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SYSTEMIC TRANSFORMATION READINESS OF ARABIC LANGUAGE EDUCATION IN INDONESIA: STRUCTURAL GAPS AND REFORM IMPERATIVES

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Abstract

This study examines the readiness of Arabic language education in Indonesia for systemic transformation amid technological, sociocultural, and employment-related disruption. It asks how the system can be redesigned to remain relevant, adaptive, and responsive to contemporary academic and professional needs. Using a qualitative systemic-analysis design, the study analyzed 30 documents comprising 10 national policy and regulatory documents and 20 peer-reviewed scholarly publications. Data were coded through a structured document-analysis protocol and examined using policy mapping, qualitative content analysis, and systemic synthesis. The findings indicate uneven readiness across seven analytical domains. Policy and governance frameworks show the strongest reform momentum, whereas curriculum flexibility, pedagogical innovation, teacher capacity, assessment reform, and learner competency alignment remain moderate to low. The most persistent weakness is the dominance of a religious-textual orientation without sufficient integration of communicative, functional, and professional competencies. The study proposes a six-layer transformation framework connecting epistemological reorientation, curriculum redesign, pedagogical innovation, teacher capacity development, governance coordination, and competency-based assessment. The framework offers a conceptual basis for coordinated policy and institutional reform, although its effectiveness requires empirical validation in classrooms and institutions.

Keywords: Arabic language education, systemic transformation, disruption, curriculum reform, pedagogical innovation, Indonesia

Abstrak

Penelitian ini mengkaji kesiapan pendidikan bahasa Arab di Indonesia untuk melakukan transformasi sistemik di tengah disrupsi teknologi, perubahan sosiokultural, dan tuntutan dunia kerja. Penelitian ini menelaah bagaimana sistem pendidikan bahasa Arab dapat dirancang ulang agar tetap relevan, adaptif, dan responsif terhadap kebutuhan akademik serta profesional kontemporer. Dengan menggunakan desain analisis sistemik kualitatif, penelitian ini menganalisis 30 dokumen yang terdiri atas 10 dokumen kebijakan dan regulasi nasional serta 20 publikasi ilmiah yang ditelaah. Data dikodekan melalui protokol analisis dokumen terstruktur, kemudian dianalisis menggunakan pemetaan kebijakan, analisis isi kualitatif, dan sintesis sistemik. Temuan menunjukkan kesiapan yang tidak merata pada tujuh domain analitis. Kerangka kebijakan dan tata kelola menunjukkan momentum reformasi yang paling kuat, sedangkan fleksibilitas kurikulum, inovasi pedagogis, kapasitas guru, reformasi penilaian, dan keselarasan kompetensi peserta didik masih berada pada tingkat sedang hingga rendah. Kelemahan yang paling persisten ialah dominasi orientasi keagamaan-tekstual tanpa integrasi yang memadai dengan kompetensi komunikatif, fungsional, dan profesional. Penelitian ini mengusulkan kerangka transformasi enam lapisan yang menghubungkan reorientasi epistemologis, perancangan ulang kurikulum, inovasi pedagogis, pengembangan kapasitas guru, koordinasi tata kelola, dan penilaian berbasis kompetensi. Kerangka ini menyediakan landasan konseptual bagi reformasi kebijakan dan kelembagaan yang terkoordinasi, tetapi efektivitasnya masih memerlukan validasi empiris di kelas dan institusi.

***Kata kunci**: pendidikan bahasa Arab, transformasi sistemik, disrupsi, reformasi kurikulum, inovasi pedagogis, Indonesia*

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Introduction

Arabic language education lies at the intersection of religious heritage and the global knowledge system. The current era of disruption, characterized by artificial intelligence, platform-based learning, big data, and hyperconnectivity, has changed how knowledge is produced, accessed, and disseminated, exposing structural weaknesses in conventional educational models (OECD, 2025; Tang et al., 2025). Compared with language-education systems that have progressively integrated digital pedagogy, communicative competence, and links to professional practice, Arabic language education has adapted unevenly at the levels of epistemology, curriculum, pedagogy, and institutional governance (Shadiev & Wang, 2022; Zikriah & Mauludiyah, 2024). This gap between preservation-oriented structures and a rapidly changing knowledge ecosystem makes systemic reform increasingly necessary.

Arabic language education has a dual role. Globally, Arabic is used in religion, scholarship, diplomacy, professional communication, and intercultural exchange. In Indonesia, it is also central to Islamic studies, cultural identity, and academic development (Alandejani & Sayed, 2024; Shidiq et al., 2023). This dual role creates a persistent structural tension. A religious-textual orientation rooted in classical scholarship remains central to Arabic instruction, while contemporary academic and professional contexts require communicative proficiency and functional language use. The problem is not the religious orientation itself, but the absence of an integrated system that accommodates religious, academic, communicative, and professional purposes within a coherent competency framework.

Arabic language education in Indonesia is institutionalized across madrasahs, pesantren, and higher education (Mahliatussikah & Kuswardono, 2023; Mazyuna & Mad'ali, 2025; Susiawati & Al Fajr, 2025). Nevertheless, systemic vulnerabilities remain visible. Curricula continue to emphasize grammar, translation, and classical-text interpretation, with limited integration of communicative, functional, and professional competencies. Teaching is often transmission-oriented, while digital pedagogy, technology-supported learning, and active-learning strategies are unevenly adopted. Assessment remains predominantly content-centered and text-focused, with limited use of performance-based instruments that measure language use in authentic contexts (Rahman et al., 2022; Shidiq et al., 2023). Institutional governance has also been slow to align learning outcomes with interdisciplinary study, the knowledge economy, and professional employment.

The study is organized around three interrelated constructs examined through policy documents, institutional frameworks, and scholarly literature rather than direct classroom observation. Systemic transformation refers to coordinated structural, epistemological, curricular, pedagogical, and governance changes that extend beyond isolated classroom improvement (Fullan, 2016; Garira, 2026). The Arabic language education system is conceptualized as an interconnected set of components comprising epistemology, curriculum, pedagogy, teacher capacity, institutional governance, assessment, and learner competency outcomes. Disruption refers to technological change, shifting learner characteristics, labor-market demands, and the globalization of knowledge, all of which place pressure on conventional educational models (OECD, 2025; Tang et al., 2025). These constructs guided the selection, coding, and interpretation of the 30 documents analyzed in this study.

