

Trends and Characteristics of Arabic Language Teaching Material Development by Pre-Service Teachers in Higher Education: A Systematic Literature Review

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ABSTRACT

The development of Arabic teaching materials by prospective teachers in universities is an important issue in line with the increasing demands of 21st century competence and the integration of technology in education. However, a comprehensive study of the trends and characteristics of the development of Arabic teaching materials by prospective teachers is still limited. This research aims to synthesize trends, approaches, and challenges that arise in the development of Arabic teaching materials in the higher education environment. This study uses *the Systematic Literature Review* (SLR) method by following the PRISMA guidelines. Literature searches were conducted on Semantic Scholar, PubMed, OpenAlex, arXiv, and ClinicalTrials databases. Of the 123 documents identified, 37 studies met the inclusion criteria and were analyzed. Risk of bias was evaluated based on the relevant domain, while the level of certainty of the evidence was assessed using the GRADE framework. The results of the study show five main themes, namely: (1) the competence of prospective teachers in learning design, (2) the effectiveness of teaching materials and curriculum innovation, (3) the implementation of 21st century skills through the 4C framework, (4) the integration of technology and artificial intelligence in Arabic language learning, and (5) the quality of the teacher candidate education program. The dominant trends include the use of digital technology, the application of constructivistic approaches, and the strengthening of 21st century skills. However, various challenges are still found, such as curriculum incompatibility, limited digital resources, and lack of pedagogic training. This study shows that the development of Arabic teaching materials is moving towards a more digital, collaborative, and competency-based approach. However, the low to very low certainty of the evidence indicates the need for more rigorous experimental research to support the development of Arabic teacher education policies and practices.

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1. INTRODUCTION

Arabic language education is gaining more attention and significance at the global level, considering that Arabic is spoken by more than 420 million speakers worldwide and has a very important role in Islamic studies, international relations, and cultural exchange (Hendro Risbiyantoro, 2026). In this context, the development of competent Arabic teachers through a quality pre-service teacher education program is one of the main pillars in realizing effective and quality learning (Sauri & Sanusi, 2024). However, various challenges are still faced in preparing prospective teachers to have adequate pedagogic competence and learning design skills to carry out optimal Arabic language teaching (Sauri & Sanusi, 2024).

The development of Arabic teaching materials has undergone significant changes in recent decades. The traditional approach that was previously more oriented to grammar-translation methods, which are rooted in the tradition of religious education, is now beginning to undergo a transformation (Polat, 2019). The demands of contemporary education require the integration of communicative approaches, the use of digital technologies, and the application of a 21st-century skills framework that includes critical thinking, creativity, communication, and collaboration skills (Yayah Robiatul Adawiyah, 2025). These changes require a systematic study of how teacher education programs prepare prospective teachers in developing teaching materials and designing curricula that are relevant to the needs of the times.

Various studies show that teachers' pedagogic competence has a significant influence on Arabic learning outcomes (Sauri & Sanusi, 2024). A prospective Arabic teacher is required to have abilities in various aspects, such as understanding the characteristics of students, mastering learning theories, developing the curriculum, utilizing information and communication technology, and carrying out learning evaluations effectively (Sauri & Sanusi, 2024). However, a number of findings show that the level of pedagogic competence in various regions is still below the expected standard (Sauri & Sanusi, 2024).

The need to keep up with the increasingly rapid development of educational technology also encourages various studies on the use of digital innovations in Arabic language learning (Al Muntasyiri, 2020). Teacher education programs are increasingly aware that the development of effective teaching materials requires not only theoretical understanding, but also practical skills in curriculum design, digital literacy, and the application of pedagogy that is responsive to the cultural

context of students (Gudkk., 2024). In addition, the presence of artificial intelligence-based technology further expands the dynamics of Arabic language learning development by presenting various opportunities as well as new challenges in the teaching and learning process (Mozah H. Alkaabi, 2025).

Based on these conditions, this systematic literature review was carried out to synthesize various research findings regarding the trend of developing Arabic teaching materials carried out by prospective teachers in universities. This study seeks to answer the research question: "What is the trend of developing Arabic teaching materials by prospective teachers in universities?" Through the analysis of the methodological approach, the pedagogical framework used, the level of technological integration, and the various challenges faced in the process of developing teaching materials, the results of this study are expected to contribute to the development of the Arabic teacher education curriculum and become a basis for consideration in the formulation of policies to improve the quality of teacher education programs in the future.

