE (AI)-ASSISTED TECHNOLOGY

During the preparation of this manuscript, AI-assisted technologies, including ChatGPT, Grammarly, and AI-based translation tools, were used to support language refinement, grammar checking, translation, structural organization, and academic writing improvement. The author carefully reviewed, revised, and validated all AI-assisted outputs. The author retains full responsibility for the accuracy, originality, interpretation, and scientific integrity of the final manuscript.

REFERENCES

- Abdallah, A., Alkaabi, A., Qablan, A., & Abdallah, A. K. (2025). Promoting Arabic Proficiency in English-Medium Schools: A Qualitative Study of Leadership Challenges and Strategies in the UAE. *Forum for Linguistic Studies*, 7(11). <https://doi.org/10.30564/fls.v7i11.11201>
- Akkary, R., & Jureidini, S. (2024). Experiences of Arab Women Leading School Reform Through a School-University Partnership. *Leadership and Policy in Schools*, 25, 313–331. <https://doi.org/10.1080/15700763.2024.2317302>
- Almelhes, S. A., & Alsaiari, H. E. (2024). A Conceptual Framework for Teaching Arabic as a Second Language. *Theory and Practice in Language Studies*, 14(7), 2110–2118. <https://doi.org/10.17507/tpls.1407.18>
- Arifin, M., Jazilurrahman, J., & AS, A. H. (2025). Continuous Improvement in Learning Innovation Management to Enhance Students' Learning Motivation. *Business and Applied Management Journal*, 3(1), 168–182.

- Asiri, A. A. (2023). The Extent of Effective Learning Skills From Perceptions of Arabic Teachers at Primary Schools. *Theory and Practice in Language Studies*. <https://doi.org/10.17507/tpls.1305.15>
- Baharun, H., Hakim, L., Fanani, A. A., Hasanah, R., Rozi, F., & Sa'diyah, H. (2025). Enhancing Educational Quality in Pesantren Through Educational Fintech: Katalis Barokah for Building Public Trust. *International Conference on Applied Science and Technology on Social Science 2025 (ICAST-SS 2025)*, 586–594. https://doi.org/10.2991/978-94-6463-938-4_66
- Bohnacker, U., Wehbe, P., Daravigka, K., & Haddad, R. (2025). Arabic Heritage Language Education in Sweden: Opportunities and Challenges. *European Educational Research Journal*. <https://doi.org/10.1177/14749041251318150>
- Chang, J. S., Kim, H., Baek, E. S., Choi, J. E., Lim, J. S., Kim, J. S., & Shin, S. J. (2025). Continuous Multimodal Data Supply Chain and Expandable Clinical Decision Support for Oncology. *npj Digital Medicine*, 8(1), 128. <https://doi.org/10.1038/s41746-025-01508-2>
- Dermawan, O., & Yusuf, T. K. (2026). Toward Holistic Curriculum Management in Islamic Early Childhood Education: A Framework for Integrated Learning Development. *Early Childhood Development Gazette*, 3(1), 11–22. <https://doi.org/10.61987/gazette.v3i1.1789>
- Hosman, L., Nova, R., Naji, O. A. A. M., & Alsaka, L. (2024). An Overview of Arabic Language Open Educational Resources (OER) for Primary and Secondary Education and Their Use in Offline Environments. *Electronic Journal of E-Learning*. <https://doi.org/10.34190/ejel.22.9.3616>
- Hosna, R., Idawati, K., Mahsun, A., Budiarti, E. M., & Ilahiyah, I. I. (2025). Artificial Intelligence-Based Learning Assistance for the Subject of Faith and Morals in Islamic Boarding School-Based Madrasas. *Communautaire: Journal of Community Service*, 4(2), 191–205. <https://doi.org/10.61987/communautaire.v4i2.1224>
- Husisy-Sabek, R., & Lapidot-Lefler, N. (2023). 'Arabic Creates an Atmosphere of Safety Because It Is Our Mother Tongue': Inclusive Training for Arab Students at a Teacher Training College in Israel. *Journal of Multilingual and Multicultural Development*, 46, 1307–1321. <https://doi.org/10.1080/01434632.2023.2236979>
- Idhan, M., Jabir, M., Ruslin, R., Asmawi, M. N., Arafah, B., Ubadah, Ubay, & Fatima. (2026). Teachers' Experiences With Mobile Apps for Arabic Language Learning: Insights From Islamic Schools in Palu, Indonesia. *Journal of Language Teaching and Research*. <https://doi.org/10.17507/jltr.1701.34>