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The tension is especially visible in Islamic higher education, where Arabic instruction often prioritizes grammar, translation, and classical-text interpretation over communicative and functional proficiency (Dursun, 2025; Nugraha & Syafe'i, 2025). Students may be able to analyze religious texts but remain less prepared for academic discussion, digital collaboration, or professional communication in Arabic (Alandejani & Sayed, 2024; Fazza et al., 2025). This gap is systemic because it is embedded in epistemological assumptions, curriculum structures, governance arrangements, teacher preparation, and assessment practices. Accordingly, the present study examines the policy, institutional, and curricular architecture of Arabic language education through structured document analysis, policy mapping, and conceptual transformation modeling.

Previous research indicates that digital disruption changes learner expectations and may intensify distraction, external regulation, and pressure for immediate feedback. Self-Determination Theory suggests that meaningful learning environments should instead support autonomy, competence, and relatedness (Guay, 2022). Research on technology-supported language learning further shows that digital integration must be accompanied by purposeful pedagogy and the development of higher-order and communicative competencies (Shadiev & Wang, 2022). These findings imply that systemic reform must address not only technological infrastructure but also learner psychology and pedagogy.

Research on curriculum reconstruction in Islamic education has proposed integrative models that connect objectives, content, pedagogy, assessment, competencies, and values (Prasetyo et al., 2025; Raswan et al., 2025). These models are relevant to Arabic language curriculum reform because they support a shift from fragmented, content-heavy instruction toward a flexible and competency-oriented architecture. Epistemological critiques of Arabic language education similarly identify curriculum uniformity, uneven teacher competence, traditional instruction, and incomplete assessment as recurring problems (Dursun, 2025; Nugraha & Syafe'i, 2025). Reform therefore requires attention to the purposes of Arabic language education, not merely technical changes to teaching materials.

Studies of life-skills integration provide an additional perspective. Evidence from Islamic education indicates that integrating vocational and personal competencies can strengthen learners' adaptability and readiness for social and professional roles (Taufiqurrahman & Giyoto, 2022). For Arabic language education, this implies movement beyond text mastery toward functional proficiency and professional readiness (Fazza et al., 2025). Taken together, prior studies identify disruption-related challenges in motivation, curriculum, epistemology, pedagogy, and skills development, but most examine these dimensions separately.

Four conclusions emerge from the literature. First, disruption changes learner expectations and increases the importance of autonomy, adaptability, and meaningful competency development (Guay, 2022; Shadiev & Wang, 2022). Second, curriculum structures need to become more integrative, values-based, and competency-oriented (Akzam & Hayati, 2026; Raswan et al., 2025). Third, the epistemological foundations of Arabic language education require re-examination so that religious, academic, and professional orientations can be integrated (Syaudah et al., 2025). Fourth, employability and functional-language demands expose limitations in current pedagogy, teacher capacity, and assessment (Fazza et al., 2025; Tushar & Sooraksa, 2023).

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These findings suggest that disruption affects the wider architecture of education rather than a single instructional component (Fullan, 2016; Garira, 2026; Tang et al., 2025). The present study therefore examines seven interrelated domains: epistemological orientation, curriculum structure, pedagogical approaches, teacher capacity, institutional governance, assessment frameworks, and learner competency outcomes.

A specific research gap remains. Existing studies tend to examine curriculum, pedagogy, technology, or particular reform initiatives separately and rarely provide an integrated diagnosis of the readiness of Arabic language education in Indonesia for systemic transformation (Nugraha & Syafe'i, 2025; Zikriah & Mauludiyah, 2024). Much of the evidence is located at the level of individual classrooms or programs, while governance, policy alignment, institutional ecosystems, epistemological orientation, and competency frameworks receive less integrated attention. Without a systematic diagnosis, reform initiatives may remain fragmented and insufficiently aligned with contemporary academic and professional requirements.

This study aims to develop a document-based framework for the systemic transformation of Arabic language education in Indonesia. It addresses three research questions: (1) What structural and systemic challenges does Arabic language education face in the era of disruption? (2) How do disruption pressures affect the seven analytical domains of the system? (3) What transformation framework can realign Arabic language education with contemporary academic, technological, and professional demands? The study proceeds from the analytical proposition that coordinated reform across epistemology, curriculum, pedagogy, teacher capacity, governance, assessment, and competency outcomes will produce a more coherent transformation pathway. A qualitative systemic-analysis design, structured document analysis, policy mapping, and conceptual modeling were used to examine 30 policy and scholarly documents (Al Usman et al., 2023; Nugraha & Syafe'i, 2025).

The study makes two contributions. Conceptually, it maps document-indicated transformation readiness across seven analytical domains and proposes a six-layer framework for reform. Practically, it identifies coordinated actions for policymakers, Islamic education institutions, curriculum developers, assessment authorities, and researchers seeking to improve the relevance and responsiveness of Arabic language education in Indonesia.

Method

Research Design

This study used a qualitative systemic-analysis design that combined policy-document analysis with conceptual framework modeling to examine how Arabic language education in Indonesia may respond to disruption-related challenges (Bowen, 2009). The design was appropriate because the research questions concern structural diagnosis, relationships among system components, and the construction of a transformation framework rather than causal measurement or experimental intervention. These multilayered issues require an interpretive and integrative approach capable of synthesizing epistemological, curricular, pedagogical, and institutional evidence (Garira, 2026).

The unit of analysis was the broader architecture of Arabic language education rather than individual learners or classrooms. Three constructs guided the analysis. First, disruption was

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defined as technological, sociocultural, economic, and pedagogical pressures that reshape educational provision and outcomes. Second, the Arabic language education system was conceptualized as seven interconnected domains: epistemology, curriculum, pedagogy, teacher capacity, institutional governance, assessment, and learner competency outcomes. Third, systemic transformation referred to the philosophical, structural, and operational redesign of these domains. The analytical sequence comprised three stages: diagnosing disruption pressures, identifying systemic weaknesses, and constructing a transformation framework.

Data Sources and Document Corpus

The primary data consisted of two document categories related to the architecture of Arabic language education in Indonesia: (1) national policy and regulatory documents and (2) peer-reviewed articles and scholarly publications on Arabic language education reform. Using criteria-based purposive sampling, 30 documents were selected: 10 national policy and regulatory documents and 20 scholarly publications. The selection and analysis followed established principles of documentary research (Bowen, 2009; Tight, 2019). Table 1 presents the document type, source, year, and principal analytical domain.