2. METHODS

Approaches and Types of Research

This research uses the *Systematic Literature Review* (SLR) approach, which is by studying, analyzing, and interpreting various studies related to the trend of developing teaching materials for prospective Arabic teachers. SLR is a data collection method that focuses on library sources, where research objects are obtained from various literature such as books, encyclopedias, scientific journals, magazines, and other documents (Snyder, 2019). Articles that have been found through searches in international journals are then evaluated based on certain criteria, especially those related to the development of teaching materials, before being reviewed in depth. This research is also supported by relevant theories to strengthen the arguments and the basis of literature review.

Eligibility Criteria

Studies are declared eligible for inclusion when discussing: (1) Arabic language teaching materials, including textbooks, curricula, digital learning resources, or learning objects designed for Arabic language learning; (2) prospective teachers, teacher education students, or pre-service teachers who participate in teacher education programs in higher education; (3) approaches, processes, frameworks, or strategies for the development of teaching materials; (4) new trends, patterns, innovations, or practices that develop in the development of Arabic teaching materials; and (5) research carried out at universities, educational personnel education institutions, or academic institutions that organize pre-service teacher education programs. In contrast, studies that exclusively focused on primary or

secondary schools without involving prospective teachers, as well as in-service teacher training programs, were excluded from this study.

Sources of Information and Search Strategies

Literature searches were conducted systematically on five databases, namely Semantic Scholar, PubMed, OpenAlex, arXiv, and ClinicalTrials. The search process uses four groups of keywords (*search strings*), namely:

1. A combination of terms related to the teaching or learning of Arabic with terms that refer to prospective teachers or pre-service teachers.
2. A combination of terms related to Arabic curriculum, textbooks, or teaching materials with terms that refer to prospective teachers.
3. A combination of terms related to the development of Arabic teaching materials or curriculum with terms related to higher education, universities, or teacher education.
4. A combination of terms related to the teaching of Arabic with the development of teaching materials and terms that refer to prospective students or pre-service teachers.

Data Selection Process

The initial search results identified as many as 123 documents. After the duplicate removal process, a total of 4 documents were issued (consisting of 3 duplicates based on DOIs and 1 duplicate based on titles), leaving 119 unique documents. Furthermore, mechanical screening issued 26 documents because they did not have abstracts, leaving 93 documents for the title and abstract review process.

At the stage of screening titles and abstracts, as many as 46 documents were issued because they did not meet the eligibility criteria that had been set. Thus, as many as 47 documents were continued to the full-text assessment stage. At this stage, 10 additional documents were issued because they did not meet the inclusion criteria, so the final number of studies that were eligible and included in this study was 37 studies.