- Jumhana, N., Mufrodi, & Fahmi, T. (2025). Teachers' Understanding and Practice of the Genre-Based Approach in Arabic Instruction at Indonesian Madrasahs. *Jurnal Pendidikan Islam*. <https://doi.org/10.15575/jpi.viii2.44666>
- Kamal, H. (2025). Teaching Arabic Today: Challenges, Strategies, and Opportunities in Islamic Higher Education. *International Journal of Learning, Teaching and Educational Research*, 24(10), 644–659. <https://doi.org/10.26803/ijlter.24.10.31>
- Khazaleh, T. H. Al, & Hawamdeh, M. (2023). Jordanian Arabic Language Teachers' Self-Assessment of Their Language Teaching Approach Practices. *Theory and Practice in Language Studies*. <https://doi.org/10.17507/tpls.1311.13>
- Khomairohtusshiyamah, U., Sa'diyah, H., Firdausiah, R. J., Adzimah, M., Hasanah, S. A., Sanjani, M. A. F., & Sain, Z. H. (2025). Strategic Management of Inclusive Educational Leadership in Teacher Career Development. *Early Childhood Development Gazette*, 2(2), 62–71. <https://doi.org/10.61987/gazette.v2i2.1468>
- Laari, L. (2025). Inductive-Deductive Qualitative Data Analysis Logic in Health Sciences Research: A Framework for Analysing Qualitative Data. *International Journal of Qualitative Methods*, 24, 16094069251381706. <https://doi.org/10.1177/16094069251381706>
- Maujud, F., & Syaharuddin, S. (2025). A Quality Assurance Framework for Strengthening Post-Certification Arabic Language Teacher Performance in Madrasah. *Jurnal Pendidikan Islam*. <https://doi.org/10.15575/jpi.viii2.49517>
- Moustafa, A. T. H., Al-Hamad, M., Qureshi, M., & Qadir, J. (2026). Generative AI for Learning and Teaching Arabic: Opportunities, Challenges, and Ethical Considerations. *IEEE Access*, 14, 7379–7395. <https://doi.org/10.1109/ACCESS.2026.3651864>
- Mulyadi Mulyadi Mar'atun Sholihah, Sahrizal Vahlevi, W. S. (2025). School Management Strategies for Implementing Deep Learning in Indonesian Junior High Schools. *Business and Applied Management Journal*, 2(2), 134–145.
- Rajab, S. S., Yusoff, N., & Aziz, M. N. A. (2025). Traditional or Digital? Inspiring Teachers' Preferences in Arabic Language Primary Education in Malaysia. *Human Behavior and Emerging Technologies*. <https://doi.org/10.1155/hbe2/1788597>
- Raswan, R., Husni, A., Mudhofir, I., Qodri, M., Husein, S., Muradi, A., & Ashfia, A. (2025). Developing a Competency-Based Arabic Curriculum to Foster Merdeka Belajar in Indonesian Madrasahs. *Jurnal Ilmiah Peuradeun*. <https://doi.org/10.26811/peuradeun.v13i3.1930>

- Razkane, H., Benzehaf, B., & Hammou, S. Ben. (2025). Moroccan Secondary School Teachers' Perspectives on Translanguaging Implementation, Perceived Benefits, and Challenges Encountered: A Qualitative Analysis. *Language and Education*, 40, 388–408. <https://doi.org/10.1080/09500782.2025.2526487>
- Rekan, A. A., Howell, H., Salleh, M. N. M., Rosin, N., Ma'arif, M. A., & Adnan, M. A. M. (2025). Arabic Language Curriculum as a Foundation for Strengthening Religious Education in Public Higher Education. *Jurnal Pendidikan Agama Islam*. <https://doi.org/10.14421/jpai.v22i1.11340>
- Selim, N. (2023). Adolescent Non-Arab Muslims Learning Arabic in Australian Islamic Schools: Expectations, Experiences, and Implications. *Religions*. <https://doi.org/10.3390/rel14010071>
- Suratman, S., & Sugiyono, S. (2025). The Mediating Role of Teachers' Digital Competence in the Relationship Between Curriculum Management and Smart Learning. *Business and Applied Management Journal*, 3(2), 315–326.
- Uccelli, P. (2023). Midadolescents' Language Learning at School: Toward More Just and Scientifically Rigorous Practices in Research and Education. *Language Learning*. <https://doi.org/10.1111/lang.12558>
- Vasel, H., Ragonis, N., & Kupermintz, H. (2025). Cultural Influences on Pedagogical Ideology: Implications for Educational Change in an Arab-Israeli School. *Educational Studies*, 52, 866–890. <https://doi.org/10.1080/03055698.2025.2603209>
- Wedasuwari, I. A. M., Alfaidzin, T., Nadhirah, D., & Tama, E. Y. (2026). Training and Mentoring on Best Practice Writing Based on Creative and Innovative Learning for Teachers. *Communaautaire: Journal of Community Service*, 5(1), 1–16. <https://doi.org/10.61987/communaautaire.v5i1.2106>