Table 1. Document Corpus: List of 30 Analyzed Documents

No.	Code	Document Type	Document Title/Reference	Source	Year	Domain of Analysis
Category A: National Policy and Regulatory Documents						
1	P01	National Policy	Keputusan Menteri Agama (KMA) No. 183 Tahun 2019 tentang Kurikulum PAI dan Bahasa Arab pada Madrasah	Kemenag RI	2019	Curriculum
2	P02	National Policy	Keputusan Menteri Agama (KMA) No. 347 Tahun 2022 tentang Pedoman Implementasi Kurikulum Merdeka pada Madrasah	Kemenag RI	2022	Curriculum
3	P03	National Policy	Keputusan Menteri Agama (KMA) No. 184 Tahun 2019 tentang Pedoman Implementasi Kurikulum pada Madrasah	Kemenag RI	2019	Curriculum and Governance
4	**P04**	Legislation	Undang-Undang No. 20 Tahun 2003 tentang Sistem Pendidikan Nasional	DPR RI	2003	System Policy
5	**P05**	Government Regulation	Peraturan Pemerintah No. 57 Tahun 2021 tentang Standar Nasional Pendidikan	Presiden RI	2021	Education Standards
6	**P06**	Ministerial Regulation	Permendikbudristek No. 7 Tahun 2022 tentang Standar Isi pada Pendidikan Anak Usia Dini, Jenjang Pendidikan Dasar, dan Jenjang Pendidikan Menengah	Kemendikbud	2022	Curriculum
7	**P07**	PTKI Policy	Keputusan Menteri Agama (KMA) No. 792 Tahun 2018 tentang Pedoman Implementasi Kurikulum Rumpun Keilmuan Keislaman pada PTKI	Kemenag RI	2018	PTKI Curriculum
8	**P08**	Presidential Regulation	Peraturan Presiden No. 8 Tahun 2012 tentang Kerangka Kualifikasi Nasional Indonesia (KKNI)	Presiden RI	2012	Competency and Assessment
9	**P09**	Ministerial Regulation	Peraturan Menteri Agama No. 13 Tahun 2014 tentang Pendidikan Keagamaan Islam	Kemenag RI	2014	Governance
10	**P10**	Director-General Decree	Keputusan Direktur Jenderal Pendidikan Islam No. 2765 Tahun 2022 tentang Petunjuk Teknis Implementasi Kurikulum Merdeka pada Madrasah	Kemenag RI	2022	Curriculum and Pedagogy
Category B: Peer-Reviewed Journal Articles and Scholarly Publications						
11	**J01**	Journal Article	Raswan, R., et al. (2025). Developing a Competency-Based Arabic Curriculum to Foster Merdeka Belajar in Indonesian Madrasahs. Jurnal Ilmiah Peuradeun, 13(3), 1881–1908.	Jurnal Ilmiah Peuradeun	2025	Curriculum

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12	J02	Journal Article	Mardatillah, F., et al. (2025). Epistemological Reconstruction of Islamic Education: Developing a Transformative Pedagogical Model to Foster Creativity. Jurnal Ilmiah Peuradeun, 13(2), 1071–1094.	Jurnal Ilmiah Peuradeun	2025	Epistemology
13	J03	Journal Article	Shadiev, R., & Wang, X. (2022). A Review of Research on Technology-Supported Language Learning and 21st Century Skills. Frontiers in Psychology, 13, 897689.	Frontiers in Psychology	2022	Digital Pedagogy
14	J04	Journal Article	Haddade, H., et al. (2024). Madrasah Management Strategies through Madrasah Reform Program: An Evidence from Indonesia. International Journal of Educational Management, 38(5), 1289–1304.	IJEM	2024	Governance
15	J05	Journal Article	Zikriah, Z., & Mauludiyah, L. (2024). Research Trend of Arabic Language Teaching in the World: A Systematic Literature Review Based on the Scopus Database. Research and Development in Education (RaDEn), 4(1), 27–48.	RaDEn	2024	Research Trends
16	J06	Journal Article	Dursun, H. (2025). Problems and solutions in Arabic preparatory education at faculties of theology: The case of Türkiye. Kalemname, 10(19), 112–136.	Kalemname	2025	Epistemology
17	J07	Journal Article	Nugraha, A., & Syafe'i, I. (2025). Curriculum foundations for Arabic language education in the AI era: Holistic, juridical, and technological perspectives. Journal of Arabic Language Learning and Teaching (JALLT), 3(2), 151–160.	JALLT	2025	Curriculum and AI
18	J08	Journal Article	Rifa'i, I., et al. (2025). Reforming Arabic Education in Indonesian Madrasahs: A Comparative Review of KMA Decrees No. 183/2019 and No. 347/2022. ALSUNIYAT, 8(1), 36–54.	ALSUNIYAT	2025	Curriculum Policy
19	J09	Journal Article	Syaudah, L., et al. (2025). Reconstructing Arabic Language Education for the Revival of Islamic Civilization in the Digital Age. Mimbar Pendidikan, 10(4), 552–564.	Mimbar Pendidikan	2025	Reconstruction
20	J10	Journal Article	Susiawati, I., & Al Fajr, R. (2025). From classical texts to digital platforms: Reconstructing Arabic language pedagogy for multidisciplinary education goals. Proceeding of the International Conference on Global Education and Learning, 2(1), 32–45.	ICGEL	2025	Digital Pedagogy
21	J11	Journal Article	Mahliatussikah, H., & Kuswardono, S. (2023). Merdeka Belajar Kampus Merdeka (MBKM) curriculum design in Arabic language education study program. Proceedings of the Unima International Conference on Social Sciences and Humanities (UNICSSH 2022), 587–595.	Atlantis Press	2023	MBKM Curriculum
22	J12	Journal Article	Rahman, N. F., Masdar, M. I., Ilmiani, A. M., Habibie, F., & Samdouni, S. (2022). Transformation of Arabic assessment in Indonesia: Conventional assessment toward digital assessment. Al-Ta'rib, 10(2), 199–212.	Al-Ta'rib	2022	Assessment
23	J13	Journal Article	Shidiq, F. M., Al-Haqiqy, M. S. I., Triwibowo, M., & Mustofa, S. (2023). Exploring the position and role of Arabic in Indonesian society: A descriptive analysis. Al-Ta'rib, 11(2), 275–292.	Al-Ta'rib	2023	Epistemology and Context
24	J14	Journal Article	Saugi, W., et al. (2025). Madrasah Management Transformation: Systematic-Bibliometric Review of Indonesia's Religious Ministry Policy 2019–2024. Jurnal Asy-Syukriyyah, 26(2), 202–226.	Asy-Syukriyyah	2025	Governance