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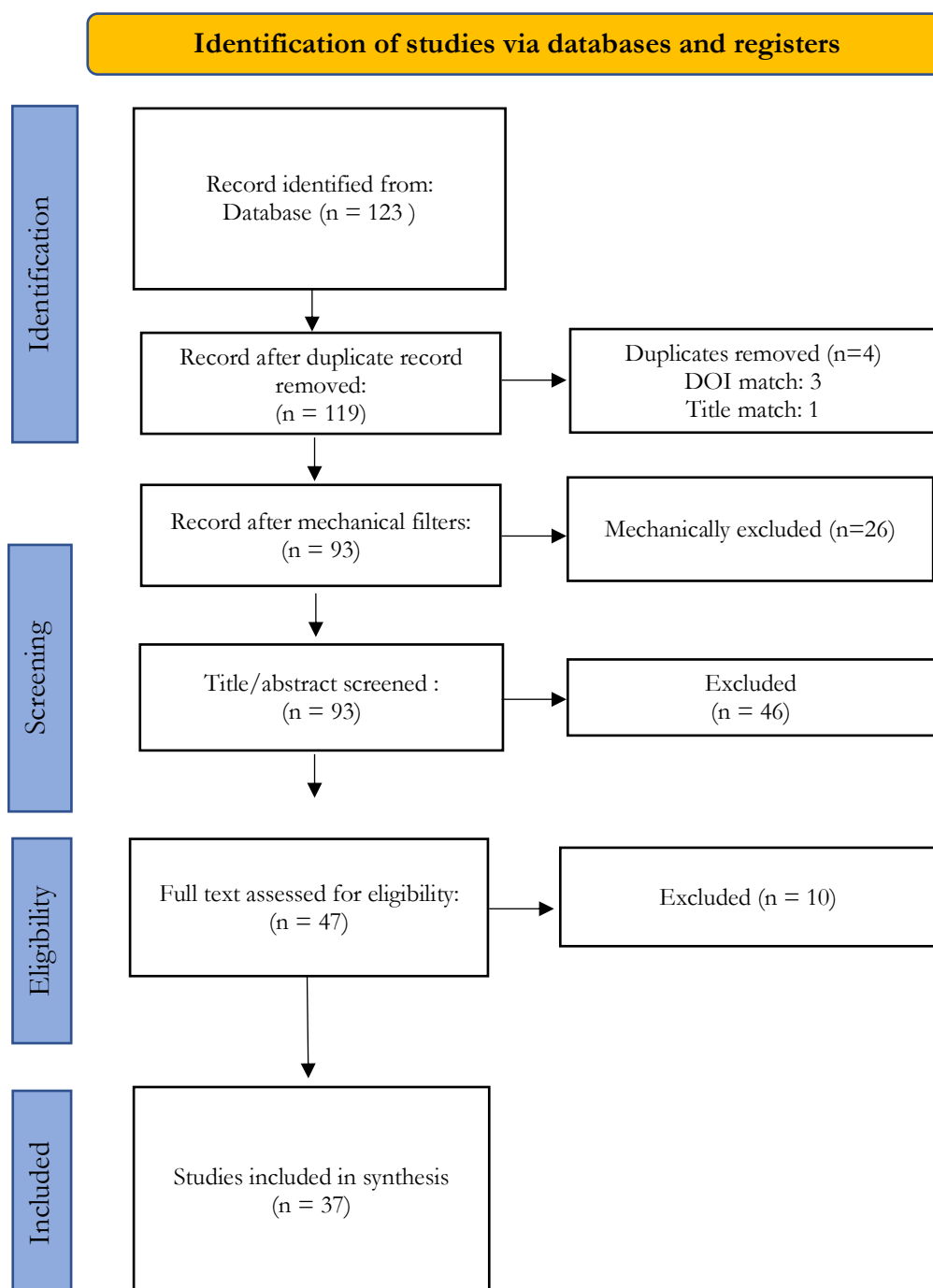


Figure 1. PRISMA 2020 Flow Diagram

Data Extraction

Data from each study were systematically extracted using a standard format that included: type of research design, category of participants, sample size, geographical context, institutional context,

duration of research, focus of development of teaching materials, pedagogical framework used, targeted learning skills, level of technology integration, evaluation or assessment methods, competencies measured, categories of key findings, key challenges identified, and instruments measurements used.

Risk-of-Bias Assessment

Risk of bias was assessed based on five key domains, namely: (1) the randomization process; (2) deviations from the planned intervention; (3) missing external data; (4) measurement of research results; and (5) the selection of reported results. Each domain is assigned an assessment category in the form of Low Risk (L), Some Concerns (SC), High Risk (H), or Not Applicable (NA), according to the characteristics of the analyzed research design.

Evidence Certainty Assessment (GRADE)

The level of certainty of the evidence was evaluated using the GRADE (Grading of Recommendations Assessment, Development, and Evaluation) framework on five main outputs, namely: (1) the competence of prospective teachers in designing and implementing learning; (2) the effectiveness of teaching materials and curriculum innovation; (3) the implementation of 21st century skills that include critical thinking, creativity, communication, and collaboration (4C); (4) the integration of technology in Arabic language learning; and (5) the quality of the education program for pre-service Arabic language teachers.

3. FINDINGS AND DISCUSSION

RESULTS

Characteristics of Included Studies

This systematic review includes 37 studies published between 2012 and 2026. The geographical distribution of the study showed the dominance of studies originating from Indonesia, followed by Turkey, Malaysia, China, and the United Arab Emirates, as well as some studies from Saudi Arabia, Nigeria, and the United Kingdom (Düzgün & Kırkıç, 2023; Gu dkk., 2024; Mozah H. Alkaabi, 2025; Polat, 2019).