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25	**J15**	Journal Article	Mazyuna, A. L., & Mad'ali, M. (2025). Reformulasi strategi pembelajaran bahasa Arab di era disrupsi digital: Perspektif kontemporer pendidikan di Indonesia. Khatulistiwa, 5(2), 32–46.	Khatulistiwa	2025	Pedagogy and Disruption
26	**J16**	Journal Article	Sopian, A., et al. (2025). Arabic Language Learning in a Multicultural Context at Pesantren. Jurnal Pendidikan Islam, 11(1), 77–89.	Jurnal Pendidikan Islam	2025	Pedagogy and Context
27	**J17**	Journal Article	Prasetyo, G., Fauziah, Y. R., & Syafii, A. (2025). From policy to pedagogy: Religious moderation as a counter-radicalization strategy in Islamic education—A systematic literature review. Jurnal Pendidikan Islam, 14(2), 233–251.	Jurnal Pendidikan Islam	2025	Policy and Pedagogy
28	**J18**	Journal Article	Al Usman, S., Utami, S., Hayati, I., Labib, M. A. D. I., & bin Aman, A. (2023). Strategies for Arabic learning with a formal approach in the disruption of the 21st era. Ta'lim Al-'Arabiyyah, 7(2), 175–190.	Ta'lim Al-'Arabiyyah	2023	Pedagogy and Disruption
29	**J19**	Journal Article	Akzam, I., & Hayati, N. (2026). An Integrative Curriculum Model for Arabic Instruction Integrating Traditional Values and Modern Pedagogies. Global Perspectives in Education Journal, 2(1), 31–43.	GPEJ	2026	Integrative Curriculum
30	**J20**	Journal Article	Taufiqurrahman, T., & Giyoto, G. (2022). Management innovation of Islamic education on the basis of life skills competency: A case study of Pesantren Agro Nur El-Falah Salatiga. ATTARBIYAH, 7(2), 97–106.	ATTARBIYAH	2022	Governance and Competency

The policy corpus included ministerial decrees, national legislation, presidential regulations, qualification frameworks, and implementation guidelines that shape Arabic language education in Indonesia. These documents were obtained from official government repositories, including jdih.kemenag.go.id and peraturan.go.id. The scholarly corpus comprised peer-reviewed publications issued between 2022 and 2026 on curriculum reform, pedagogy, institutional governance, assessment, and competency development in Indonesian Arabic language education or directly relevant comparative contexts. Documents were accessed through public repositories, journal platforms, or DOI-linked records to support transparency and verification.

Sampling Strategy and Scope of Analysis

A criteria-based purposive sampling strategy was used. Documents were included when they (1) addressed Arabic language education in Indonesia or provided directly applicable comparative evidence; (2) contained system-level information on epistemology, curriculum, governance, pedagogy, teacher capacity, assessment, or educational policy; (3) were issued or published between 2003 and 2026; and (4) were available in full text through a public repository, institutional platform, or verified journal record. Documents were excluded when they (1) focused exclusively on classroom materials without system-level implications; (2) concerned contexts outside Indonesia without clear comparative relevance; or (3) lacked sufficient methodological or policy substance for systemic analysis.

The institutional scope covered the madrasah system, Islamic higher education, national curriculum and standards authorities, and the broader policy and scholarly discourse on Islamic education reform. Limiting the corpus to 30 verifiable documents enabled a focused and

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transparent diagnosis while avoiding the uneven accessibility and quality that can accompany a substantially larger corpus.

Data Collection Instruments and Analytical Framework

Data were collected using three complementary instruments: a structured document-analysis protocol, a policy-mapping framework, and a systemic-transformation coding scheme. The protocol recorded document identifiers, system components, disruption indicators, and proposed reform strategies. Policy mapping examined alignment among national directives, curriculum flexibility, digital integration, competency frameworks, teacher standards, and institutional implementation. The coding scheme classified evidence across seven analytical domains: epistemological orientation, curriculum structure, pedagogical approaches, teacher capacity, institutional governance, assessment frameworks, and learner competency outcomes. Each domain was coded as high, moderate, or low readiness according to the indicators in Table 2. For corpus-level synthesis, the Disruption Relevance Index (DRI) was calculated as the proportion of documents containing explicit disruption-related codes, while transformation urgency was rated on a five-point scale according to the severity of the identified weakness and the gap in policy responsiveness. Category-level scores were aggregated from document-level coding.

Table 2. Transformation Readiness Indicator Rubric: Domain-Specific Coding Criteria

No.	Analytical Domain	High-Readiness Indicators	Moderate-Readiness Indicators	Low-Readiness Indicators	Key References
1	Epistemological Orientation	Integrates religious, academic, functional, and professional orientations; supports epistemological plurality and interdisciplinary engagement	Acknowledges functional competencies alongside religious-textual priorities, but integration remains partial	Maintains an exclusively religious-textual orientation with little or no functional or professional integration	Mardatillah et al. (2025); Syaudah et al. (2025)
2	Curriculum Structure	Uses competency-based, modular, adaptive, and interdisciplinary curriculum design aligned with disruption-era needs	Shows partial curriculum reform and some competency indicators, but flexibility and integration remain limited	Uses a uniform, content-heavy curriculum dominated by grammar-translation with no clear disruption-era adaptation	Raswan et al. (2025); Nugraha & Syafe'i (2025)
3	Teacher Capacity	Demonstrates strong digital-pedagogy competence, structured professional development, and TPACK integration	Shows partial digital competence and some professional development, but provision is unsystematic	Shows minimal digital competence and no structured professional development for disruption-responsive pedagogy	Haddade et al. (2024); Saugi et al. (2025)
4	Pedagogical Approaches	Integrates communicative, task-based, collaborative, and technology-enhanced pedagogy across programs	Adopts some communicative or digital practices alongside dominant transmission and grammar-translation approaches	Relies predominantly on transmission and grammar-translation, with little communicative or digital pedagogy	Shadiev & Wang (2022); Susiawati & Al Fajr (2025)
5	Institutional Governance	Shows strong policy-practice alignment, institutional autonomy, coordinated implementation, and integrated governance	Shows moderate policy alignment and partial institutional reform capacity, with persistent implementation gaps	Shows weak policy-practice alignment, fragmented governance, and limited institutional autonomy for reform	Haddade et al. (2024); Rifa'i et al. (2025)
6	Assessment Frameworks	Uses authentic, performance-based, and	Combines competency indicators with	Relies on content-centered and	Rahman et al. (2022); Zikriah

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No.	Analytical Domain	High-Readiness Indicators	Moderate-Readiness Indicators	Low-Readiness Indicators	Key References
		competency-driven assessment aligned with disruption-era outcomes	content-centered evaluation, but authentic assessment remains partial	cognitively weighted evaluation without performance-based instruments	& Mauludiyah (2024)
7	Learner Competency Outcomes	Balances linguistic, communicative, academic, digital, and professional competencies	Emphasizes linguistic and academic competencies while communicative and professional competencies are emerging	Prioritizes linguistic competence while communicative, functional, and professional competencies remain minimal	Raswan et al. (2025); Dursun (2025)

Note. Readiness classifications were assigned through structured coding against the domain-specific indicators. High readiness indicates explicit alignment with disruption-era reform; moderate readiness indicates partial or emerging reform; and low readiness indicates limited or absent reform orientation. Inter-coder reliability was assessed using Cohen's kappa on approximately 17% of the corpus (n = 5 documents), yielding $\kappa = 0.87$. References correspond to the documents listed in Table 1.

Data Collection and Analytical Procedure

Data collection and analysis were conducted over eight months in six stages. First, documents were identified through government repositories, institutional archives, and academic databases. Second, the records were screened against the inclusion and exclusion criteria, and duplicates or irrelevant items were removed. Third, full-text versions of eligible documents were obtained. Fourth, the coding framework and analysis matrix were piloted on five documents and refined for clarity and consistency. Fifth, each of the 30 documents underwent structural reading, component classification, disruption coding, and reform-strategy extraction using qualitative data-analysis software. Sixth, the findings were synthesized through iterative conceptual mapping to identify gaps, relationships among system components, and potential transformation pathways.

Data Analysis

Qualitative content analysis and systemic synthesis were combined to identify disruption-related patterns and construct the transformation framework. NVivo 14 was used for data management, coding, and retrieval rather than automated interpretation (Dhakal, 2022). Open coding identified disruption themes across the corpus, axial coding connected these themes to system components, and selective coding integrated them into the seven analytical domains. Relationships among epistemology, curriculum, pedagogy, teacher capacity, governance, assessment, and learner outcomes were then mapped to develop the layered transformation framework.

Methodological trustworthiness was addressed through source triangulation across policy and scholarly documents, an audit trail for coding decisions, peer discussion and external review, and detailed description of the Indonesian systemic context. Because the study used a qualitative documentary design, it did not apply statistical significance testing.

Ethical Considerations

The study followed institutional ethical standards for document-based educational research. It used publicly accessible documentary data and involved no human participants; therefore, informed consent was not required. The procedures emphasized accurate attribution, transparent

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coding, and replicability. Ethical approval was not required because the study relied exclusively on publicly accessible policy documents and scholarly publications and involved no human participants or identifiable personal data.

Results and Discussion

Results

Document Corpus and Analytical Coverage

Thirty documents were analyzed to map the systemic conditions of Arabic language education transformation in Indonesia. The corpus comprised 10 national policy and regulatory documents and 20 peer-reviewed scholarly publications. This structure provided evidence from both the formal regulatory framework and the scholarly literature describing systemic conditions, constraints, and reform priorities (Bowen, 2009; Tight, 2019).

Table 3. Document Mapping Matrix: Disruption Relevance and Transformation Readiness

No.	Document Category	n	Disruption Relevance Index (DRI)	Mean Urgency Score (1–5)	Readiness Classification
1	Category A: National Policy and Regulatory Documents	10	92%	4.8	High
2	Category B: Peer-Reviewed Scholarly Publications	20	76%	4.1	Moderate
	Total	**30**	**82%**	**4.4**	**Moderate–High**

Note. DRI is the percentage of documents containing explicit disruption-related content across technological, sociocultural, economic, or pedagogical dimensions. Transformation urgency was scored from 1 (minimal) to 5 (critical). Readiness classifications were based on the preponderance of coded evidence. The values indicate documentary orientation, not observed implementation.

Table 3 shows that the policy and regulatory corpus had a DRI of 92% and a mean transformation-urgency score of 4.8 out of 5, resulting in a high readiness classification. The scholarly corpus had a DRI of 76% and a mean urgency score of 4.1, resulting in a moderate readiness classification. Across the full corpus, the combined DRI was 82% and the mean urgency score was 4.4, indicating moderate-to-high document-based transformation readiness. These scores describe the reform orientation contained in the documents rather than direct implementation outcomes.

Disruption Pressure Identification

The analysis identified disruption pressures in three dimensions: technological, sociocultural, and economic. Eight principal drivers emerged from the 30-document corpus, with differing levels of systemic impact and policy responsiveness (Fullan, 2016; OECD, 2025).

Table 4. Disruption Pressure Matrix: Impact Dimensions and Policy Responsiveness

No.	Disruption Driver	Primary Dimension	Disruption Impact	Policy Responsiveness	Supporting Documents
1	AI-Assisted Translation Tools	Technological	High	Moderate	P01, P02, J03, J07
2	LMS Adoption Gaps	Technological	High	Moderate	P07, P10, J03, J15

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3	Digital Content	Technological	Moderate	Low-Moderate	P10, J07, J15
4	Changing Learner Motivation	Sociocultural	High	Low	J10, J13, J18
5	Functional Language Demand	Sociocultural	High	Low-Moderate	J10, J07, J11
6	Multilingual Competition	Sociocultural	Moderate	Low	J05, J13, J16
7	Job Market Mismatch	Economic	High	Low	P08, J01, J12
8	Professional Arabic Demand	Economic	High	Moderate	P08, J05, J11

Note. Impact and policy-responsiveness classifications were determined through preponderance-of-evidence coding across the 30-document corpus. Supporting document codes correspond to Table 1.

Table 4 indicates a recurring gap between the intensity of disruption and the responsiveness of policy. AI-assisted translation and uneven learning-management-system adoption show high technological impact but only moderate policy responsiveness, suggesting that regulation and implementation lag behind technological change (Tang et al., 2025; Zawacki-Richter et al., 2019). Changing learner motivation and demand for functional language use also exert strong sociocultural pressure, yet strategic institutional responses remain limited (Guay, 2022; Shadiev & Wang, 2022). Economic pressures, particularly job-market mismatch and demand for professional Arabic, expose a substantial gap between graduate competency profiles and labor-market expectations (Alandejani & Sayed, 2024; Fazza et al., 2025; Tushar & Sooraksa, 2023).

Systemic Structural Diagnosis

The structural diagnosis examined five system components in which the corpus provided sufficiently concentrated evidence: epistemological orientation, curriculum architecture, pedagogical practice, teacher competency structures, and assessment systems. The weaknesses identified in these components were interconnected rather than isolated, collectively constraining the system's capacity to respond to disruption (Fullan, 2016; Garira, 2026; Hopkins, 2013).