The research designs used are very diverse. The qualitative approach dominates, including content analysis (Polat, 2019), qualitative descriptive methods (Yayah Robiatul Adawiyah, 2025), and systematic literature review (Simon dkk., 2024). In addition, there is research with quasi-experimental design (Demirbağ dkk., 2026), mixed methods (Muhammad Sabri Sahrir, 2020), and the development of scale instruments (Düzgün & Kırkıç, 2023). The Research and Development (R&D) approach is widely used in research on the development of teaching materials (Djody dkk., 2024).

Participant categories include prospective teachers or teacher education students (19 studies), college students (8 studies), Arabic lecturers or teachers (7 studies), and curriculum developers (3 studies). The number of samples varied from 15 participants in qualitative research (Yayah Robiatul Adawiyah, 2025) to 960 participants in quantitative research (Hendro Risbiyantoro, 2026). Polat's research involved 76 prospective teachers at Gazi University (Polat, 2019), while Sauri and Sanusi evaluated the pedagogic competence of prospective Arabic language teachers in Indonesia and Malaysia (Sauri & Sanusi, 2024).

The institutional context of the research includes Islamic universities (15 studies), public universities (10 studies), educational institutions for education personnel (8 studies), and pesantren based universities (4 studies). The duration of the study ranged from an intensive three-week program (Sahrir dkk., 2025), an eight-week intervention program (Demirbağ dkk., 2026).

Teacher Candidates' Competencies in Learning Design and Implementation

Evidence on the competence of prospective teachers in learning design was obtained from 12 studies with a low level of certainty of evidence. In general, prospective Arabic teachers show varying levels of pedagogic competence, and the results of the evaluation identify some aspects that still need improvement (Sauri & Sanusi, 2024).

Research in Indonesia and Malaysia evaluates the competence of prospective teachers based on the standards of the Regulation of the Minister of National Education Number 16 of 2007 (Sauri & Sanusi, 2024). The results of the study showed that 87% of prospective teachers in Indonesia have adequate competence in utilizing information and communication technology for learning activities, while 100% showed good competence in carrying out learning assessments and evaluations. However, only 46% showed adequate competence in understanding the characteristics of students (Sauri & Sanusi, 2024).

Other research identified gaps in teachers' ability to actively use Arabic during the learning process and in improving student learning outcomes. The findings show that pedagogic competence is the main foundation that must be mastered by prospective Arabic teachers, but there are still many who have not reached the optimal level of mastery (Sauri & Sanusi, 2024).

The implementation of a smart learning environment in learning to read Arabic shows that five competencies according to the Indonesian National Qualifications Framework (KKNI) can be realized, namely language and cultural knowledge, fluent language skills, information and communication technology skills, and critical thinking skills (Machmudah dkk., 2026). However, the competence of teaching skills and professional ethics has not been achieved optimally.

The results of the bias risk assessment show some concerns about the outcome measurement and selection aspects of reported outcomes, especially since many studies use self-report instruments and non-randomly selected samples.

Effectiveness of Teaching Materials and Curriculum Innovation

A total of 14 studies examined the effectiveness of teaching materials with a low level of evidence certainty. The 4C-based Arabic curriculum framework implemented at Nurul Jadid University has shown a positive impact on the development of students' language competencies (Yayah Robiatul Adawiyah, 2025). The curriculum emphasizes active, participatory, and contextual learning that encourages students to build knowledge through meaningful interaction and problem-solving.

Textbook analysis research shows that about 42% of prospective teachers at Gazi University assess Arabic textbooks as appropriate to the needs of the curriculum, while 55% state that they are only partially appropriate (Polat, 2019). From the visual aspect, only 26% of respondents assessed the textbook as adequate, while 21% considered it still inadequate. For the development of speaking skills, only 10.5% of respondents considered textbooks to be adequate (Polat, 2019).

Development research using 4D models (define, design, develop, disseminate) produced basic Arabic teaching materials with a design validity rate of 96%, content validity of 90%, and linguistic validity of 89% (Djody dkk., 2024). Field tests showed that 32.7% of students rated the teaching material as very good and 65.5% rated it as good.

A constructivist approach integrated into digital teaching materials at UIN Maulana Malik Ibrahim shows that audio-visual-based applications are effective in supporting the development of language skills through distance learning (Nurhadi & Hilmi, 2023). The implementation components include pedagogical integration, professional development, resource management, assessment and monitoring, cultural integration, and institutional support (Ma dkk., 2025).

Collaborative learning strategies have also been shown to significantly improve four language skills. The group discussion, think-pair-share, and project-based learning approach is able to improve the ability to listen, speak, read, and write (Simon dkk., 2024).