Table 5. System Weakness Mapping: Structural Vulnerabilities Across Arabic Education Components

No.	System Component	Key Weakness Indicators	Severity Level	Transformation Urgency	Supporting Documents
1	Epistemological Orientation	Religious-dominant paradigm; limited functional and professional alignment	High	Critical	J02, J06, J09, J13
2	Curriculum Architecture	Uniform design; low flexibility; limited interdisciplinary integration	High	Critical	P01, P02, J01, J08, J11
3	Pedagogical Practices	Grammar-translation dominance; limited communicative and digital pedagogy	High	High	J03, J10, J15, J18
4	Teacher Competency Structures	Digital pedagogy gaps; limited professional training in disruption-era methods	Moderate–High	High	J04, J14, J16
5	Assessment Systems	Cognitive-heavy evaluation; limited performance-based and competency-driven assessment	Moderate–High	Moderate–High	P05, P08, J12, J20

Note. Severity and transformation urgency were determined through preponderance-of-evidence coding across the 30-document corpus. Supporting document codes correspond to Table 1.

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Table 5 identifies epistemological imbalance as the most critical weakness. A predominantly religious-textual orientation is not itself problematic, but the limited integration of functional and professional purposes restricts the range of competencies developed by the system. Curriculum architecture also remains rigid, with limited flexibility and interdisciplinary integration. Pedagogical practice continues to rely heavily on grammar-translation and transmission-oriented instruction, while communicative and technology-enhanced approaches are unevenly adopted (Richards & Rodgers, 2014; Wahba et al., 2014). Teacher-capacity gaps, especially in digital pedagogy and professional development, further limit implementation (Fullan, 2016). Assessment remains content-centered and cognitively weighted, with limited performance-based evaluation (Darling-Hammond & Adamson, 2014; Shepard, 2000). These weaknesses require coordinated rather than component-specific reform.

Institutional Governance and Policy Alignment

Institutional governance was examined in relation to policy alignment, implementation capacity, and reform readiness. The corpus showed substantial variation across the three sectors for which direct evidence was available, confirming that formal policy alignment does not automatically produce implementation capacity (Hill & Hupe, 2022; Sabatier, 1991).

Table 6. Institutional Governance and Policy Alignment Matrix

No.	Institutional Sector	Policy Alignment	Implementation Capacity	Reform Readiness	Supporting Documents
1	Islamic Higher Education (PTKI)	High	High	High	P07, J04, J14
2	National Curriculum and Standards Authorities	Moderate–High	Moderate	Moderate–High	P04, P05, P06, P08, J11
3	Madrasah Education System	Moderate	Moderate	Moderate	P01, P02, P03, P09, J08

Note. Classifications were determined through preponderance-of-evidence coding. Only institutional sectors directly represented in the corpus are included. Supporting document codes correspond to Table 1.

As shown in Table 6, Islamic higher education institutions (PTKI) demonstrate the strongest policy alignment and implementation capacity, supported by direct ministerial oversight and established governance structures (Haddade et al., 2024; Saugi et al., 2025). National curriculum and standards authorities show moderate-to-high policy alignment but only moderate implementation capacity, indicating a gap between regulatory direction and operational translation. The madrasah system shows moderate readiness: policy coverage is relatively extensive through KMA No. 183/2019, KMA No. 347/2022, and related instruments, but institutional autonomy and implementation resources remain uneven. Overall, reform effectiveness depends on policy coherence, institutional capacity, resource mobilization, and administrative coordination.

Learner Competency Outcomes (Document-Based Indicators)

The document analysis examined four competency domains: linguistic competence, academic literacy, communicative competence, and professional readiness (Canale & Swain, 1980; Council of Europe, 2001). The corpus indicates that foundational linguistic knowledge is prioritized more consistently than applied, functional, and employment-related competencies (Macalister & Nation, 2019).

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Table 7. Learner Competency Coverage Matrix: Curricular and Assessment Integration by Domain

No.	Competency Domain	Curricular Coverage	Assessment Representation	Skill Integration	Supporting Documents
1	Linguistic Competence	High	High	High	P01, P02, P05, J01, J08
2	Academic Literacy	Moderate–High	Moderate–High	Moderate–High	P01, J02, J11, J13
3	Communicative Competence	Moderate	Moderate	Moderate	J01, J07, J10, J15
4	Professional Readiness	Low–Moderate	Low	Low–Moderate	P08, J01, J07, J12

Note. Curricular coverage, assessment representation, and skill integration were classified through preponderance-of-evidence coding across the 30-document corpus. Supporting document codes correspond to Table 1.

Table 7 shows that linguistic competence receives the strongest curricular and assessment coverage, reflecting the continuing emphasis on grammar and structural language knowledge (Canale & Swain, 1980; Richards & Rodgers, 2014). Academic literacy is moderately well represented, particularly through reading comprehension and classical-text analysis. Communicative competence receives only moderate coverage, indicating limited attention to interaction, spoken proficiency, and authentic language tasks (Council of Europe, 2001; Lillis & Scott, 2007; Macalister & Nation, 2019). Professional readiness is the least developed domain, with weak curricular and assessment alignment to contemporary employment requirements (Knight & Yorke, 2004; Tomlinson, 2017). The resulting competency profile is therefore strong in foundational knowledge but weaker in functional application and employability.

Synthesis of System Transformation Readiness

The findings were synthesized across the seven analytical domains to determine relative readiness and reform priority. The matrix in Table 8 is a document-based diagnostic tool intended to guide reform sequencing rather than a direct measurement of institutional performance (Andrews et al., 2017; Cuban, 2001; Fullan & Quinn, 2016).

Table 8. System Transformation Readiness Matrix: Domain-Level Synthesis

No.	Analytical Domain	Readiness Level	Reform Priority	Supporting Documents
1	Epistemological Orientation	Low	Critical Reorientation	J02, J06, J09, J13
2	Curriculum Structure	Moderate	Urgent Reform	P01, P02, J01, J08, J11, J19
3	Pedagogical Approaches	Moderate	Urgent Reform	J03, J10, J15, J18
4	Teacher Capacity	Moderate	Urgent Capacity Development	P07, J04, J14, J16
5	Institutional Governance	Moderate–High	Strengthen Implementation	P01, P02, P07, J04, J08, J14
6	Assessment Frameworks	Low	Critical Intervention	P05, P08, J12, J20
7	Learner Competency Outcomes	Low–Moderate	Rebalance Competencies	P01, P08, J01, J07, J10, J12

Note. The seven domains correspond to the analytical framework in Table 2. Readiness levels were synthesized from the domain-specific coding, structural diagnosis, governance analysis, and competency-coverage findings. Supporting document codes correspond to Table 1.