Implementation of 21st Century Skills (Framework 4C)

A total of eight studies discussed the implementation of 21st century skills with low evidence certainty. The 4C framework which includes Critical Thinking, Creativity, Communication, and Collaboration is seen as an important component in the design of the Arabic language curriculum in universities (Yayah Robiatul Adawiyah, 2025).

Research at IIUM Malaysia involving 30 prospective teacher students showed the level of application of the concept of 21st century education which is in the medium to high category in all 4C dimensions (Sahrir dkk., 2025).

The 4C-based curriculum at Nurul Jadid University integrates the philosophy of Islamic education with the principles of modern pedagogy. Critical thinking skills are developed through text analysis and argumentative writing, communication through discussion forums and presentations, collaboration through group projects and peer learning, and creativity through innovative tasks such as digital storytelling and the production of creative content in Arabic (Yayah Robiatul Adawiyah, 2025).

Despite this, various challenges are still found. The traditional teacher-centred approach that relies on memorization is still widely used, although it is not in line with the demands of today's education. In addition, the administrative burden of lecturers often reduces the opportunity to design innovative, 4C-based learning (Yayah Robiatul Adawiyah, 2025).

Integration of Technology in Arabic Language Learning

A total of 10 studies discussed the integration of technology with a very low level of certainty of evidence due to the high heterogeneity of approaches and research results.

The integration of digital literacy in the Arabic speaking skills syllabus shows that the most dominant aspect is skills, while the knowledge and attitude aspects are still underpaid (Gu dkk., 2024). Prospective teachers have basic digital literacy skills for daily needs, but still lack mastery of technical aspects specific to learning Arabic.

The challenges faced include limited Arabic digital learning resources, lack of digital literacy training for lecturers, high teaching load, and less supportive institutional policies (Gu dkk., 2024).

The use of generative artificial intelligence (Generative AI) has emerged as a new trend in Arabic language learning. Teachers use GenAI to create teaching materials, conduct assessments, and create personalized lesson plans (Mozah H. Alkaabi, 2025). ChatGPT is considered to be able to save time in the preparation of lesson plans, quizzes, and worksheets, although the results still require verification.

However, the application of AI presents its own challenges because it must be able to process various dialects of Arabic, handle text from right to left accurately, and maintain the authenticity of Arabic culture (Mozah H. Alkaabi, 2025).

Quality of Education Programs for Arabic Language Teacher Candidates

A total of 11 studies examined the quality of the education program of prospective Arabic teachers with a low level of certainty of evidence. The results of the study show that there are still competency gaps that need attention.

Teacher education institutions have an important responsibility in forming competent and professional Arabic teacher candidates (Sauri & Sanusi, 2024). The School Field Introduction Program (PLP/PPL) acts as a means to test the readiness of prospective teachers in learning practices according to their field of expertise.

Research shows that Arabic language education study programs need to equip all lecturers and students with an understanding of new technologies, including Generative AI (Mozah H. Alkaabi, 2025). Training should include the use of AI in Arabic language learning, the evaluation of AI-generated content, and the management of accompanying ethical issues.

Curriculum analysis in various Arabic study programs shows that there is a gap between the curriculum designed based on ideal needs and the implementation that occurs in the field (Gudak, 2024). Therefore, it is necessary to redesign the curriculum that is more oriented towards the development of language skills and the use of learning technology (Al Muntasyiri, 2020).

Key Challenges and Gaps Identified

Various studies have identified a number of recurring challenges. One of them is the discontinuity of the Arabic curriculum between different levels of education so that it hinders the development of students' abilities in a sustainable manner (Anuar dkk., 2025).

Linguistic and cultural challenges are also a major issue. The difference between Modern Standard Arabic (Fusha) taught in class and the variety of everyday Arabic that students encounter outside the classroom is a recurring obstacle (Kamal, 2025). In addition, many learners enter Arabic classes with very limited experience and exposure to the language.

Institutional obstacles include limited autonomy for teachers in modifying the curriculum, lack of professional development opportunities, and a curriculum that is too centralized (Kamal, 2025). The digital divide is also still a serious problem, especially in remote areas that face limited electricity, unstable internet access, and lack of ownership of digital devices by students.

In addition, the use of AI raises concerns regarding the integrity of assessments. Teachers are concerned about the use of GenAI by students in completing assignments without clear disclosure, making it difficult to evaluate real abilities (Mozah H. Alkaabi, 2025). Traditional assessment methods are considered inadequate to deal with learning situations that are increasingly influenced by artificial intelligence technology.

DISCUSSION

Summary of Findings

This systematic review synthesizes evidence from 37 studies that examined the trend of developing Arabic teaching materials by prospective teachers in higher education. The analysis of these studies resulted in five main themes, namely the development of teacher competencies, the effectiveness of teaching materials, the implementation of 21st century skills, technology integration, and the quality of teacher candidate education programs.

The findings show that prospective Arabic teachers have varying levels of pedagogic competence. Relatively strong competence can be seen in the use of information and communication technology in learning (87% meet the competent criteria) and the implementation of learning assessments and evaluations (100% meet the competent criteria). However, there are still significant weaknesses in the ability to understand the characteristics of students, which only reaches 46% (Sauri & Sanusi, 2024). In addition, the 4C-based learning framework (Critical Thinking, Creativity, Communication, and Collaboration) is increasingly used as an approach in the development of the Arabic language curriculum. The implementation of the framework has been proven to be able to improve students' language competence and communication skills (Yayah Robiatul Adawiyah, 2025). On the other hand, the integration of technology, including the use of artificial intelligence (AI), is emerging as a rapidly growing trend, although empirical evidence on its effectiveness remains at a very low level of (Mozah H. Alkaabi, 2025) certainty.

Various challenges are still found in various research contexts, including incompatibility of curriculum between levels of education, limited digital resources, lack of adequate pedagogic training, and the emergence of academic integrity issues due to the use of AI technology in the learning and assessment process (Anuar dkk., 2025; Mozah H. Alkaabi, 2025). These findings show that although the approach to developing Arabic teaching materials has moved towards a digital, collaborative, and competency-based paradigm, its implementation still faces various structural barriers and resource limitations.

Strength and Limitations of the Evidence

The evidence base analyzed in this study has several advantages. First, the wide geographical scope of the research covers Indonesia, Turkey, Malaysia, China, the United Arab Emirates, Saudi Arabia, Nigeria, and the United Kingdom so as to provide a comprehensive overview of the practice of developing Arabic teaching materials in various educational contexts (Düzgün & Kırkıç, 2023; Gu dkk., 2024; Mozah H. Alkaabi, 2025). Second, the use of various research designs that combine qualitative

and quantitative approaches allows for a more thorough understanding of complex educational phenomena.

However, there are a number of limitations that affect the level of confidence in the results of this study. Based on the assessment using the GRADE framework, the level of certainty of the evidence was in the low category for the four main outputs and very low for the aspect of technology integration. The most dominant methodological limitations are the use of cross-sectional observational designs without experimental control groups, the use of self-report instruments that are susceptible to social desirability bias, and non-probability sampling techniques that limit the generalization of research results.

The risk assessment of bias also shows concerns about the measurement aspect of research outcomes, especially since many studies use unstandardized instruments and subjective assessments. In addition, there are indications of bias in reporting results because not all studies report insignificant findings or negative results in full. In studies with a quasi-experimental design, a high risk of bias was found in the randomization process because participant placement was conducted based on pre-existing classes and not through random allocation (Demirbağ dkk., 2026).

Comparison with Previous Studies

Previous systematic studies of Arabic language learning have generally focused on specific aspects, such as gamification strategies or collaborative learning (Zikriah & Mauludiyah, 2024). In contrast to previous research, this study provides a more comprehensive synthesis with a special focus on the involvement of prospective teachers in the development of Arabic teaching materials.

The findings of this study are in line with various previous studies that stated that learning Arabic faces typical challenges in the form of diglossary phenomena, the morphological complexity of Arabic, and the need for cultural contextualization in the learning process (Hendro Risbiyantoro, 2026). In addition, the identification of the 4C framework as one of the key trends reinforces previous research findings regarding the importance of integrating 21st-century skills in language education (Yayah Robiatul Adawiyah, 2025).

However, this study makes a new contribution by showing that there is a gap between the adoption of the 4C concept at the curriculum level and its implementation in the field, especially in the context of Islamic universities. Although the 4C principles have been accommodated in curriculum design, institutional constraints and resource constraints still hinder optimal implementation (Yayah Robiatul Adawiyah, 2025).