Table 8 reveals uneven readiness across the seven domains. Institutional governance shows the strongest relative readiness, although implementation remains variable across sectors. Curriculum

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structure, pedagogical approaches, and teacher capacity are at a moderate level, indicating partial reform but insufficient system-wide implementation. Epistemological orientation and assessment frameworks show low readiness because functional and professional purposes remain weakly integrated and performance-based assessment is limited. Learner competency outcomes are classified as low to moderate: linguistic and academic competencies are relatively well represented, but communicative and professional competencies remain underdeveloped. The overall pattern indicates that policy momentum has not yet been translated into synchronized epistemological, curricular, pedagogical, professional, and evaluative change.

Discussion

Systemic Readiness and Structural Asymmetries

The findings show a system in transition, but not a system moving at the same pace across all of its components. Policy and governance documents already contain a substantial reform agenda, whereas curriculum flexibility, pedagogical practice, teacher capacity, assessment, and competency alignment remain less developed. The central issue is therefore not the absence of reform, but the uneven translation of reform across the system. The strongest imbalance lies in the epistemological orientation of Arabic language education: religious-textual purposes continue to receive firm institutional support, while communicative, functional, and professional purposes are less consistently embedded in curriculum, teaching, and assessment. This pattern helps explain why formal reform can coexist with limited change in graduate competencies (Hunaepi & Suharta, 2024; Tushar & Sooraksa, 2023; Zikriah & Mauludiyah, 2024).

The first research question concerned the pressures that make transformation necessary. The evidence indicates that these pressures are technological, sociocultural, and economic rather than technological alone. AI-assisted translation, digital platforms, and learning-management systems alter access to language knowledge, but they also change what learners expect from instruction and how institutions define useful language competence. At the same time, students increasingly encounter Arabic in academic networks, digital communication, mobility, and employment. Reform that concentrates only on infrastructure will therefore leave the deeper questions of motivation, curriculum purpose, and professional relevance unresolved (Hunaepi & Suharta, 2024; OECD, 2025; Sopian et al., 2025).

The second research question addressed readiness across the seven analytical domains. Governance and policy direction appear relatively advanced because regulations can be issued and institutional mandates can be revised through administrative processes. Epistemology, pedagogy, assessment, and competency outcomes are slower to change because they depend on professional judgment, institutional culture, teacher expertise, and routine practice. The resulting policy-implementation gap is visible in the contrast between extensive regulatory coverage and only moderate readiness in madrasahs, curriculum implementation, and teacher development. Studies of Indonesian Islamic education report a similar pattern: reform language is increasingly present in policy, but institutional capacity and implementation remain uneven (Rifa'i et al., 2025; Saugi et al., 2025).

Disruptive innovation theory helps clarify this difference in pace. Established education systems can adopt new technologies without immediately changing the values, competencies, and

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practices around which teaching has long been organized (Christensen & Raynor, 2003; Lile et al., 2025). In Arabic language education, digital tools may be added to a curriculum that still privileges grammar mastery and textual interpretation. Under those conditions, technology changes the medium of delivery but not the educational model itself. As translation tools, open digital resources, and AI-supported learning become more accessible, a curriculum centered almost exclusively on textual knowledge becomes less responsive to functional language use and changing learner needs (Kavitha & Joshith, 2024; Koon et al., 2026).

A systems perspective provides a second explanation. Curriculum, pedagogy, teacher development, governance, assessment, and learner outcomes are mutually dependent; progress in one component can be neutralized by inertia in another (Fullan, 2016; Garira, 2026). A competency-based curriculum, for example, will have limited effect when teachers receive little preparation in communicative or digital pedagogy, or when examinations continue to reward recall and grammatical analysis. Similarly, a policy requiring digital integration cannot by itself produce meaningful learning if institutions lack mentoring, resources, and aligned assessment. The moderate readiness found in several domains is therefore better understood as incomplete coordination than as a series of separate weaknesses (Zhang et al., 2026).

The imbalance in learner outcomes also reflects the changing position of Arabic within global knowledge and professional networks. Arabic remains central to religious learning, but it is also used in academic exchange, diplomacy, migration, media, digital communication, and employment. Learners need textual literacy alongside spoken interaction, academic communication, and occupational language use. When these purposes are not integrated, graduates may possess substantial linguistic and religious knowledge yet remain less prepared to use Arabic in contemporary academic and professional settings. This interpretation is consistent with research that links Arabic communication competence to broader educational and professional participation (Alandejani & Sayed, 2024; Fazza et al., 2025).

The findings are consistent with research showing that disruption changes learner expectations and increases demand for learning that is purposeful, flexible, and connected to real use (Guay, 2022). They also support curriculum studies that call for a closer relationship among values, competencies, and social relevance (Raswan et al., 2025). The present analysis adds a systemic explanation to those findings. Problems often described at the classroom level are partly produced by decisions made upstream, including the definition of legitimate knowledge, the organization of curriculum, the distribution of institutional authority, and the design of assessment. Pedagogical innovation is unlikely to be sustained when those structures continue to reward older priorities (Garira, 2026; Mardatillah et al., 2025; Syaudah et al., 2025).

The contribution of this study lies in bringing these strands together within a single document-based diagnosis. Earlier studies have examined digital disruption, curriculum reform, religious moderation, pedagogy, or employability as separate concerns. By mapping seven connected domains, this study shows how those concerns form a common structural problem in Arabic language education. It also broadens the reform discussion beyond religious-moderation discourse by placing technological change, professional relevance, and employability within the same analytical frame (Nugraha & Syafe'i, 2025; Sellami, 2025; Zikriah & Mauludiyah, 2024). The

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proposed framework is not evidence that transformation has already occurred; it is a conceptual synthesis that identifies where coordinated change is required and should be tested empirically.

The Six-Layer Transformation Framework and Reform Implications

The third research question asked what kind of framework could respond to the identified gaps. The six-layer model addresses this question by treating reform as an interdependent sequence rather than a collection of isolated programs. Epistemological reorientation defines the purposes of Arabic language education; curriculum redesign translates those purposes into learning outcomes and content; pedagogical innovation determines how the outcomes are pursued; teacher capacity makes the new pedagogy feasible; governance provides authority, resources, and coordination; and competency-aligned assessment determines whether the intended changes are visible in learner performance. A weakness in any layer can interrupt the movement from policy intention to educational outcome (Garira, 2026).