Practical Implications

Given the relatively low level of certainty of the evidence, the practical implications of the results of this study need to be interpreted carefully. Arabic teacher education programs need to strengthen the development of pedagogic competencies that are in line with national standards, especially in the aspect of understanding the characteristics of students who still show a low level of competence (Sauri & Sanusi, 2024).

The development of a curriculum based on 4C shows promising potential to improve the quality of Arabic language learning. However, its success requires institutional support in the form of reducing the administrative burden on lecturers, providing adequate digital resources, and developing a more collaborative and innovative learning environment (Yayah Robiatul Adawiyah, 2025).

In the context of technology integration, educational institutions need to overcome various obstacles that have been identified, such as the limitation of Arabic digital learning resources, the lack of digital literacy training, and institutional policies that have not supported digital transformation (Gudkk., 2024) optimally. Regarding the use of AI, teacher education programs need to provide comprehensive training on the use of AI in Arabic language learning, management of Arabic dialect variations, evaluation of cultural authenticity, and the application of ethical principles in the use of the technology (Mozah H. Alkaabi, 2025).

In addition, the development of teaching materials should emphasize more contextualization aspects according to the needs, experience, and ability level of students. Research shows that students are more likely to understand the use of Arabic in real life if the learning material is linked to their daily experiences (Anuar dkk., 2025). The use of visual elements, interactive components, and audio-visual media also needs to be improved considering that there are still various weaknesses in the textbooks currently used (Polat, 2019).

Implications for Further Research

The dominance of evidence with a low level of certainty indicates an urgent need to conduct more rigorous and high-quality research. Some of the recommended research agendas include:

- a. Conducting experimental research with a randomized controlled trial (RCT) design to evaluate the effectiveness of teaching material development interventions more accurately.
- b. Conducting longitudinal research that tracks the development of the competency of prospective teachers from the period of education to entering the professional world of work.
- c. Conduct comparative research to compare the effectiveness of various pedagogical approaches, such as the 4C framework, constructivist approach, and communicative approach under controlled conditions.

- d. Develop and validate Arabic teaching competency measurement instruments that can be used in various cultural and institutional contexts.
- e. Conducting implementation research that examines the factors that support and hinder the adoption of technology in the development of Arabic teaching materials.

Future research also needs to overcome the various methodological limitations found in this study, including using validated instruments, applying better randomization procedures, and reporting all research results transparently, including insignificant findings or results that contradict the research hypothesis.

4. CONCLUSION

This systematic review identifies four main trends in the development of Arabic teaching materials by prospective teachers (pre-service teachers) in universities. First, the increasing integration of the 21st century skills framework, especially the 4C model which includes critical *thinking*, *creativity*, *communication*, and *collaboration*. Second, the use of digital technology is increasingly prominent through the use of *Learning Management System* (LMS), multimedia-based learning resources, and artificial *intelligence* applications that continue to develop. Third, constructivist pedagogical approaches and *student-centered learning* are increasingly being applied in the practice of developing teaching materials. Fourth, greater attention is paid to cultural contextualization and communicative use of Arabic, reflecting the need for a more authentic and meaningful Arabic learning experience.

Although these developments point in a positive direction, the certainty of the evidence found is still in the low to very low category across all major research outputs. This shows that the effectiveness of various approaches and interventions that exist today is still not firmly ascertained. A number of ongoing challenges also still hinder the quality of education of prospective Arabic teachers, including curriculum incompatibility, limited digital resources, lack of pedagogical training, and the emergence of assessment integrity issues in the era of the use of artificial intelligence. Therefore, educational institutions and policymakers need to prioritize strengthening teacher education programs through increased professional development, curriculum modernization, and technology integration that is sustainable and in accordance with contemporary educational demands.

From a theoretical perspective, this study contributes to the scientific treasure of Arabic language education by presenting a comprehensive synthesis of the trend of developing teaching materials by prospective Arabic teachers. The findings of the study show a paradigm shift from the development of teaching materials that focus on purely linguistic aspects to a more integrative model, which combines 21st century skills, digital technology, constructivistic learning principles, and pedagogy that is

responsive to the cultural context. In addition, this study highlights the relationship between teacher competence, teaching material design, and institutional readiness to face educational transformation. Thus, the resulting trend map can be a conceptual basis for the development of Arabic teacher education models that are more adaptive, innovative, and responsive to the challenges of the digital era and the development of artificial intelligence.

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