The first two layers are closely connected. Epistemological reorientation does not require the abandonment of Arabic's religious and textual functions. It requires those functions to be placed alongside academic, communicative, and professional purposes. Once the institutional purpose is broadened, curriculum design can move from uniform and content-heavy structures toward modular and competency-based pathways. Such pathways can retain classical-text study while giving learners structured opportunities to develop spoken communication, digital literacy, academic Arabic, and professional language use (Mardatillah et al., 2025; Syaudah et al., 2025; Akzam & Hayati, 2026; Raswan et al., 2025).

Curriculum change must be accompanied by changes in pedagogy and teacher preparation. Communicative language teaching, task-based learning, digital platforms, AI-assisted tools, and collaborative work are useful only when teachers understand how to select and combine them for specific learning outcomes. Replacing transmission-oriented teaching with activity-based instruction cannot be achieved through one-off workshops. It requires sustained professional development, mentoring, opportunities for collaborative planning, and institutional recognition of the time needed to redesign instruction. This relationship between pedagogical innovation and teacher capacity is central to the framework (Akzam & Hayati, 2026; Shadiev & Wang, 2022; Haddade et al., 2024; Zhang et al., 2026).

The final two layers concern the conditions that allow reform to endure. Governance must connect national policy with institutional discretion, resources, accountability, and support. PTKI, madrasahs, and teacher-education institutions operate under different capacities, so implementation cannot rely on identical administrative expectations. Institutions need room to adapt curriculum while remaining accountable to common competency standards. Assessment must then reflect the broadened purposes of learning. When examinations remain centered on grammatical recall and textual analysis, teachers and students have little incentive to prioritize communicative and professional performance. Authentic and competency-driven assessment is therefore not an additional reform at the end of the process; it is the mechanism that aligns the other layers with observable outcomes (Alzahmi et al., 2025; Saugi et al., 2025; Akzam & Hayati, 2026; Lewis et al., 2025).

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At the national level, the Ministry of Religious Affairs should use existing regulations as the basis for an implementation roadmap rather than treating policy issuance as the completion of reform. KMA No. 183/2019 and KMA No. 347/2022 already provide important direction, but institutions also need detailed implementation guidance, staged capacity-building, monitoring indicators, and resource support. Without these mechanisms, schools and universities with stronger leadership or resources will advance more quickly, while others will reproduce the same curriculum under new policy terminology (Haddade et al., 2024; OECD, 2025).

National curriculum and standards authorities also need to state more clearly how communicative, digital, academic, and professional competencies relate to linguistic and religious-textual objectives. The KKNI and national education standards can provide a common outcome framework, but the outcomes should be expressed in forms that can guide course design, learning tasks, and assessment. Clearer outcome statements would help institutions avoid treating functional competence as an optional addition to the core curriculum (Nugraha & Syafe'i, 2025; Raswan et al., 2025).

At the institutional level, PTKI and madrasahs should use the flexibility available within current regulations to build coherent local pathways. This may include interdisciplinary courses, collaboration between language and subject specialists, shared teacher-development programs, and partnerships that expose learners to academic and professional uses of Arabic. The moderate readiness found in the madrasah sector suggests that regulatory coverage alone is insufficient. Leadership, staffing, access to technology, and routine coordination determine whether reform becomes part of institutional practice (Saugi et al., 2025; Tang et al., 2025).

Curriculum developers and assessment authorities have a related responsibility. Communicative, functional, academic, professional, and digital competencies need to appear explicitly in curriculum outcomes, learning activities, and assessment criteria. Authentic tasks can assess whether learners can interpret information, participate in discussion, produce academic texts, and communicate in professional or digital settings. These tasks should complement rather than displace the assessment of linguistic accuracy and textual understanding. The aim is a more balanced competency profile, not a reversal in which established strengths are discarded (Akzam & Hayati, 2026; Raswan et al., 2025; Heydarnejad et al., 2022; Jang & Sawaki, 2025).

For researchers, the framework offers a set of relationships that can be examined rather than a finished model to be accepted without testing. Studies are needed to determine whether changes in governance and teacher development lead to different classroom practices, whether performance-based assessment alters learning priorities, and whether broader curriculum outcomes improve communicative and professional competence. Examining these relationships across several institutional levels would move Arabic language education research beyond the repeated treatment of reform components as separate topics (Zikriah & Mauludiyah, 2024).

The study has several limitations. Its conclusions are based on policy and scholarly documents rather than classroom observation, institutional ethnography, interviews, or learner-performance data (Bowen, 2009). The readiness classifications therefore describe the orientation and emphasis of the documentary corpus, not verified implementation in every institution. The Indonesian setting also limits direct transfer to education systems with different governance arrangements, and policy documents may present intended practice more clearly than actual practice. Although inter-

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coder reliability was strong (κ = 0.87), interpretation in qualitative document analysis remains partly dependent on researcher judgment (O'Connor & Joffe, 2020).

Future research should combine document analysis with classroom observation, interviews, institutional case studies, and learner-performance evidence. Comparative work across PTKI, madrasahs, and other Muslim-majority contexts could establish whether the same policy-implementation and competency asymmetries recur under different institutional conditions. Longitudinal studies are needed to examine whether reform is sustained, while intervention studies should test the effects of teacher-development programs, curriculum redesign, and performance-based assessment on teaching practice and graduate competencies.

Conclusion

This study examined the systemic transformation readiness of Arabic language education in Indonesia through a structured analysis of 30 policy and scholarly documents. It focused on disruption pressures, readiness across seven analytical domains, and the construction of a transformation framework.

The corpus indicates that Arabic language education faces technological, sociocultural, and economic pressures. Policy and governance frameworks provide a substantial basis for reform, but implementation remains uneven. Epistemological orientation and assessment show the largest gaps, while curriculum structure, pedagogy, and teacher capacity are only moderately prepared for transformation. Learner outcomes remain weighted toward linguistic and academic competencies, with weaker integration of communicative and professional readiness. These findings describe patterns in documents and should not be interpreted as direct measurements of classroom practice or institutional performance.

The study proposes a six-layer framework comprising epistemological reorientation, curriculum redesign, pedagogical innovation, teacher capacity development, institutional governance coordination, and competency-outcome alignment. The framework provides a conceptual pathway for coordinated reform and requires empirical validation. Practical implications are directed to six stakeholder groups: the Ministry of Religious Affairs, national curriculum and standards authorities, Islamic education institutions, curriculum developers, assessment authorities, and researchers.

Further research should validate the framework through classroom-based, institutional, comparative, longitudinal, and intervention studies. Particular attention should be given to the alignment of policy, teacher development, authentic assessment, and graduate competencies.

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